



TRAINER NOTES

SUMMARY – Module 6 examines the process of collaboration both in discussion and practical application. In addition, using a self-evaluation framework, the Module seeks to answer “*Where would we like to go and what will I do to get us there?*” It is meant to energize the participants by highlighting the importance of their work and the value of doing it more effectively for themselves and the well being of their communities. The underlying theme is that collaboration and self-evaluation can lead to improvements, but as with recidivism and relapse, going back to doing the same things in the same way will lead to the same outcomes. There is little lecture and a great deal of interactivity. It is essential that the trainers model an upbeat but clear-eyed attitude towards evaluation as a gateway to improved positive outcomes. It is also the opportunity for trainers to speak in their own words to encourage and inspire trainees as the training concludes.



Total time: 3 hours (a brief break should be added at a naturally occurring pause in the module’s flow)

- **Supplies needed:**

- Overhead or multimedia projector
- Slides 6.1 – 6.12
- Flipchart easel, paper, and markers
- Case study handout – one per participant. (See *Appendices for masters*.)
- Copies, one per participant, of the Program Evaluation Activity handout in the Appendices

- **Seating arrangement:** Trainers will need to examine the mix of participants and group them into logical “nodes” based on common geographic location; sub-unit; or discipline (e.g., all the people from one city, or the prison; the parole department) so as to best suit the purposes of the evaluation activities.

DESIGN

Introduction and Objectives

The introduction will set the tone for the rest of the module, and for the conclusion of the training. While a script is provided as a guide, trainers need to speak using their

own words regarding the value of the participant's work and the impact that doing it well can have on each other, on individual members of the community and the community as a whole. Emphasize and personalize the outcomes, i.e. those benefiting from our work as agents of change include not only the offender but all of that offender's potential victims. It is meant to be inspirational and trainers will need to prepare their remarks in advance.

COLLABORATION & CASE STUDY ACTIVITY

• Introduction to Collaboration

This section begins with an exploration of the definition of collaboration and goes on to explain collaboration as the sum of several parts:

Collaboration = Commitment + Communication + Coordination + Cooperation

- Commitment - Dedication to achieve a common purpose.
- Communication - Sharing information for mutual benefit to achieve a common purpose.
- Coordination - Sharing information and altering activities for mutual benefit to achieve a common purpose.
- Cooperation - Sharing information, altering activities for mutual benefit to achieve a common purpose and sharing resources.

During the presentation, trainers should elicit examples from the participants' experiences that illustrate the concepts. Discussion and illustration of the general barriers to collaboration, i.e. time, trust, and turf should also be included. This overview of collaboration sets the stage for the actual collaboration participants will be asked to carry out in the Case Study.

• Case Study

The Case Study is designed to serve as an activity for which the material presented throughout the training especially in Module 5, has prepared the participants. They are to take the now familiar case of Mr. Carlson (or Sam for juvenile justice participants) and develop a case/treatment plan using:

- Discipline specific screening and assessment information,
- Discussions regarding case management considerations,
- Plans for integration of sanctions and incentives.
- *Use a "Process Observer"*

The Process Observer should be a person whose discipline is represented by another member of the small group. The Process Observer is charged with observing and the reporting on the group process (what happened, how did it

happen, how were decisions made, etc.) and sharing these observations with the larger group during the Report out section.

Handout Masters for Carlson's Case and Sam's Case are in the Appendices section of this Module.

- **Report Out**

As groups present their plan, trainers should note and probe not only regarding elements of collaboration, but also parallels with elements of Module 5 – i.e. What Works in Criminal Justice, the 13 Principles of Effective Treatment, Practical Applications of what works in the Common Components of Working with Substance-Abusing Offenders.

When all groups have reported, ask each of the process observers to share their observations of the process. Probe if necessary regarding how the group began, did they assign roles or fumble for a while? Did they struggle with a leadership vacuum and how was that filled? What were group's strengths working together? What were its challenges? Was there evidence of commitment, communication, coordination, cooperation? What else did the process observer notice?

When all groups have presented, ask participants what it was like to have access to the resources present? Tease out higher level rewards of working together.

ACCOUNTABILITY AND EVALUATION ACTIVITY

- **Evaluate Your Reentry Programming**

Participants will become evaluators of the reentry programming / activities common to their table. They will use the handout in the Appendices (each participant should have one). Monitor group activities to ensure all members are participating and that the work is useful and focused on concrete changes. The instructions on the sheet are:

“Your team will create an evaluation report on your reentry program or reentry activities and deliver it orally, as a team, to the rest of us. Use your flipchart paper for needed graphics or written material to help with your reporting.

To prepare your report:

1. Think about the reentry related programming/activities common to your table.
2. Rate these (reentry related programming/activities) according to how well they meet the following evaluation statements specific to effective reentry efforts:
 - a. Reentry program /activities lead to more coordinated planning and integrated services among partner agencies.
 - b. Reentering substance abusing offenders receive individualized and comprehensive services.
3. In your assessment report for each of the statements, include at least three areas where programming /activities excel and at least three areas that need improvement.
4. For each of the areas that need improvement, provide specific, concrete recommended solutions.

Report out - Should be brief enough to give all groups a chance to contribute. Probe where necessary to make the report and suggested solutions more concrete. Allow others to ask questions of reporting team or to make suggestions. Trainers should make this a *very positive experience*, applauding or praising instances of insight, honesty, and creative solutions.

- **Personal Commitment**

Be provocative. The lead-in to this activity is: “So, we have looked closely at our programs and activities and determined what works, and what needs to change. SO . . . WHAT? (on slide).” This is meant to be provocative. Trainers may want to include in the lead-in brief specifics about what they feel participants have accomplished during the two days. A “warm and fuzzy” tone will effectively create a contrast for the subsequent “So What?”

Again, a script is provided, but trainers should speak in their own words challenging participants that “if nothing changes, nothing changes,” and reminding them how we expect offenders to make huge changes to achieve goals. We should be willing to at least make small changes to achieve our common goals.

Participants will briefly discuss at their tables what concrete changes they will make. The questions on the overhead (below) are meant to stimulate thought.

So . . . what will I do that will:

- Make a difference to our program partners?
- Increase the likelihood that the reentering offender will succeed?
- Move the vision of what reentry could be closer to becoming a reality?

Focus on Success: Remind participants that this is not the time to focus on what they can't do, what the system won't do, etc., but rather to identify activities and goals that ARE likely to be achievable. Participants should also be encouraged to identify steps that are within their personal control to accomplish.

Focus on the simple - Trainers should encourage participants to consider simple, concrete things rather than big system changes.

Encourage commitment language - During the report out, encourage commitment language, "I will . . . , I'm going to . . ." Probes should be used to help convert vague generalities into concrete actions, but the tone should be definitely upbeat and encouraging.

CONCLUDING ACTIVITIES

- **One thing I will take away . . .**

The closing activity asks each participant to think back to the beginning of the training which started with incomplete sentence stems, and then to complete the sentence:

"One of the things that I will take away from this training is" Trainers can then ask for volunteers, but encourage each participant to respond.

- **Wrap up**

Wrap up with final words to participants, thank-you to site personnel or others as needed. Explain procedure for evaluation completion, certificates or CEUs, and other housekeeping matters.

APPENDICES

- *Case Study – Carlson*
- *Program Evaluation Activity*

MODULE 6 TIME BREAKDOWN				
Section	Time		Section	Time
Introduction & Objectives	10 min			
Collaboration & Case Study (<i>1 hour total</i>)			Personal Commitment (<i>25 min total</i>)	
• Introduction	10 min		• Introduction	5 min
• Group work	25 min		• Group work	10 min
• Report out	25 min		• Report out	10 min
Evaluation & Accountability (<i>1 hr</i>)			Concluding activities (<i>25 min</i>)	
• Instructions	5 min		• One thing I will-	15 min
• Group work	30 min		• Wrap-up & Evals	10 min
• Report out	25 min			
TOTAL TIME Module 6 = 180 minutes (3 hours)				

REFERENCES

- Brumbaugh, S., Lattimore, P., Lindquist, C., Salas, M., Visher, C., Winterfield, L., Zweig, and J. (July, 2004) *National Portrait of SVORI: Serious and Violent Offender Reentry Initiative* Retrievable at <http://www.svori-evaluation.org/>
- Himmelman, A.T. (1994). Collaboration for a change: Definitions, models, roles, and a guide to collaborative processes. In *Resolving Conflict: Strategies for Local Government* (Ed. Margaret S. Herrman). Washington, D.C.: International City/County Management Association. p 27-47

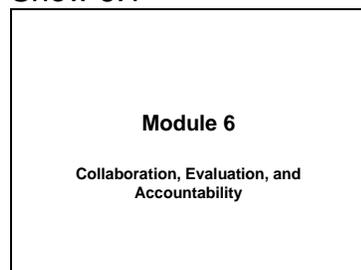


MODULE 6

Introduction to Module 6

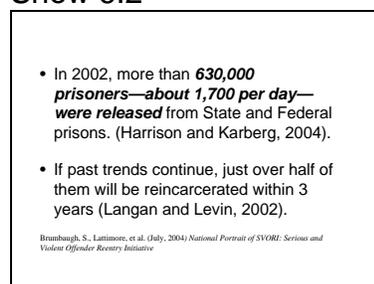
Introduction to Module 6

Show 6.1



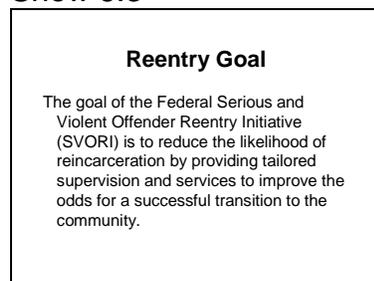
The purpose of our work with the substance abusing offender returning to the community is not only to make a difference in the offender's life. Our purpose is ultimately to protect that the community and those who may become a victim of the substance abusing offender who reoffends.

Show 6.2



These victims are not faceless people in far away places. The substance abusing offender is here, reentering your community. That victim could be your mother, your brother, your son or daughter, the grocer where you shop, your neighbor, your best friend as he or she drives home. The children and families of that offender are also victims. Whether they know it or not, all of these people are counting on us. Our work as agents of change makes the difference.

Show 6.3



How do we keep them safe? By reducing the risk that the substance abusing offender will commit another offense and by being effective in our efforts to help him or her reintegrate as a healthy member of our community. That is also the goal of reentry and programs such as the Serious and Violent Offender Reentry Initiative.

Imagine that kind of success. Imagine what our community could be like. What if all of the money and effort we currently pour into prisons and the aftermath of crime were available for other purposes? What if reentering offenders contributed to the community rather than victimizing it? That is what all of us in this room aim for. Our work is important. It makes a difference. And because it matters, we need to do it as effectively as possible.

In this, our last module, our objective is to :

OBJECTIVES



Show 6.4

Objectives

- Understand and apply the elements of collaboration
- Explore issues of evaluation and accountability:
 - Program
 - Next steps

Objectives

- Understand and apply the elements of collaboration
- Explore issues of evaluation and accountability concerning
 1. Reentry program/ activities
 2. Next steps



Collaboration and Case Study



*Total time – 1 hour
(Intro - 10 minutes
Group work – 25 minutes
Report out- 25 minutes)*

Show 6.5

Collaboration-

col-lab-o-rate

1. To work jointly with others
2. To cooperate with or willingly assist an enemy

COLLABORATION AND CASE STUDY

Introduction- Collaboration

Present definition of collaboration and elicit thoughts about the perspectives these represent

We have talked a great deal about collaboration, but have never defined what we mean by that word.

According to the dictionary, the two main definitions of collaborate are:

1. to work jointly with others
2. to cooperate with or willingly assist an enemy

Why do we think both of these definitions exist for a same process? How does the perspective we take affect the outcome? What else is affected by the differences in perspective?

Think of a successful collaboration in your private or professional life - A job done with someone else or several other people that you were proud of. What was it like? Was it better than doing it alone? What did collaboration involve?

Components of collaboration

Apply idea of collaboration to tightrope walkers on previous slides. Collaboration is made up of components.

Guide participants, through discussion and examples elicited from participants, to understanding of Collaboration as sum of = Commitment + Communication + Coordination + Cooperation.

Also, that these components are dynamic, not static. And as one component becomes stronger, it positively affects the others.

Let's think about the people walking the tightrope on our slides. To work effectively together, to stay balanced as we walk the tightrope, which of the following is necessary?

Show 6.6

Collaboration- Components

- **Cooperation** - Sharing information, altering activities for mutual benefit to achieve a common purpose and sharing resources.
- **Coordination** - Sharing information and altering activities for mutual benefit to achieve a common purpose.
- **Communication** - Sharing information for mutual benefit to achieve a common purpose.
- **Commitment** - Dedication to achieve a common purpose.

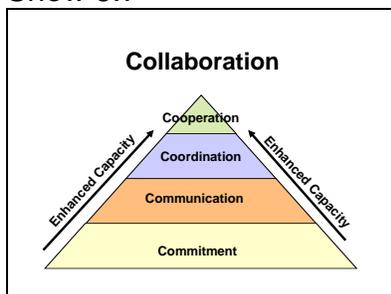
Himmelman, A.T. (1994). *Collaboration for a change: Definitions, models, roles, and a guide to collaborative processes.*

- Commitment – Dedication to achieve a common purpose.
 - How does that “together we can” or “win-win” mind set affect a project? Does it require us to see each other as allies, at least in this venture?
- Communication - Sharing information for mutual benefit to achieve a common purpose.
 - What does “sharing information for mutual benefit” require? (*Understanding what information will benefit the other, what information we might have that he or she needs for his or her job*) AND Willingness to

make it available. How do we know what others need?

- Coordination - Sharing information and altering activities for mutual benefit to achieve a common purpose.
 - Why does this mention “altering activities”? *Changing the way we do things, streamline efforts, avoid duplication, and avoid working at cross-purposes. What are barriers to really doing this? Reluctance to change.*
 - Can you coordinate effectively without a commitment to work together? Without communicating so all parties have the information they need? *These are like telescoping activities, one within the other.*
- Cooperation - Exchanging information, altering activities for mutual benefit to achieve a common purpose and sharing resources
 - Why is sharing resources important? *Resources go farther when we share, gets us closer to our goal. Putting our money or other resources where our “mouth is” encourages trust in our collaborators.*

Show 6.7



Components are dynamic, not static. As one component improves, so do the rest. The result in enhanced capacity.

These are not static. They are dynamic, they change. As commitment levels increase, communication, coordination, and cooperation can increase. As a result, trust will increase. Turf issues decrease. Commitment is strengthened. Communication gets easier. Coordination and cooperation improve. And so on. It is how relationships become productive. And our capacity to be effective is constantly improving.

Collaborative Activity – Case Study

- *Make sure all participants have a copy of the Case Study on Carlson (or Sam).*
- *Assign them to groups of five ensuring mix of disciplines.*
- *Assign task: create a plan based on discipline-specific screening and assessment information. Include discussions regarding case management and plan for integration of sanctions.*
- *Include a process observer who will share observations during report out.*

Show 6.8

Collaboration – Case Study

- Develop a case plan using:
- Discipline specific screening and assessment information,
 - Discussions regarding case management considerations
 - Plans for integration of sanctions and incentives.
 - Use a "Process observer"



To bring together all of the material from this module of the training and to complete our discussion on collaboration, you now have an opportunity to collaborate on a “client,” Mr. Carlson (or Sam). Each of you will have the chance to contribute your discipline-specific information and requirements as you help develop an “integrated” case plan. The plan should include both substance abuse treatment and criminal justice elements. In addition to the specific elements of the plan, discuss and take notes on any case management considerations and a plan for integration of sanctions and incentives.

You will need to pick someone in the group to be the “process observer.” The process observer’s job is to watch what happens, how it happens, and then share what you observed about the process during the report out. Those of you who are process observers may wish to refer back to the collaboration model and see if those components come into play.

So choose who will be your process observers and then get to work on creating a plan for Mr. Carlson (or Sam). Remember, you are agents of change.

Report out

- *Have groups present their plan. Note parallels*

with presentations on What Works in Criminal Justice, the 13 Principles of Effective Treatment and Common Components of Working with Substance-Abusing Offenders

- *Have process observer share observations*
- *When all groups have presented, ask participants what it was like to do this? To have access to the resources present? Tease out higher level rewards of working together.*
- *Refer back to the model of collaboration recently presented and what components they experienced.*



Evaluate your Program Activity



60 minutes total

Instructions – 5 minutes

Group work – 30 minutes

Report out – 25 minutes

Evaluation and Accountability –

Evaluation of our efforts is fundamental to both Criminal Justice and Substance Abuse Treatment. Relapse and recidivism can be seen as one result of doing the same things in the same ways and getting the same results.

Changing and improving outcomes involves ongoing, honest evaluation of what is and what is not working and being accountable for making the necessary changes. That is what this last module will explore. Our focus this time, however, will not be on changing the offender, but on changing our own behaviors.

Evaluate your reentry programming/activities

We've spent our time together talking about our systems, the many ways they complement each other, how

collaboration is essential, and what collaboration requires. We've also talked about the offender and what research tells us about what works in Criminal Justice and Substance Abuse treatment efforts.

For the next group activity you are to become evaluators of your own programs using the collective wisdom at your table and everything we've talked about. Unlike a typical evaluator who drops in from the outside, you have the benefit of really knowing what is happening in the program.

This is not meant to waste your time on a window dressing session or a blaming or bashing session. Evaluation is meant to be useful, the holding up of a mirror to help make good decisions about what to keep the same and what to change.

Create and evaluation report

Hand out Program Evaluation Activity Sheets (see Appendices) and flipchart paper. Remember – seating for this activity should be based on logical "nodes" as described earlier.

Show 6.9

National Reentry Evaluation Questions

- a) Reentry program /activities lead to more coordinated planning and integrated services among partner agencies.
- b) Reentering substance abusing offenders receive individualized and comprehensive services.

In your groups, you will examine reentry programming and activities common to your table using statements based on the national SVORI evaluation questions.

Your team will create an evaluation report and deliver it orally, as a team, to the rest of us. Use your flipchart paper for needed audio visuals to help with your reporting.

Show 6.10

Program Evaluation Activity

1. Assess the level of success for each of the two evaluation statements.
2. Identify at least 3 areas where excel and 3 areas that need improvement.
3. Include specific recommendations for improvement linked to "minuses".

To prepare your report:

1. Think about the reentry related programming/activities common to your table.
2. Rate these (reentry related programming/activities)

according to how well they meet the evaluation statements:

- a. Reentry program /activities lead to more coordinated planning and integrated services among partner agencies.
 - b. Reentering substance abusing offenders receive individualized and comprehensive services.
3. In your assessment report for each of the statements, include at least three areas where programming /activities excel and at least three areas that need improvement.
 4. For each of the areas that need improvement, provide specific, concrete recommended solutions.

Allow 30 minutes for group discussion

You will have 30 minutes to complete this.

Report out

- *Have teams report out*
- *Probe where necessary to make report and suggested solutions more concrete.*
- *Allow others to ask questions of reporting team or to make suggestions.*

Allow 25 minutes for Report out



Personal Commitment



25 minutes total

Show 6.11

So . . . What?

Personal Commitment

So, we have looked closely at our programs and activities and determined what works and what needs to change.

“SO . . . WHAT?”

Tomorrow, will you go back to doing the same old things the same old way? Will you go back to work and think about “if only someone else would . . .” or “if only we had more money, then. . .”

Show 6.12

Personal Accountability

So . . . what will I do that will:

- Make a difference to our program partners?
- Increase the likelihood that the reentering offender will succeed?
- Move the vision of what reentry could be closer to becoming a reality?

Given your program evaluation reports, there is work to be done. So, as a result of what have YOU have learned or discovered or thought about during the past two days, what concrete action will YOU take personally. Think about how you’d answer these questions -

So . . . starting today, what will I do that will:

- Make a difference to our program partners?
- Increase the likelihood that the reentering offender will succeed?
- Move the vision of what reentry could be closer to becoming a reality?

Think in terms of small, simple, practical things. Not big systemic changes. It’s those small things that jump start change. And when multiplied by the number of people in this room, make a big difference.

Allow 10 minutes for discussion

You will have 10 minutes to discuss this at your tables. We want to hear statements that start with “I will, or I’m going to. . .”

**Allow 10 minutes for
report out**

Report out

Ask for groups or individuals to volunteer their responses. If responses are vague, probe until a concrete action is presented.

**CONCLUDING
ACTIVITIES**

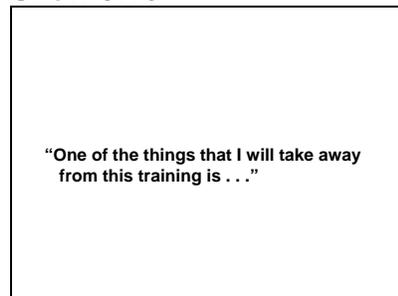
15 minutes

CONCLUDING ACTIVITIES

One thing I will take away

Ask participants to think about the training from the first day to today. Then ask them to complete the sentence:

Show 6.13



“One of the things that I will take away from this training is . . .”

We started this training by completing some statements about ourselves, about what we brought to this training. It seems right to finish with what we will take away from it. So, let’s think about it for a minute or so. Think about what we’ve done during our time together, and how you would complete “One of the things that I will take away from this training is . . .”

Solicit volunteers. If time permits, encourage each participant to respond.

Trainers may wish to share their “one thing” as well.



WRAP UP and

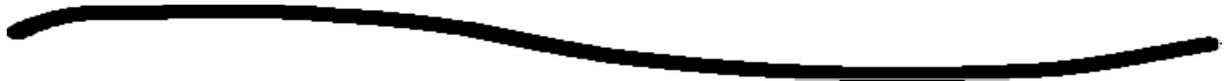
Evaluations

10 minutes

Wrap Up & Evaluation

Wrap up with final words to participants, thank yous to site personnel or others as needed. Explain procedure for evaluation completion, certificates or CEUs, and other housekeeping matters.

Overheads



Module 6

Appendices

Module 6

- *Case Study – Carlson (Adult)*
- *Case Study – Sam (Juvenile)*
- *Program Evaluation Activity*

Case Study - Adult

Carlson

Carlson is a 30 year old white male, married, with one child (age 8). He was recently paroled following seven years of incarceration for attempted robbery of a convenience store and assaulting a police officer. Prior to his arrest, Carlson was drinking on a daily basis, using drugs periodically and was laid off from his job. He incurred considerable debt. He was intoxicated when apprehended at the scene of the crime.

While in prison he became infected with Tuberculosis and is on medication, as well as on medication for high-blood pressure. During incarceration Carlson was required to begin substance abuse treatment which continues while on parole.

Carlson is intelligent and street wise. While in prison he established a strong network of criminal friends and his attitude towards authority is negative and hostile.

Information in his files indicates Carlson has an extensive juvenile record and was criminally active until his marriage. Records also indicate that his father had a criminal history.

Case Study - Juvenile

Sam

Sam is a 14-year old white male, serving nine months for 7 counts of criminal damage to property and vehicle theft. The original charge of vehicular homicide, resulting from fatal injuries to a 46-year old mother of two incurred as Sam fled from police, was dropped. Several opened cans of beer were recovered in the back seat of the stolen car but it is not clear from the file if the cans belonged to Sam.

This is Sam's first offense with no prior contacts with the system. While in the institution Sam performed well in school and isolated himself from other youth. He shows symptoms of depression and has indicated past "experimentation with marijuana".

His good behavior has earned him an early release date that is scheduled for next week. Sam has been ordered to pay \$14,000 in restitution while on parole.

Information in his files indicates Sam's mother passed away one month prior to this offense. He is the second oldest of three children. Sam has had no contact with his siblings or father during his sentence.

Program Evaluation Activity

Your team will create an evaluation report on your reentry program or reentry activities and deliver it orally, as a team, to the rest of the group. Use your flipchart paper for needed graphics or written material.

To prepare your report:

1. Think about the reentry related programming/activities common to your table.
2. Rate these (reentry related programming/activities) according to how well they meet the following evaluation statements specific to effective reentry efforts:
 - a. Our reentry program/activities lead to more coordinated planning and integrated services among partner agencies.
 - b. Reentering substance abusing offenders receive individualized and comprehensive services.
3. In your assessments for each of the statements, include at least three areas where your program/activities excel and at least three areas that need improvement.
4. For each of the areas that need improvement, provide specific, concrete recommended solutions.