

A decorative border featuring a dense arrangement of tropical plants and flowers. The top border includes a large, light pink hibiscus flower with a yellow center, a vibrant red hibiscus, and several green palm fronds. The bottom border shows more of these elements, including a pink flower and a red flower, set against a dark green background with various leaf patterns.

Changing the Future of Youth Detention Design



Changing the Future of Youth Detention Design

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Course Description

Youth detention design within adult systems face significant challenges. New philosophies in juvenile corrections require new approaches to design through a collaboration of Architects, Facility Managers, Correctional Administrators, and Program Service professionals. Challenges include an increased need for mental health services, life-skill training, integrated program and community services, PREA compliance, normalized education and food service environments, and state-of-the-art medical/dental services. The status quo is no longer acceptable. Pretrial youth facility design must enable effective rehabilitation, thereby, reducing recidivism.

We will examine Maryland's new **Baltimore Youth Detention Center** to discuss programmatic trends and influences affecting youth detention facility planning and design. We will also examine how design decisions were driven by complex political and community factors, requirements of DOJ Consent Decrees and sight/sound separation, changing population trends, and aging infrastructure.

We will also examine the next phase in reshaping Baltimore's Correctional Complex, including the new \$512-million Baltimore Justice Center.

Learning Objectives

1. Participants will be able to identify programmatic trends and influences forming Maryland's vision and program services for youth detention facilities;
2. Participants will be able to articulate the special challenges and criteria that guided the Youth Detention Center planning and design;
3. The audience will discover new therapeutic approaches and learning models for state mandated education for youth detained as adults;
4. Attendees will learn about Maryland's next facility correctional master plan steps to reshape Pretrial/Detention: the new Baltimore Justice Center;

Presenters



Daniel Bailey, AIA
President
Penza Bailey Architects



Katherine Dixon, AIA, LEED^{AP}
Maryland DPSCS,
Director of Capital
Construction and
Facilities Maintenance



James Beight, AIA, NCARB, LEED^{AP}
Director of Justice
Architecture
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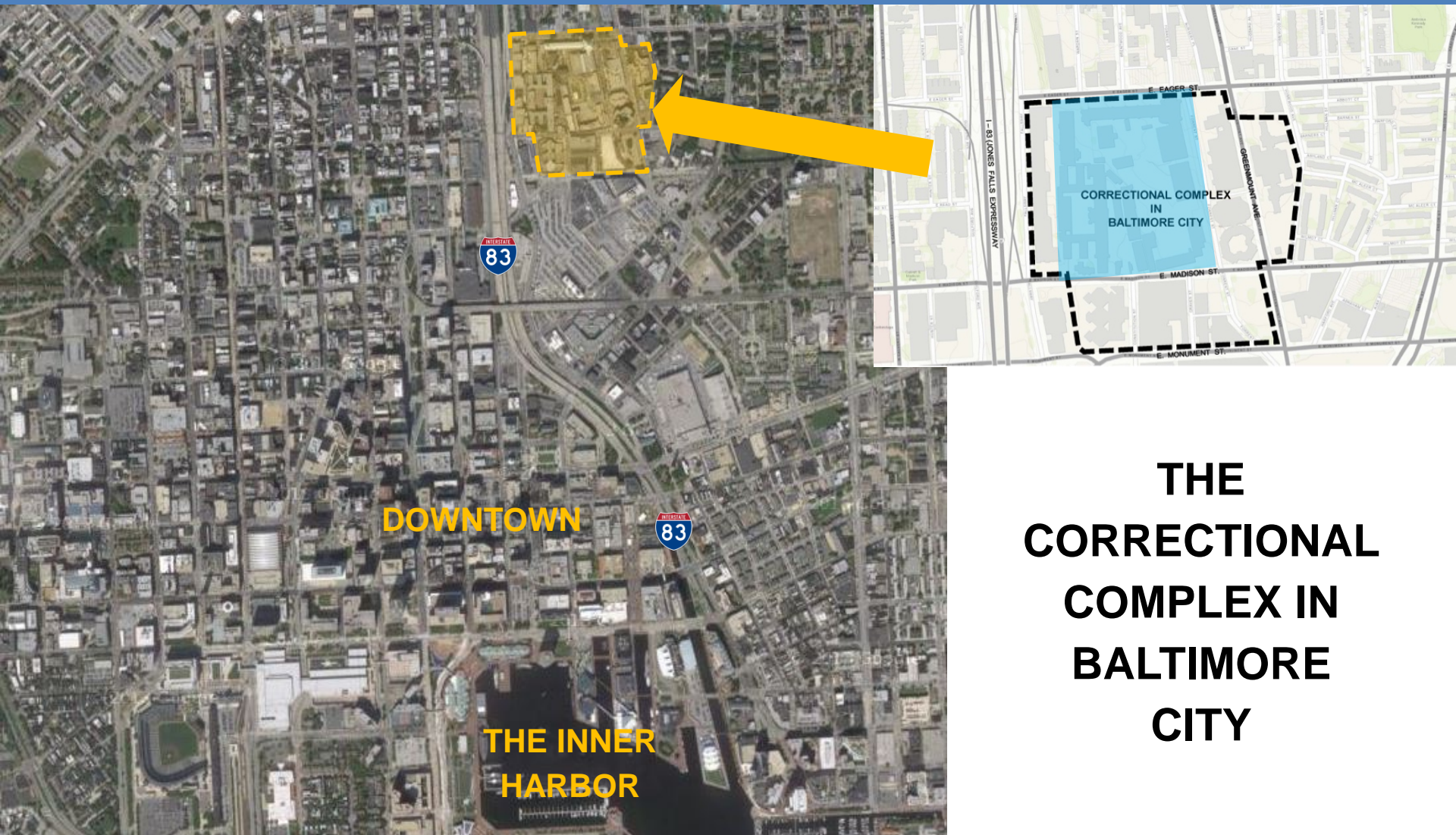


Laurie Dickeson, AIA, CSI-CCS, LEED^{AP}
Senior Associate & Lead
Justice Planner
Penza Bailey Architects



Laura D'Anna,
Principal,
Eager Street Academy
YDC School Administration,
Baltimore City Public Schools

Baltimore's Correctional Complex



**THE
CORRECTIONAL
COMPLEX IN
BALTIMORE
CITY**



What was...and still is



The Baltimore City Jail ca. 1863



The Penitentiary, ca. 1803

The Jail, ca. 1863

Oldest Building
still standing, 1811



The Old Warden's House & Jail Gatehouse ca. 1859





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What was . . . and still is



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Previous Youth Detention Conditions







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Previous School Conditions





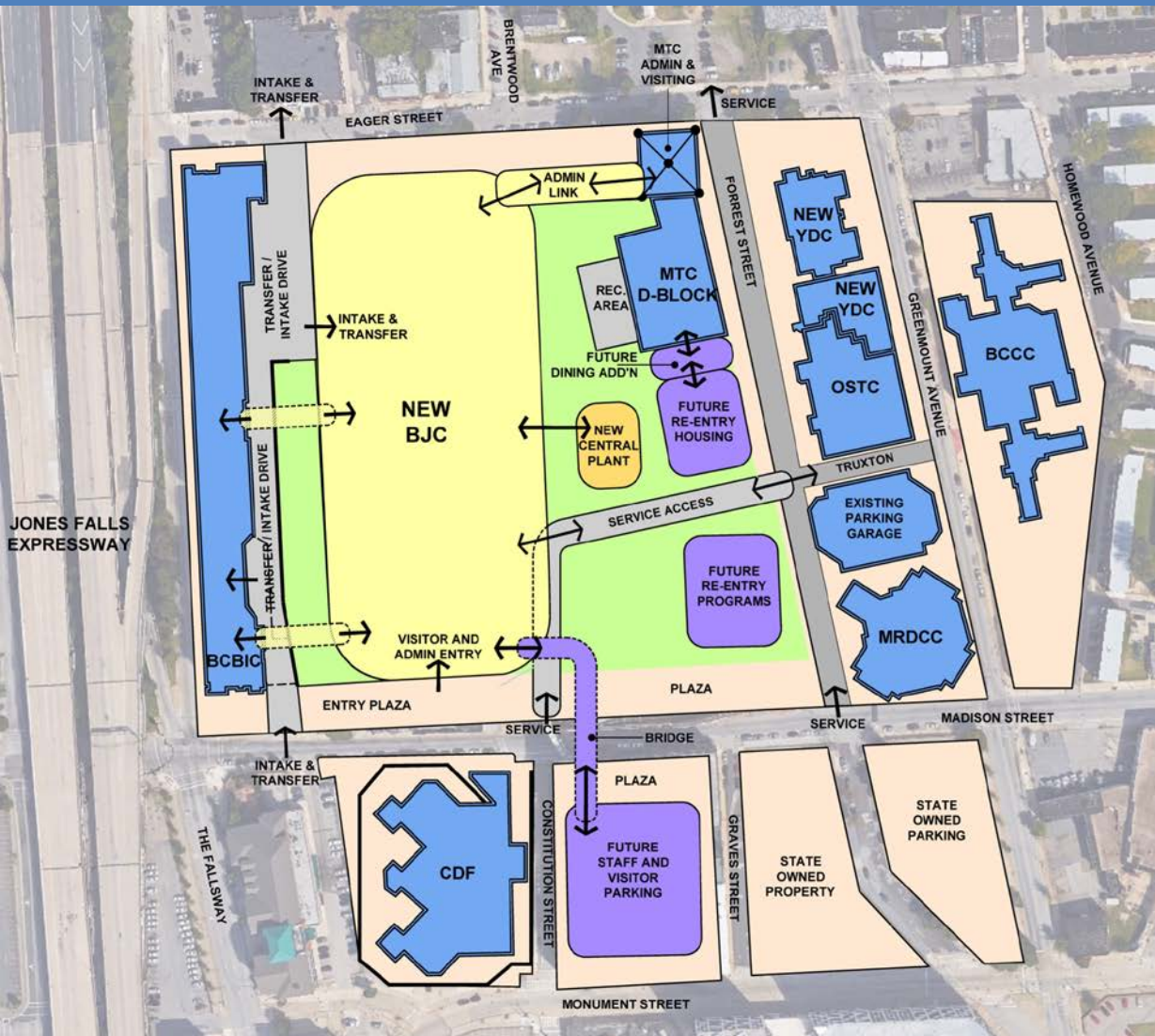








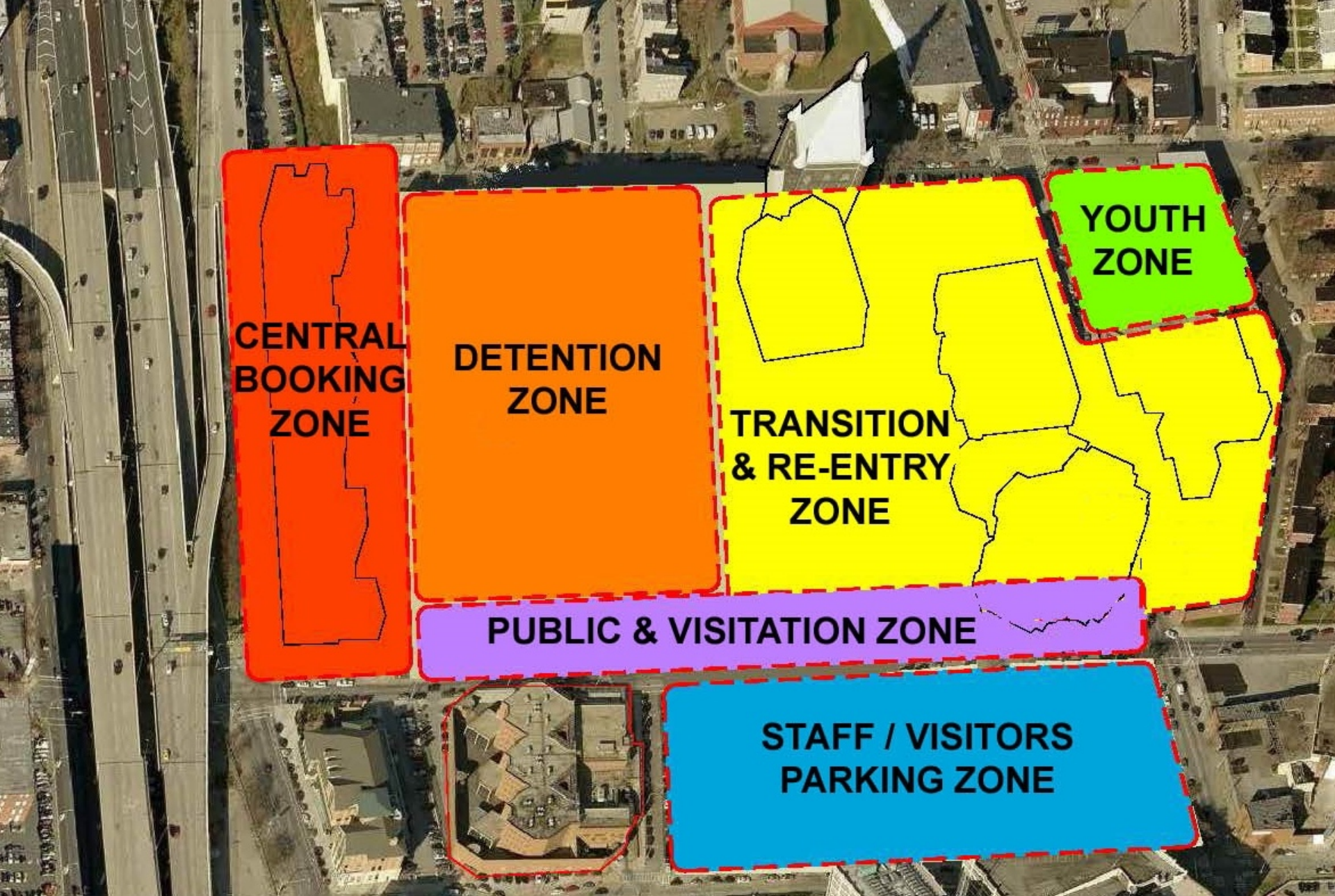
Master Planning for Change



2015 MASTER PLAN

- NEW BALTIMORE JUSTICE CENTER
- NEW CENTRAL PLANT
- EXISTING BUILDINGS
- FUTURE FACILITIES
- CCBC ROAD NETWORK





**CENTRAL
BOOKING
ZONE**

**DETENTION
ZONE**

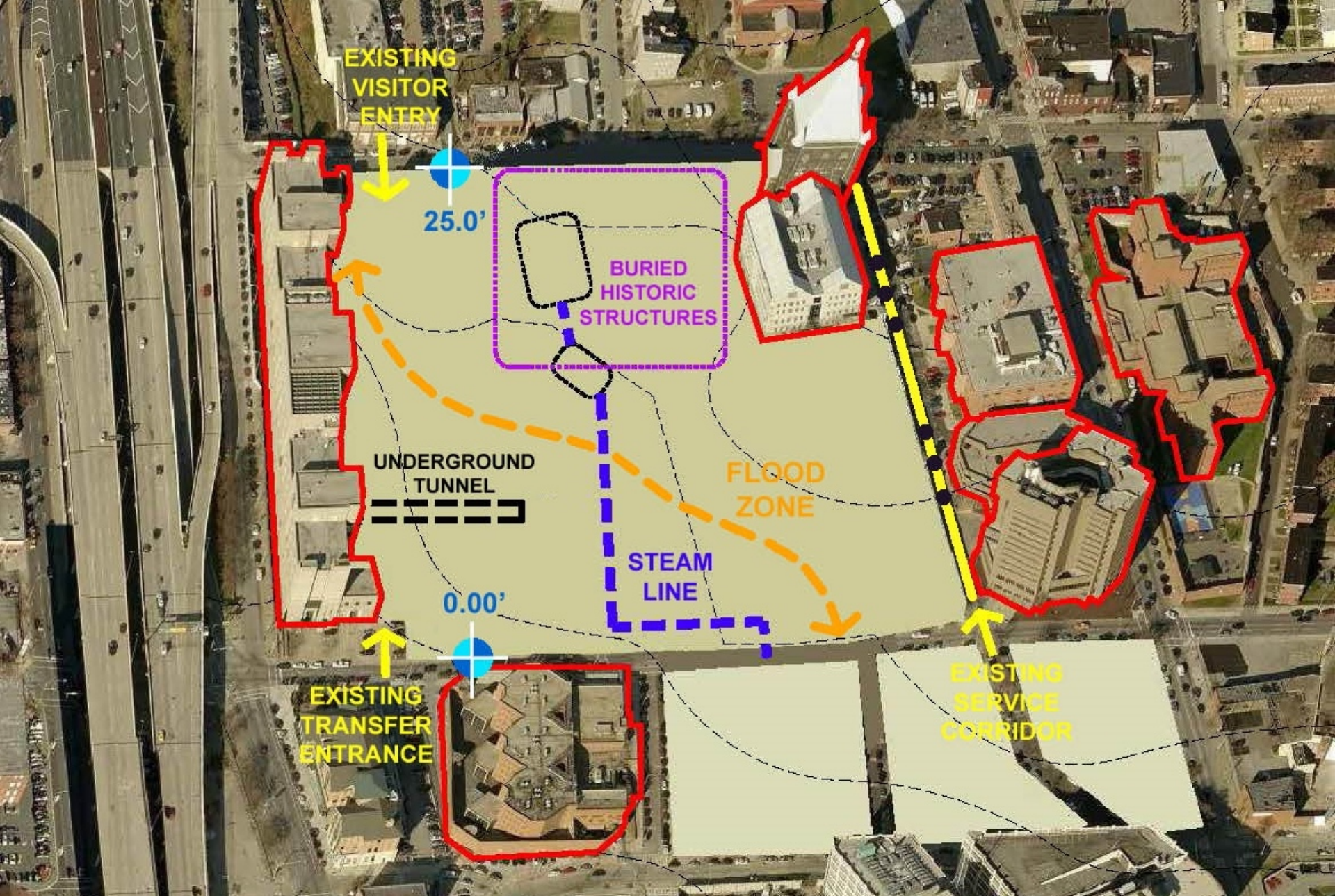
**TRANSITION
& RE-ENTRY
ZONE**

**YOUTH
ZONE**

PUBLIC & VISITATION ZONE

**STAFF / VISITORS
PARKING ZONE**







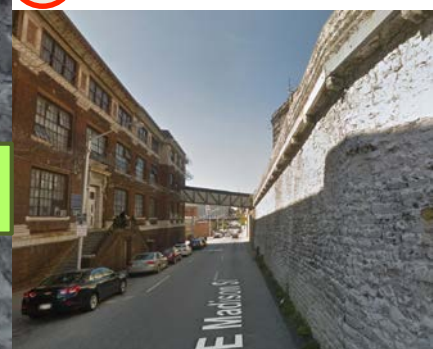
① YDC CONSTRUCTION



② WDC / WEST WING



③ CENTRAL BOOKING



④ MADISON AVE. CORRIDOR

Implementing the Master Plan

State OKs plans for youth jail in the city

\$30 million project half size of original building, which drew sharp opposition

By ERIN COX
The Baltimore Sun

State officials approved plans Wednesday to build a \$30 million, 60-bed jail to house Baltimore teenagers charged as adults, a step to address years of concern about the practice of housing young city defendants alongside adults.

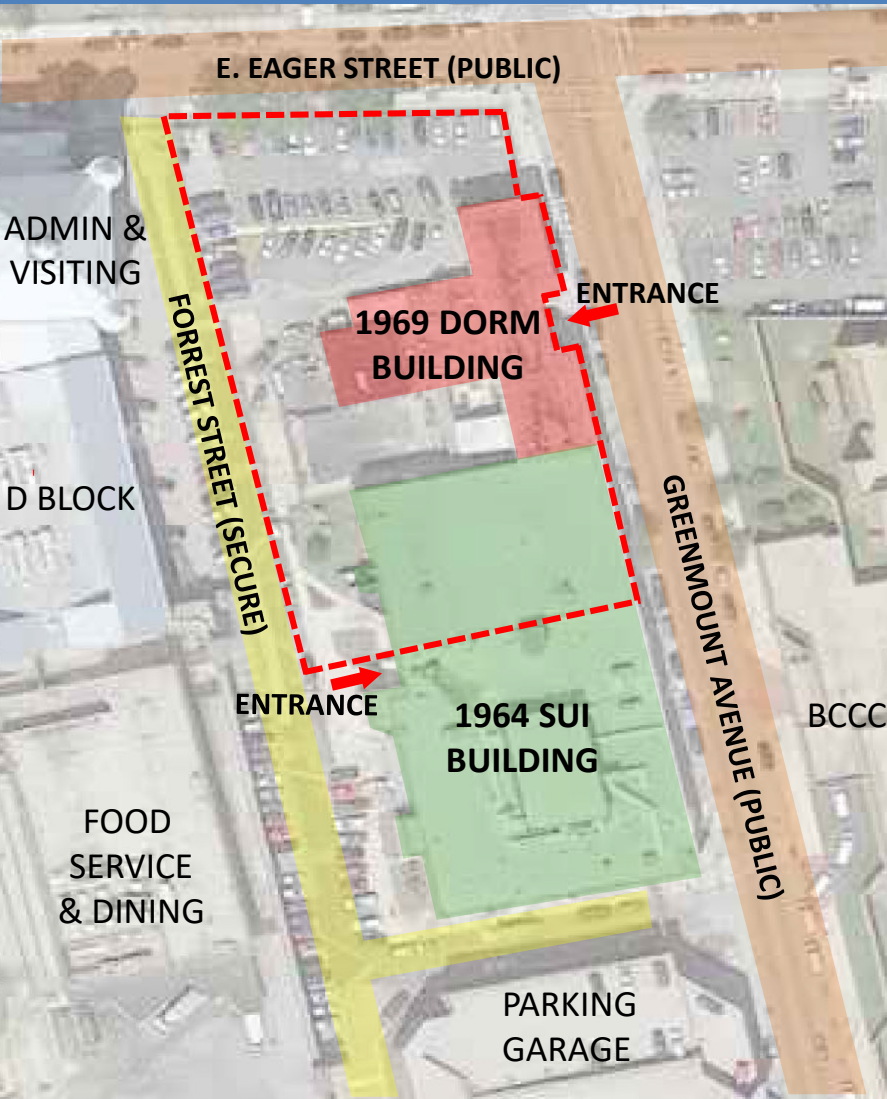
The U.S. Justice Department has said the state-run Baltimore City Detention Center has been violating the law by keeping the youths in the same facility as grown-ups, where teens often are secluded and do not receive school or other services while incarcerated.

The contract to renovate an existing pretrial facility on North Forrest Street near the detention center represents a compromise to an earlier proposal to build a much bigger youth jail in the city.

The Board of Public Works unanimously approved the deal without discussion on Wednesday, a marked shift from the debates that consumed plans to build a \$70 million youth jail twice as large two years ago.



Facility and Site Analysis



	1969 DORM BUILDING	1964 SUI BUILDING
<u>GSF by Floor</u>	BSMT - 1,462	
	1 st - 9,912	1 st - 10,873
	2 nd - 5,071	2 nd - 12,624
	3 rd - 5,071	
	TOTAL - 21,516	TOTAL - 23,497
<u>Building Height</u>	31'-4"	28'-0"
<u>Typical Floor to Floor Height</u>	9'-4"	14'-0"



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Population Analysis

Table 6
Recommended System-Wide ADP Projections (2013 Update)

				Annual %
	2012	2015	2020	Change (2012-20)
BCDC Juvenile Males	42	75	75	7.5%
BCDC Juvenile Females	4	5	5	2.8%
BCDC Juvenile Subtotal	46	80	80	7.2%

Source: Maryland DPSCS, Maryland DOC, CGL, June 2011, May 2013.

Table 8
Juvenile Bedspace Projections (2013 Update)

	2012	2015	2020	Annual % Change
BCDC Juvenile Males	42	75	75	7.5%
BCDC Juvenile Females	4	5	5	2.8%
BCDC Juvenile Subtotal	46	80	80	7.2%
Peaking (9.8%)	5	8	8	6.1%
Classification (5%)	2	4	4	9.1%
Bedspace Need - Juveniles	53	92	92	7.1%

Source: Maryland DPSCS, Maryland DOC, CGL, January 2012, May 2013.

Design Mission

Provide Safe, secure, humane environments for staff and offenders while promoting the rehabilitation of youthful offenders with a goal of successfully reintroducing them into the community.



DPSCS Design Goals

Separation of Youth and Adult Population

Improve Safety and Security for Staff and Offenders

Humane living environments

Code and Standard-compliant environments

Meet needs of projected population demands

Plan for population fluctuations

Provide flexibility for pre-trial and sentenced offenders

Improve operational efficiencies

Consolidate support and program space for youth

Replace / Renovation aging and deteriorating facilities

Improve maintainability of facilities

Minimize impact on facility operations & infrastructure

Space Program Components

Public Lobby / Security Screening / Security and Control

Visitation / Community Programs

Health Center and Behavioral Health

Education

Recreation

Youth Housing

Food Service

Admissions / Release

Building Administration



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Sustainability Mission - LEED Gold



Recycled Material



High-Performance Envelope



**Low-Flow Fixtures -
Showers, Toilets, Sinks**



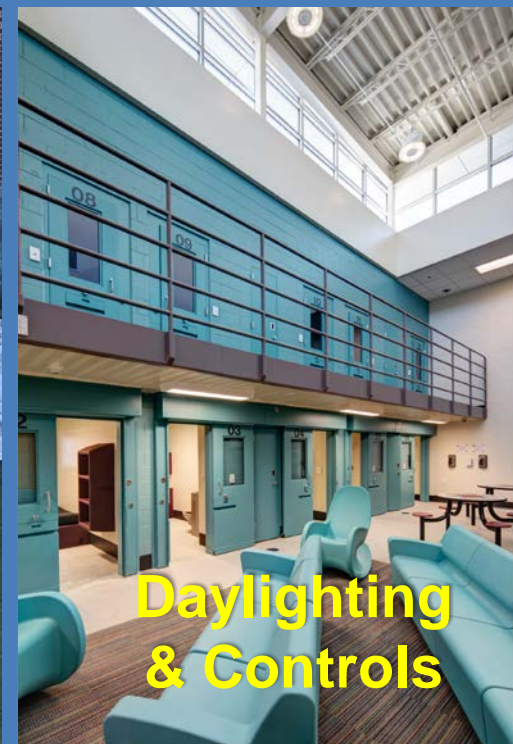
**Energy Efficient
VRF Systems**



LED Lighting and Controls



Bio-Retention SWM Area



**Daylighting
& Controls**



BIO-
RETENTION
POND

NEW
YDC



LEED 2009 for New Construction and Major Renovations

Conversion of Baltimore Pre-release Unit for YDC

Project Checklist

12.30.2013

14 10 2 Sustainable Sites Possible Points: 26

Y	?	N			
Y			Prereq 1	Construction Activity Pollution Prevention	
1			Credit 1	Site Selection	1
5			Credit 2	Development Density and Community Connectivity	5
		1	Credit 3	Brownfield Redevelopment	1
6			Credit 4.1	Alternative Transportation—Public Transportation Access	6
1			Credit 4.2	Alternative Transportation—Bicycle Storage and Changing Rooms	1
	3		Credit 4.3	Alternative Transportation—Low-Emitting and Fuel-Efficient Vehicles	3
	2		Credit 4.4	Alternative Transportation—Parking Capacity	2
		1	Credit 5.1	Site Development—Protect or Restore Habitat	1
	1		Credit 5.2	Site Development—Maximize Open Space	1
	1		Credit 6.1	Stormwater Design—Quantity Control	1
	1		Credit 6.2	Stormwater Design—Quality Control	1
	1		Credit 7.1	Heat Island Effect—Non-roof	1
1			Credit 7.2	Heat Island Effect—Roof	1
	1		Credit 8	Light Pollution Reduction	1

6 1 3 Water Efficiency Possible Points: 10

Y	?	N			
Y			Prereq 1	Water Use Reduction—20% Reduction	
4			Credit 1	Water Efficient Landscaping	2 to 4
		2	Credit 2	Innovative Wastewater Technologies	2
2	1	1	Credit 3	Water Use Reduction	2 to 4

4 10 21 Energy and Atmosphere Possible Points: 35

Y	?	N			
Y			Prereq 1	Fundamental Commissioning of Building Energy Systems	
Y			Prereq 2	Minimum Energy Performance	
Y			Prereq 3	Fundamental Refrigerant Management	
4	2	13	Credit 1	Optimize Energy Performance	1 to 19
	1	6	Credit 2	On-Site Renewable Energy	1 to 7
	2		Credit 3	Enhanced Commissioning	2
	2		Credit 4	Enhanced Refrigerant Management	2
	1	2	Credit 5	Measurement and Verification	3
	2		Credit 6	Green Power	2

4 3 7 Materials and Resources Possible Points: 14

Y	?	N			
Y			Prereq 1	Storage and Collection of Recyclables	
		3	Credit 1.1	Building Reuse—Maintain Existing Walls, Floors, and Roof	1 to 3
		1	Credit 1.2	Building Reuse—Maintain 50% of Interior Non-Structural Elements	1
2			Credit 2	Construction Waste Management	1 to 2
		2	Credit 3	Materials Reuse	1 to 2

Materials and Resources, Continued

Y	?	N			
1	1		Credit 4	Recycled Content	1 to 2
1	1		Credit 5	Regional Materials	1 to 2
		1	Credit 6	Rapidly Renewable Materials	1
	1		Credit 7	Certified Wood	1

8 7 Indoor Environmental Quality Possible Points: 15

Y	?	N			
Y			Prereq 1	Minimum Indoor Air Quality Performance	
Y			Prereq 2	Environmental Tobacco Smoke (ETS) Control	
	1		Credit 1	Outdoor Air Delivery Monitoring	1
		1	Credit 2	Increased Ventilation	1
	1		Credit 3.1	Construction IAQ Management Plan—During Construction	1
	1		Credit 3.2	Construction IAQ Management Plan—Before Occupancy	1
	1		Credit 4.1	Low-Emitting Materials—Adhesives and Sealants	1
	1		Credit 4.2	Low-Emitting Materials—Paints and Coatings	1
	1		Credit 4.3	Low-Emitting Materials—Flooring Systems	1
	1		Credit 4.4	Low-Emitting Materials—Composite Wood and Agrifiber Products	1
	1		Credit 5	Indoor Chemical and Pollutant Source Control	1
	1		Credit 6.1	Controllability of Systems—Lighting	1
	1		Credit 6.2	Controllability of Systems—Thermal Comfort	1
	1		Credit 7.1	Thermal Comfort—Design	1
	1		Credit 7.2	Thermal Comfort—Verification	1
	1		Credit 8.1	Daylight and Views—Daylight	1
	1		Credit 8.2	Daylight and Views—Views	1

1 5 Innovation and Design Process Possible Points: 6

Y	?	N			
	1		Credit 1.1	Innovation in Design: Specific Title	1
	1		Credit 1.2	Innovation in Design: Specific Title	1
	1		Credit 1.3	Innovation in Design: Specific Title	1
	1		Credit 1.4	Innovation in Design: Specific Title	1
	1		Credit 1.5	Innovation in Design: Specific Title	1
1			Credit 2	LEED Accredited Professional	1

3 1 Regional Priority Credits Possible Points: 4

Y	?	N			
	1		Credit 1.1	Regional Priority: Specific Credit - EAc1	1
	1		Credit 1.2	Regional Priority: Specific Credit - EAc2	1
	1		Credit 1.3	Regional Priority: Specific Credit - SSc6.1	1
		1	Credit 1.4	Regional Priority: Specific Credit	1

37 39 34 Total Possible Points: 110

Certified 40 to 49 points Silver 50 to 59 points Gold 60 to 79 points Platinum 80 to 110

Can Daylight & Color Change?

COLOR

Color and texture infuse respectful and soothing spaces relieving monotony and institutional look.

Studies reflect no simple relationship between color and behavior

Environmental Psychology of Prisons and Jails: *“...colors should be part of an overall design plan that can counteract the monotony of boredom of a place.”*

Studies reflect mood-color association

Responses to color vary and influenced by culture, physiological / psychological makeup

Provide brighter more optimistic palettes

DAYLIGHT

Relationship between daylight levels and hormone levels and student behavior

Ability to concentrate and cooperate affected by natural daylight

Journal of Counseling & Development:
“...use of natural light significantly reduced incidents of aggressive, disruptive and destructive behavior.”

Brings warmth to spaces thereby reducing stress and anxiety

Evidence-Based Program Services

Macro Level Approach

Collaborate across agencies at all levels

Focus on skill-building, mental health, healing, & personal growth

Engage families and the community as critical partners

Build a continuum of care to support stability

Impart empowerment and problem-solving

Provide Environment and Socio- Normalization

Evidence-Based Program Services

Micro Level Approach

Prioritize psychological and physical safety

Implement small-group care model through:

cohort consistency & focus on relationships

homelike living spaces

shared responsibility for daily activities

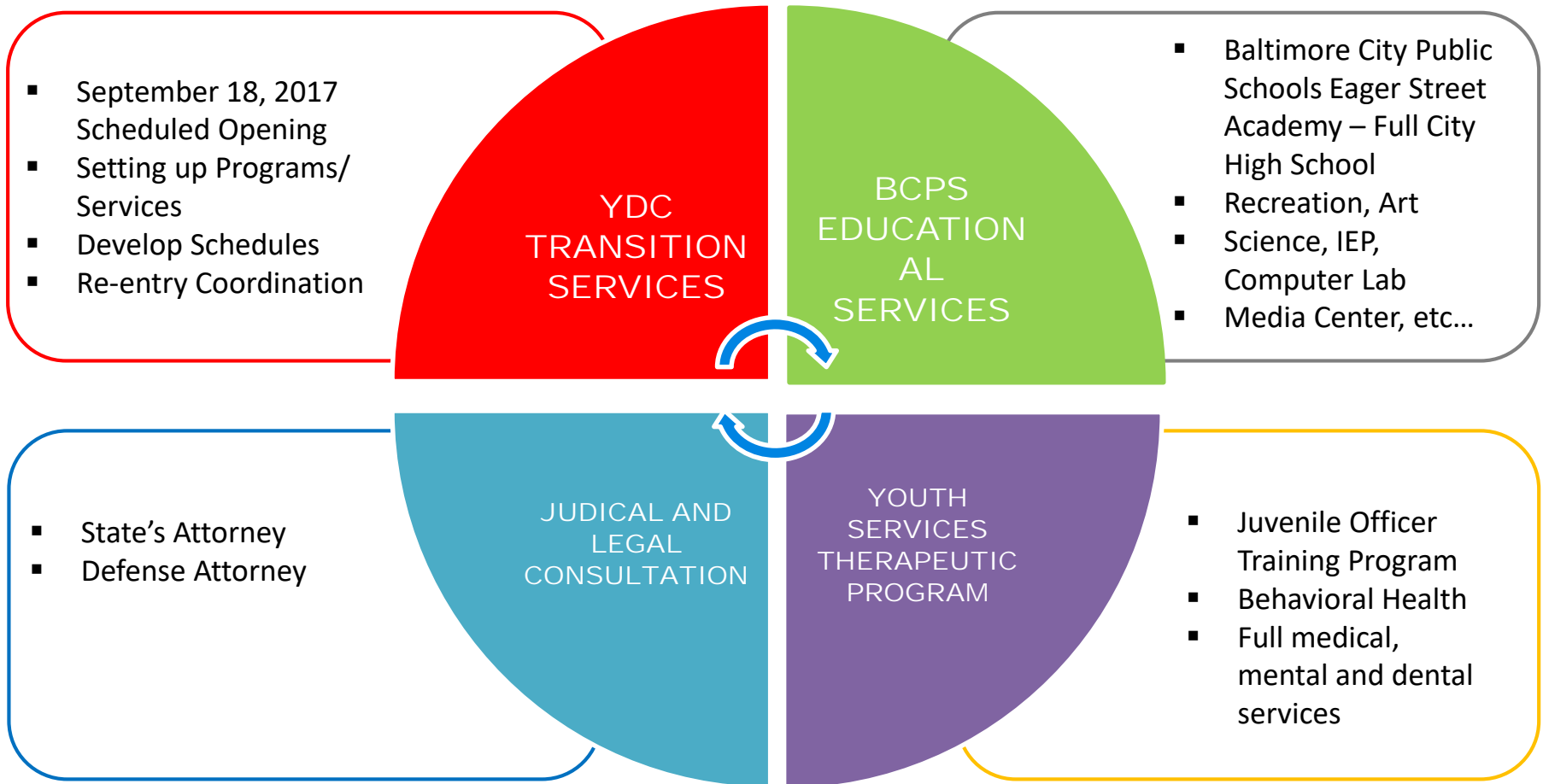
self-care / maintenance of shared spaces.

Instill academic initiative and achievement

Individualize youth's development level and program services

Youth Program Services

The Road to Therapeutic Change



Typical Daily Schedule

0700-0800 Wake Up/Personal Hygiene
0800-0930 Breakfast/Visits/Sanitation
0930-1030 Sunday Morning Worship Service
1030-1300 Free Time
1300-1430 Barber Shop
1430-1600 Quiet Reflections/Security Count
1600-1730 Contact Visits: Non-profit Organization
1730-1800 Dinner
1800-1930 BPD CCD Juvenile Programming
1930-2100 Extended Muscle Exercises
2100-2200 Personal Hygiene

SUNDAY

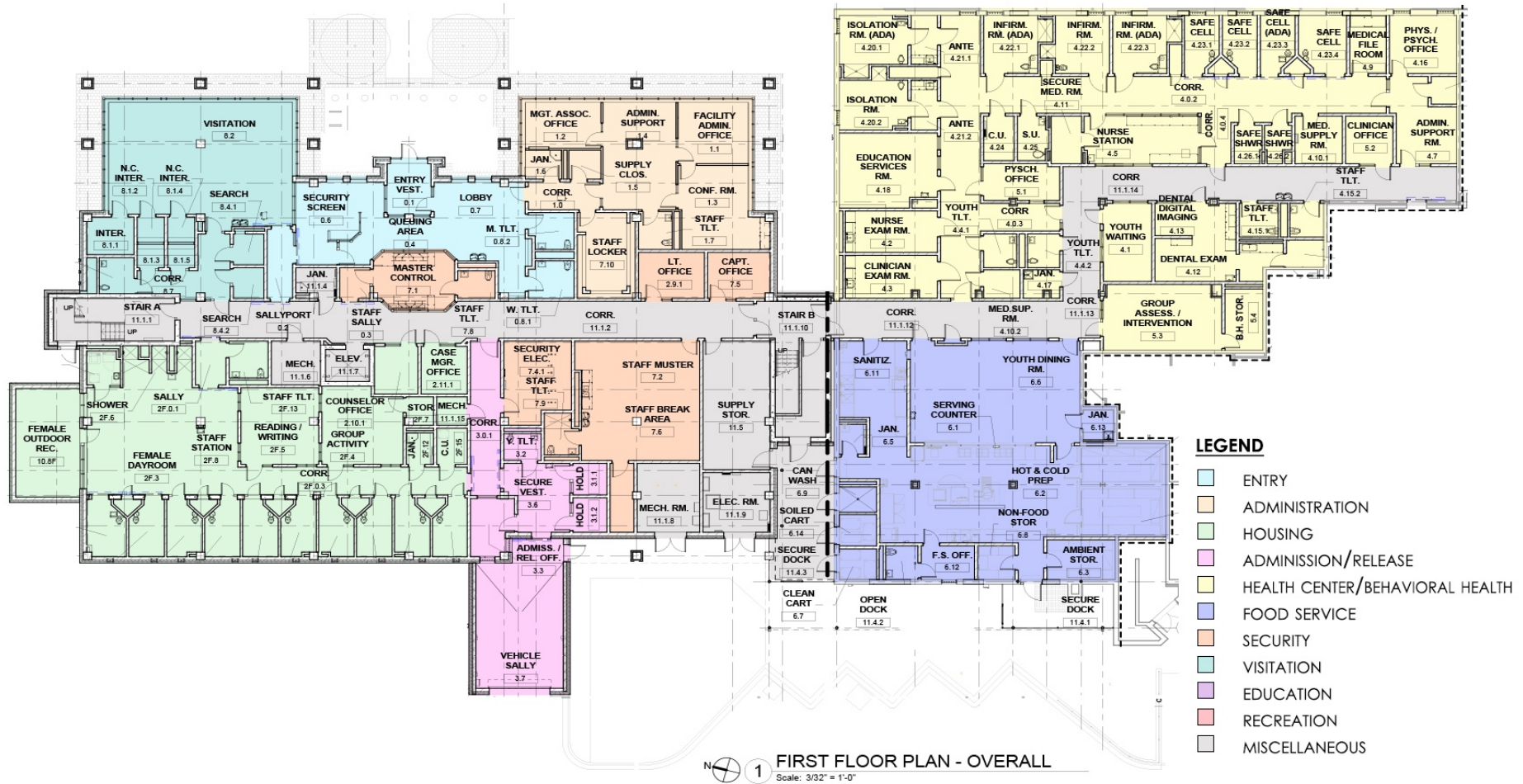
- Helping at risk youth, prisoners, and citizens.
- Changing their way of thinking by offering programs that focus on:
 - * Financial Literacy
 - * Gang Intervention
 - * Peer pressure
 - * Anger management
 - * Addiction
 - * Art

0700-0820 Security Count/Per Hygiene/Breakfast
0820-1430 Eager Street Academy
1430-1600 Study Time/Quiet Reflections/Security Count
1600-1730 New Transitions, CDC (M/W/F)
Johns Hopkins Tutoring (T/Thurs)
1730-1800 Dinner
1800-1930 Uncuffed Ministries (T/W/F)
R.A.I.S.E (2nd & 4th Thursdays)
1930-2100 Extended Muscle Exercises
2100-2200 Personal Hygiene

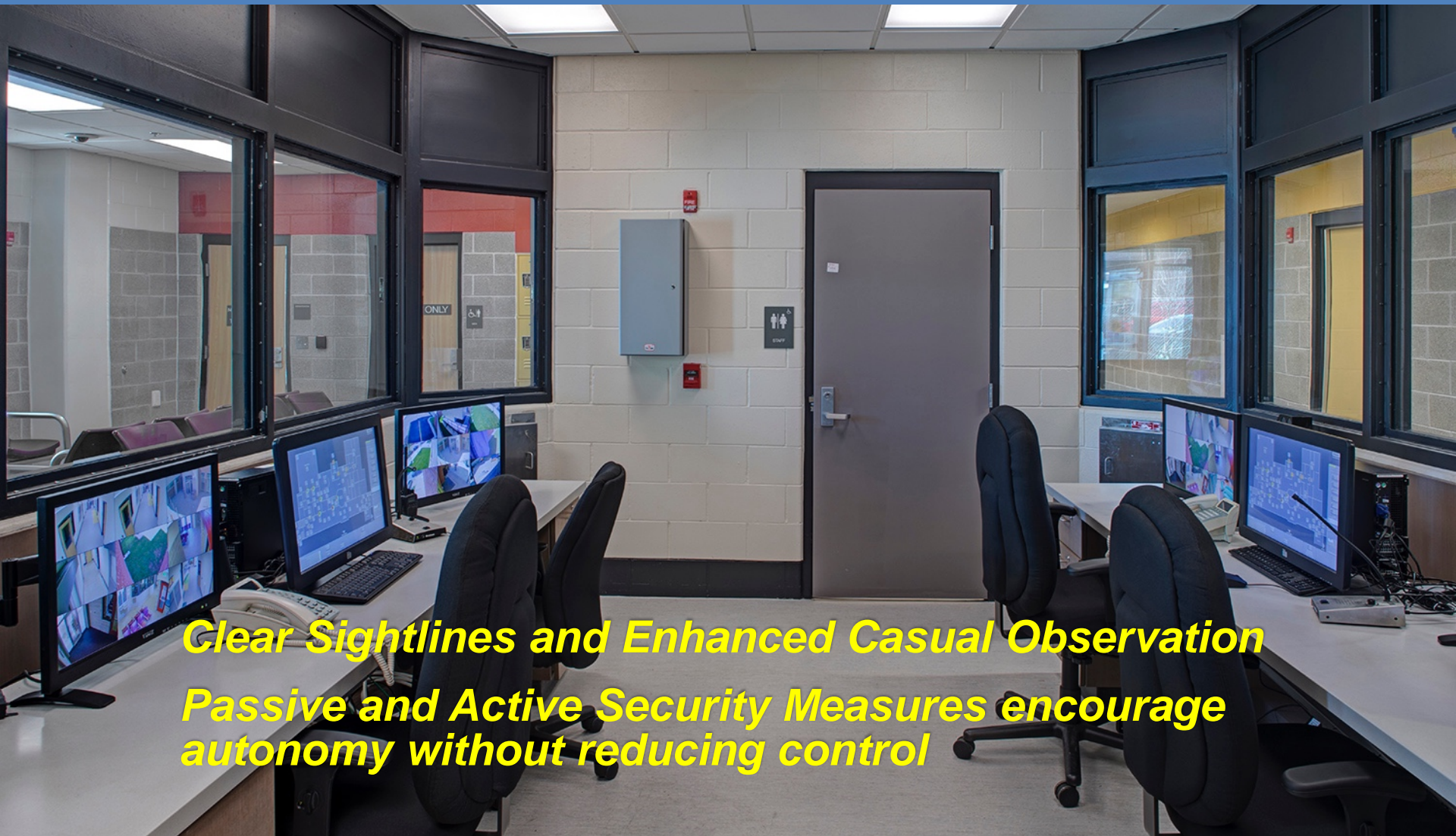
WEEKDAY

- New Transitions “Juvenile Success Camp”
- Teaches: Life Skills Reorientation
- Job Readiness & Future Considerations
- Financial Literacy
- Dreams & Aspirations

YDC First Floor



YDC First Floor – Security



*Clear Sightlines and Enhanced Casual Observation
Passive and Active Security Measures encourage
autonomy without reducing control*

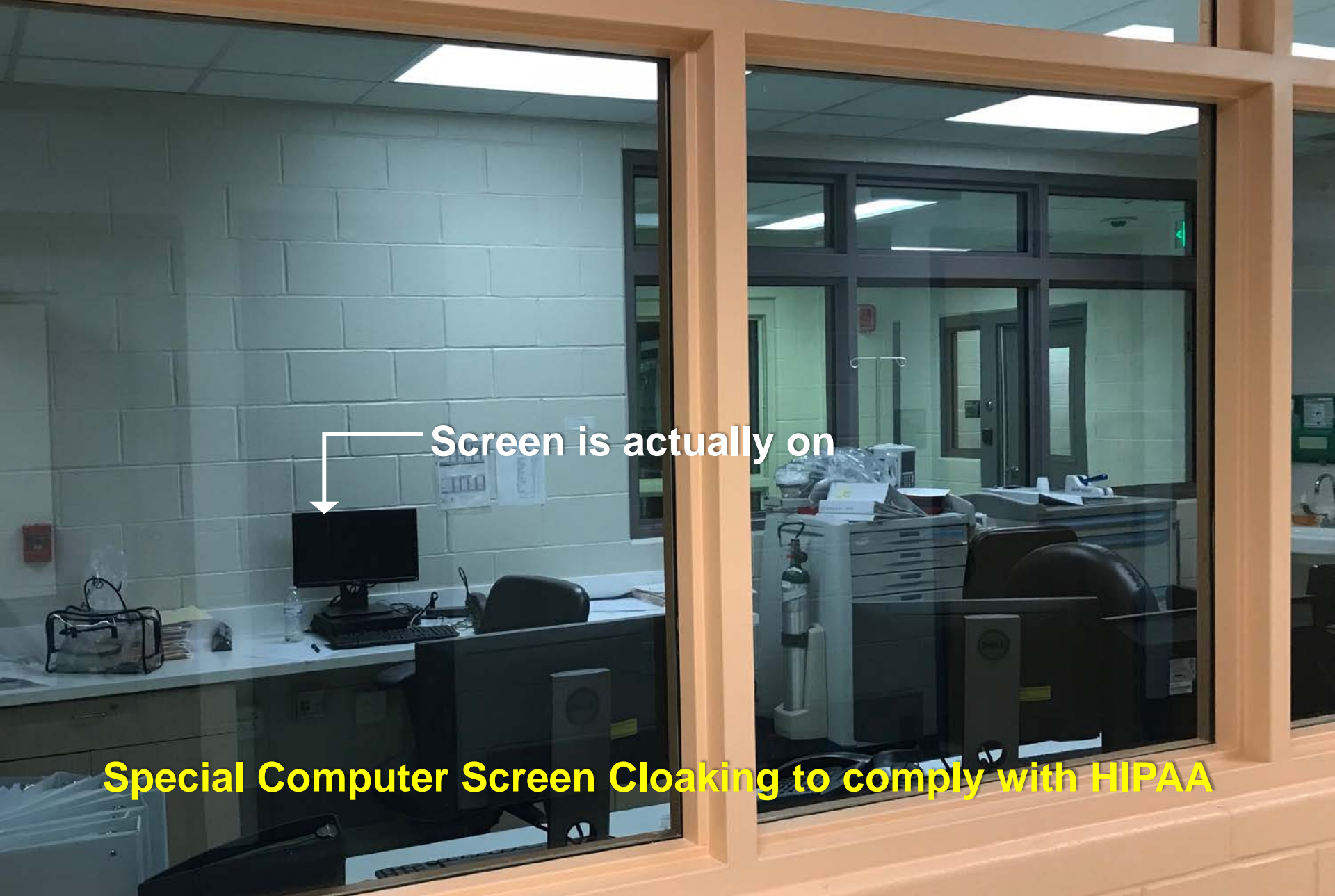
YDC First Floor – Visitation



YDC First Floor - Medical







Screen is actually on

Special Computer Screen Cloaking to comply with HIPAA





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YDC First Floor – Female Unit

**Small group, single level housing units (10-12 residents)
for shared services, staffing efficiency & effective separation**



**Direct Supervision staffing ratios of 1:8 (day)
to 1:16 (night) – (PREA 115.313(c)).**



Abundant Natural Light
Acoustical Control
Normative Furnishings
Clear Sightlines
Spatial Variety
Connection to the Outdoors
Materials, Colors & Textures

Mental Health Care & Counseling

Understanding . . . that most youth in the system have experienced one and often multiple traumatic experiences that impact several developmental areas and shift their focus to survival skills which can create a challenge for new skill development.

“More than 3 times more individuals with mental illnesses in Jails/Prisons than in hospitals”

Treatment Advocacy Center

“Designed like a prison, the environment becomes cold and sterile with little stimulation to encourage behavioral change”

Improving Safety and Care
Through Smarter Design in
Secure Treatment Facilities

“Good therapy makes for good security and good security makes for good therapy”

Dr. Erik Schlosser

Recognizing Youth Challenges



93% of adjudicated youth reported at least one or more traumatic experiences.



The average number of different traumas reported was **six**.



Youth in the Juvenile Justice population have rates of **PTSD** that exceed those of service members returning from Iraq.

Understanding Behavioral Patterns

Inability to trust . . . Guarded behavior

Anger . . . Hostility . . . Coldness

Perceiving danger everywhere

Difficulty with change and transitions

Difficulty being redirected

Physical and emotional reactivity

Difficulty calming down after outbursts

Regressive behaviors . . . Younger than age behavior

Rejecting peer and adult support

Environments Change Patterns

Direct Supervision model = meaningful engagement

Youth programs = opportunities to examine choices

Structured Recreation Programs = Conflict resolution alternatives

Supportive Environments = Long term good pattern sustainability

Positive staff models = Positive emotion management

Safe environments = Transformed behaviors

Normalized Environments = Trustworthy socialization

On-unit housing activities (counseling, homework, passive recreation) for program flexibility







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YDC First Floor – Dining/Kitchen

Central Dining (no dining in housing units)

Normative Dining Environment and Furnishings

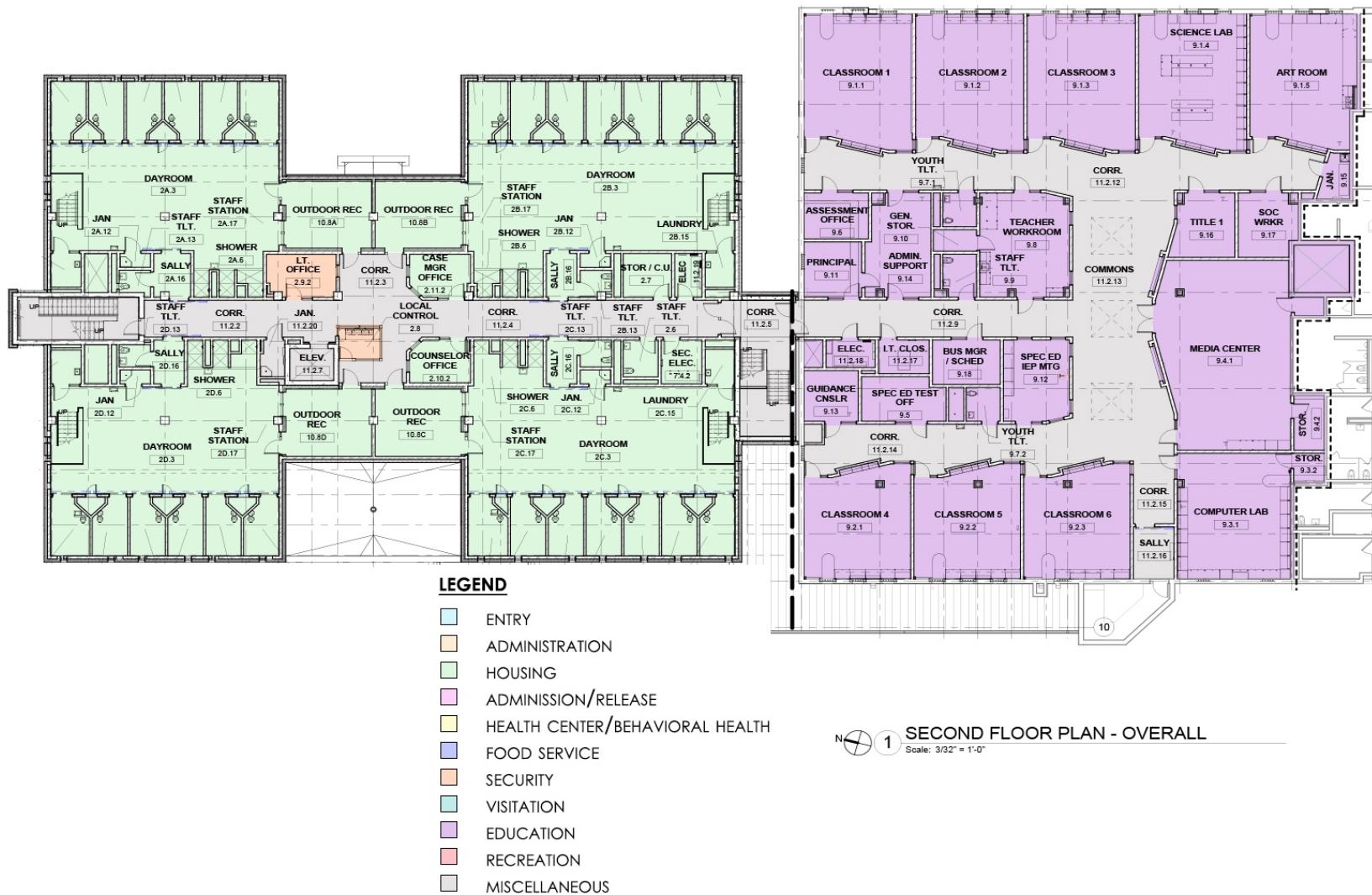
Reduces noise, stress, and chaos

Materials, Colors & Textures



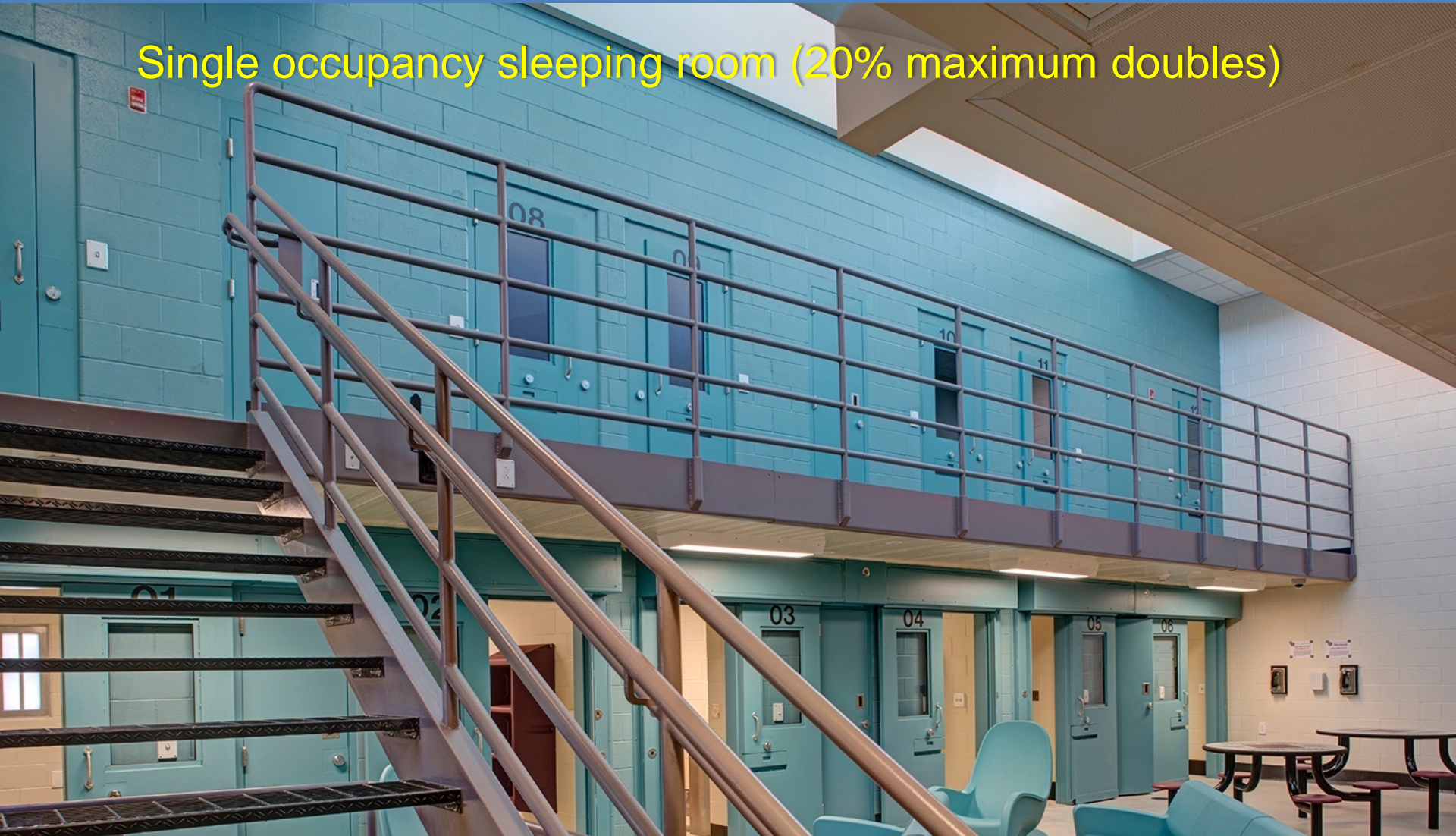
Open and intentionally non-secure Kitchen

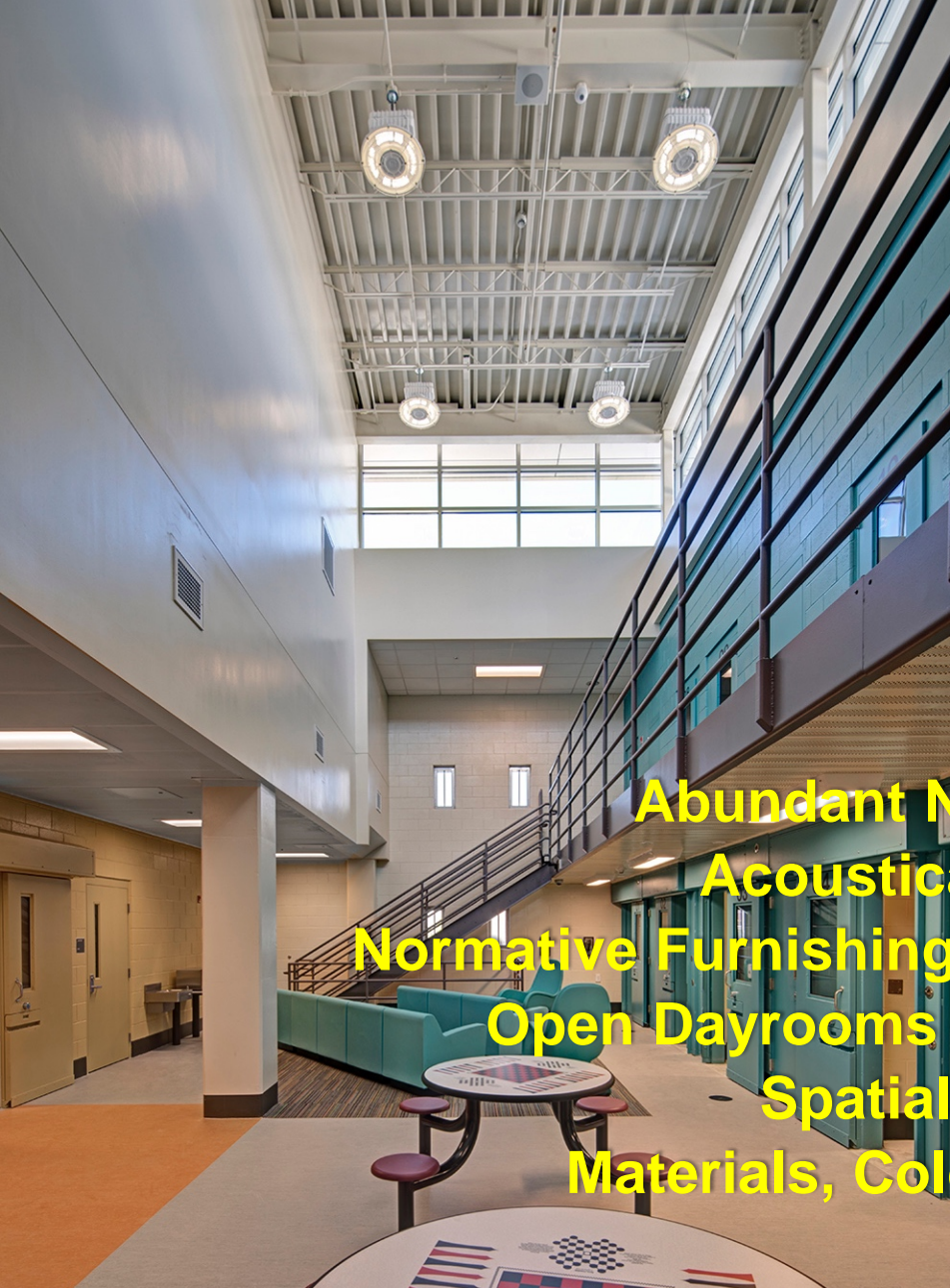
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YDC Second Floor – Male Unit

Single occupancy sleeping room (20% maximum doubles)





Abundant Natural Light
Acoustical Control
Normative Furnishings promotes relaxation
Open Dayrooms - Clear Sightlines
Spatial Variety
Materials, Colors & Textures

YDC Second Floor – Education

Serves youth ages 14 - 17 who are charged as adults and awaiting court action



High-quality instruction geared toward completion of High School graduation requirements



"Nothing less than our best will do."

Eager Street Academy

Our goal is to build a generation of young people with the skills, knowledge, and understanding to succeed in college, careers, and community, not just here in Baltimore but in any city in the world....

*Dr. Sonja Brookins Santelises
Baltimore City Schools CEO*

Therapeutic Education Model

Student Wholeness ... Literacy ... Leadership

Therapeutic educational model = warm welcoming environment = respect for students, staff, and families;

Research has indicated that when students feel safe and supported in their learning environment, their achievement improves;

Social/emotional learning and non-cognitive skills are critical to students' success;

www.baltimorecityschools.org/blueprint

ESA Education Model

Vision Statement

Eager Street Academy is committed to develop, educate, and nurture students to realize their full potential while transitioning back into the community.

The Therapeutic Model

- Restorative Practices – Student Voices expressed and valued
- Conflict Resolution – Problem solving vs Punishment
- Trauma Informed Care – Intensive Interventions
- Supportive Partnerships – Students * Staff * Facility * Families * Community
- College and Career Readiness
- Johns Hopkins Tutoring Service
- Title I Neglected and Delinquent Grant Programs

*“Education is the most powerful weapon which you can use to change the world”
....Nelson Mandela*

Trauma Informed Care

Participation in ... 2017-2018 National Council for Behavioral Health's Trauma-Sensitive Schools Learning Collaborative

- Focuses on implementing, sustaining and spreading trauma-informed care
- Promotes fundamental organizational change in the culture of education
- Enhances ability to provide safe, secure, physical /social environments, and services that are easily accessible.
- Delivers person-centered, competent, culturally respectful education services
- Follows recovery oriented principles of collaboration - shared decision-making, and self-direction

A wide, bright hallway with a large skylight and colorful walls. The hallway features a high ceiling with a large, rectangular skylight that allows natural light to flood the space. The walls are painted in a vibrant yellow-green color, and the floor is a light blue-grey. A large, wooden double door with glass panels is visible on the right side. The hallway is wide and open, with a small table and chairs in the distance. The overall atmosphere is bright and airy.

Abundant Natural Light
Reduce the Apparent Density
Clear Sightlines and Visibility
Spatial Variety
Wide Corridors Reduce Conflict
Materials, Colors & Textures
Transitional Spaces Reduce Anxiety







MEDIA CENTER



TYPICAL CLASSROOM



Abundant Natural Light
Acoustical Control
Normative Furnishings
Materials, Colors & Textures

SCIENCE EDUCATION

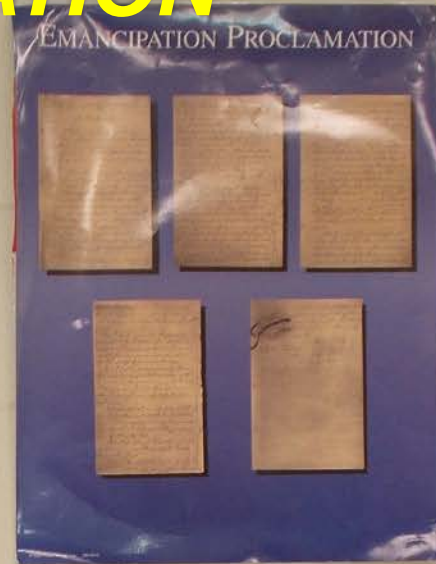
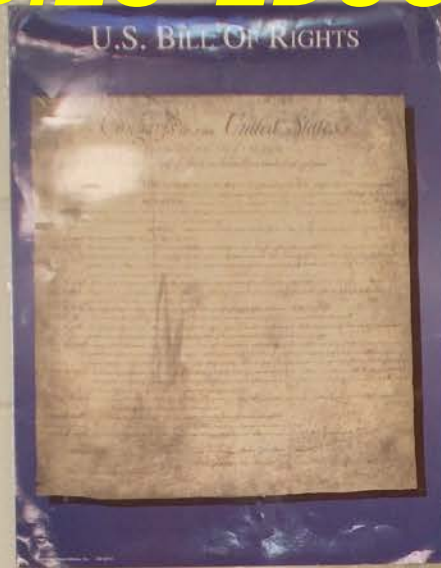
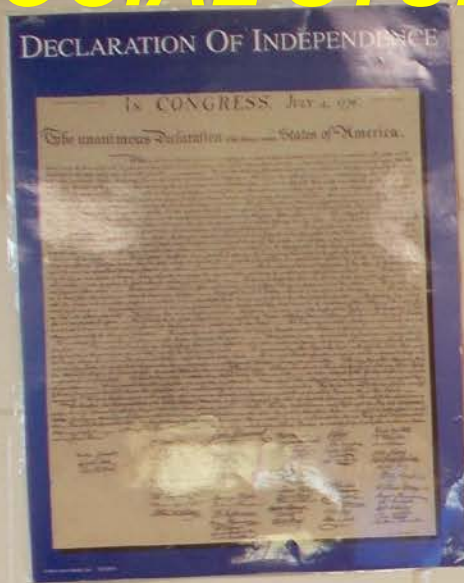


Abundant Natural Light
Acoustical Control
Normative Furnishings
Materials, Colors & Textures

SCIENCE EDUCATION



SOCIAL STUDIES EDUCATION



**Go Straight
to the Source!**

**INFORM
EXPLAIN**

Explaining, clarifying, and accurately

When you create

- a event takes or more
- carefully selected to
- that connect to the

NARRA

telling a story about

When you create

- a beginning that
- includes
- could provide and
- the reader

OPINI

taking your own

When you create

- your own story
- based on your
- to prove your story
- is important for

Primary Source

A document or object that was created during the time period being studied. It provides direct, firsthand evidence about a person, event, or topic. Primary sources are sometimes referred to as the raw material of history.

Documents

- Letters
- Diaries
- Journals
- Maps
- Manifests
- Certificates
- Birth, Marriage, and Death Certificates
- Church Registers
- Census Forms
- Newspapers and Magazines
- Advertisements
- Government Declarations and Legislation

Audio-Visual Sources

- Photographs
- Drawings and Paintings
- Voice Recordings
- Video Recordings
- Radio and Television Broadcasts

Objects

- Coin
- Tools
- Clothing
- Tools
- Jewelry
- Timepieces
- Furniture and Household Items
- Buildings

Secondary Source

A document that describes, analyzes, or interprets a primary source. Secondary sources often synthesize information from multiple primary sources and include textbooks, encyclopedias, nonfiction books, television programs, magazine articles, and commentaries.

When using primary sources, ask yourself:

- What was the author/creator's point of view?
- What do you know about the time and/or place in which this source originated? How does that help you understand or interpret the source?
- What other sources might help you better understand this source or answer the questions this source raises?
- Compare the source to another primary source from the same time and/or place. What similarities do you find?

Who

- Who was the author/creator of the source? Is the author/creator identified in the source? If not, what clues might tell you who the author/creator is?
- What was the intended audience of the source?
- Other than students, who might use this source today?

What

- What type of document or object is the source?
- What types of information can you get from the source?

When

- When was the source created? Does the source include a date? If not, what clues might tell you when it was created?
- Is this source still being created and used today? If not, when did it stop being made and/or used, and why?

Where

- Where was the source created? Is the location identified in the source? If not, what clues might tell you where it was created?
- Does the source mention any other locations?
- Where could a researcher find this source or learn more about it?

Why

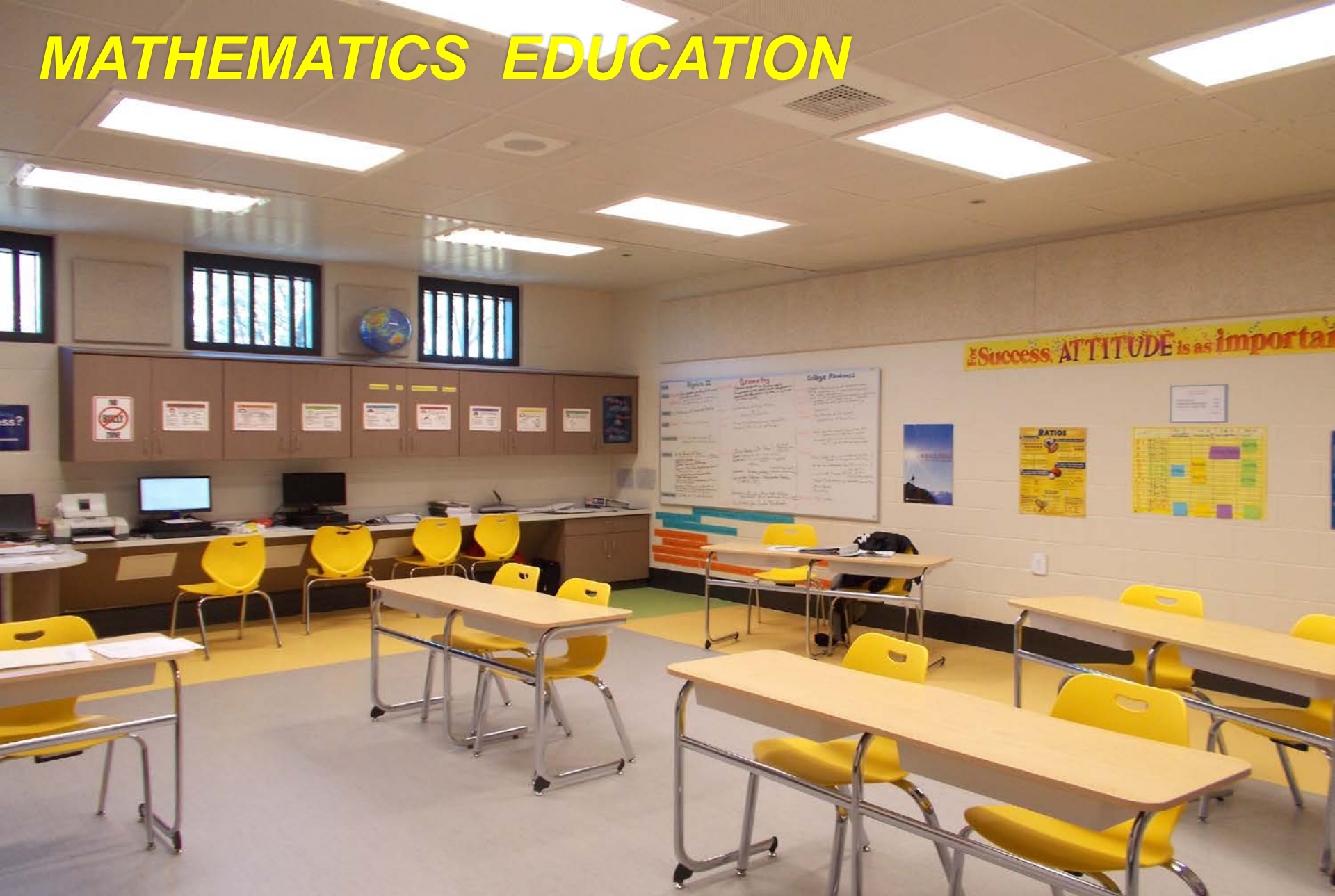
- Why was the source created? What was the author/creator's intended purpose?
- Why might a person not want to use this source as a historical source?

How

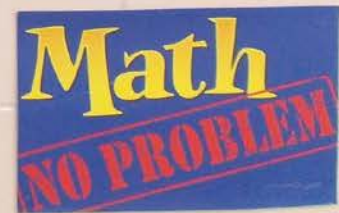
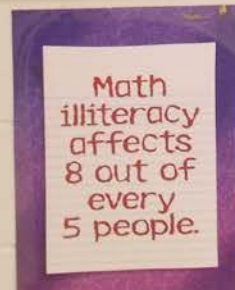
- How was the source created? How would you tell this source? How do you know this source? Do you need special equipment?

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MATHEMATICS EDUCATION



MATHEMATICS EDUCATION



ART EDUCATION



**Acoustical Control
Materials, Colors & Textures
Integrate Public & Youth Art**

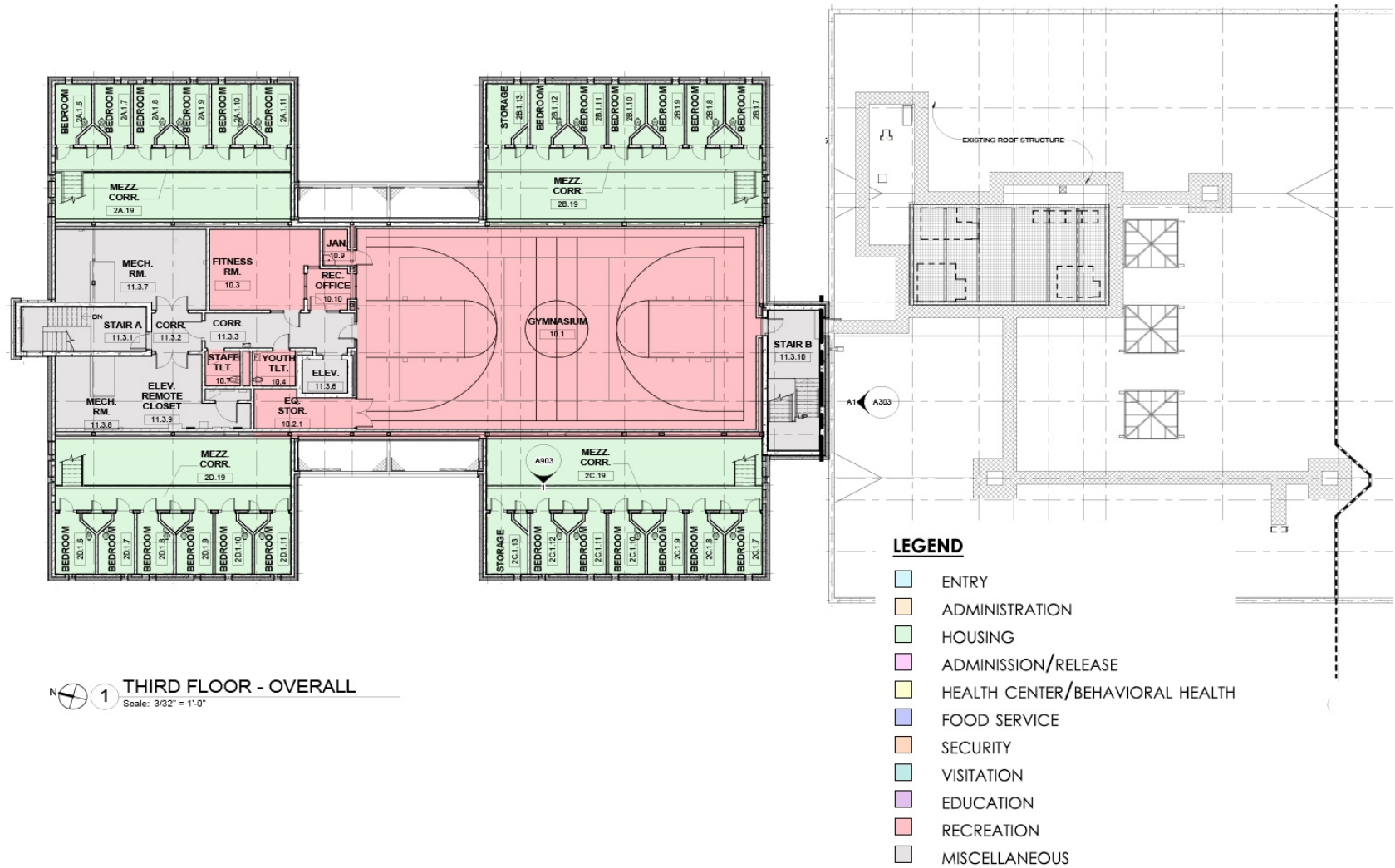
TECHNOLOGY EDUCATION



SPECIAL EDUCATION I.E.P.



YDC Mezzanine & Third Floor



PHYSICAL EDUCATION



Large Recreation Spaces promotes participation and positive behavior

Abundant Natural Light

Acoustical Control

Spatial Variety

Connection to the Outdoors

Materials, Colors & Textures

PHYSICAL EDUCATION



Abundant Natural Light
Connection to the Outdoors
Materials, Colors & Textures

Transitional Services

COMMUNITY . . . WORK . . . CONTINUING EDUCATION



Transitional Services

Partnerships, and Activities

- Development of student individualized Learning Plan (ILP)
- Development of Transition Plan Inventory (TPI)
- College and Career Readiness and Development
- Aftercare services
- Family and community services
- Employment
- Maryland Food Bank–School Pantry
- Brother-to-Brother
- Loving Arms-Religious portion of the program only
- Kim Conley-Trauma based yoga program via Upton Penn North Boxing Club
- St. Stephens AME-Youth ministry and music program
- Contact Visits-mentorship program
- Gregory K. Adams-mentorship success camp workshop

Community Outreach

R.A.I.S.E

- Raising An Individual's Self Esteem
- Provides mentorship
- Professional services
- Motivational workshops
- Motivate and empower

Uncuffed Ministries

- Volunteer facilitated by members of un-cuffed ministries
- Non-profit Christian based organization that offers resources to youth offenders
- Helps youth with communication and social skill

- Cognitive behavioral management
- Social development skills
- Offender family participation
- Provides follow-up for offenders after release

BPD Community Collaboration Division Youth Re-entry Program

- Behavior Health Support
- Employment Training
- Expungements
- Housing & Transportation
- Job Placement
- Life Skills
- Mental Health Support

Tools for Change

CONFLICT RESOLUTION

The Conflict Resolution Workshop

Behavioral Management

Seeking Behavioral
Alternatives

Manage Issues of Anger,
Hurt, & Pain

Effective Problem
Communication

Reach Healthy Solutions &
Outcomes

HOW TO INTERACT WITH AUTHORITY FIGURES & LAW ENFORCEMENT

BPD Community Collaboration Division Re-entry Program

Dispel Tensions, Mend Trust &
form relationships

Teach youth the role of Law
Enforcement in the Community

What to do if they are stopped by
the police

How to report the crime

Discuss the need of leadership
in the community

DIFFERENT TYPES OF VIOLENCE AND PREVENTION

Violence and Prevention Education

Listen to experiences of witnessed
violence

Discuss different types of violence

What to do if you are a victim

Discuss Hurtful Behavior

Topics Violence and Prevention:

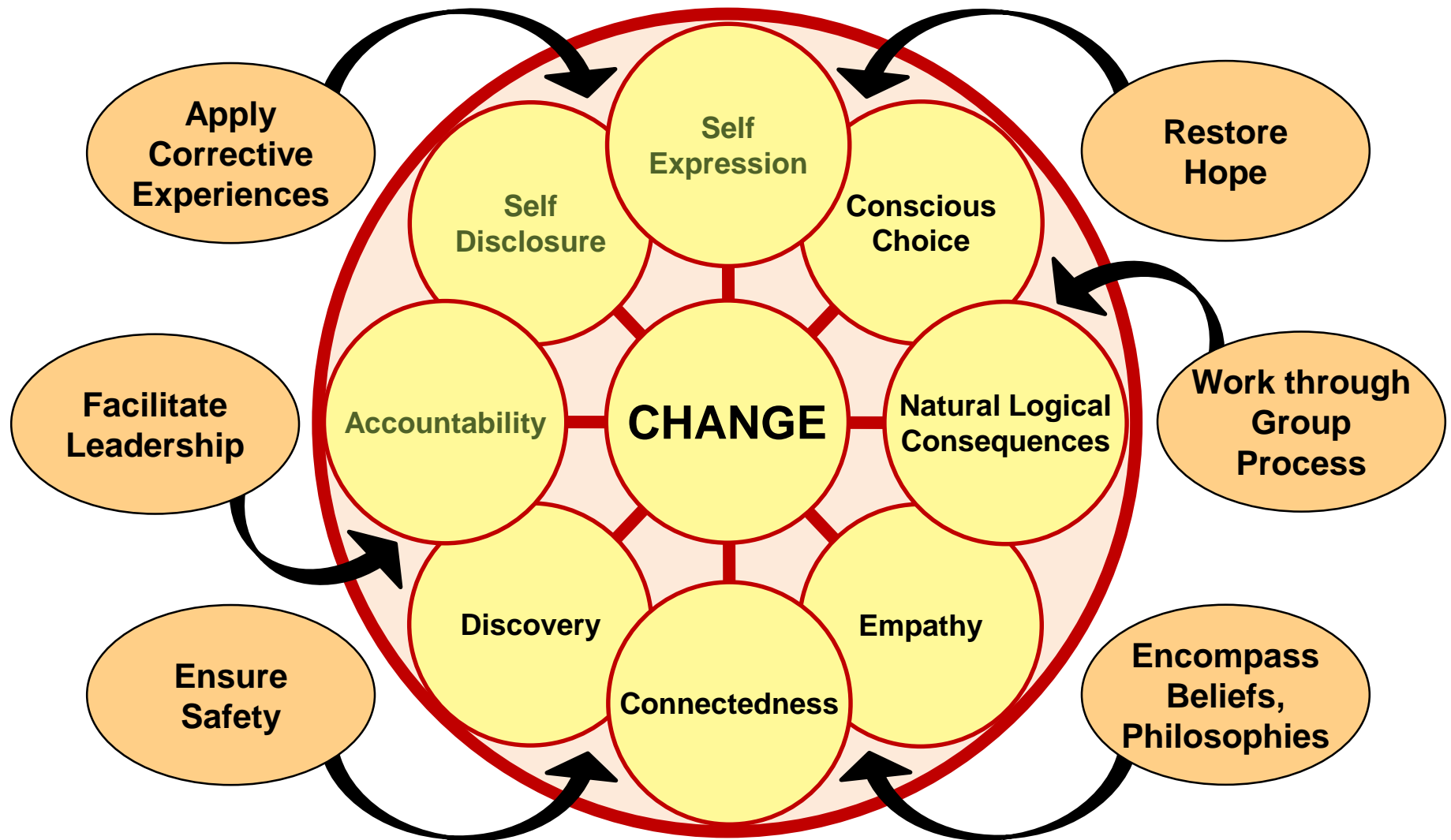
Domestic Violence

Sexual Assault

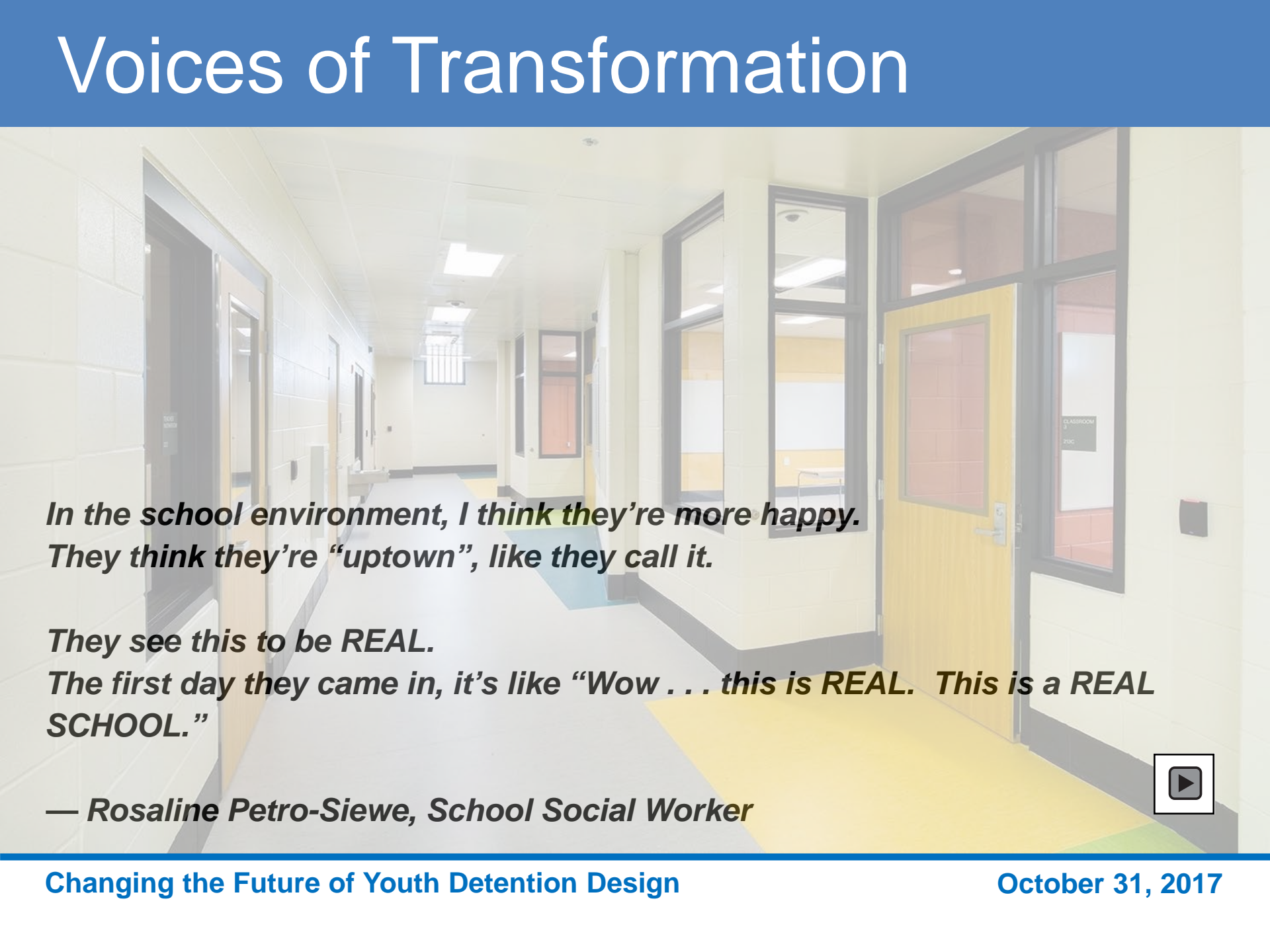
Bullying

Gangs

Environments Transform



Voices of Transformation



*In the school environment, I think **they**’re more happy. They think they’re “uptown”, like they call it.*

*They see this to be **REAL**.*

*The first day they came in, it’s like “Wow . . . **this is REAL. This is a REAL SCHOOL.**”*

— Rosaline Petro-Siewe, School Social Worker



Voices of Transformation

As a transition specialist here, it's part of my responsibility to track them once they leave this facility. And we normally make sure that they are re-integrated within the school, in the home, and also within their own community. And when I say that, I usually visit the school where they're going, check up on their attendance, and also their grades. And I've told them, that if they're not in school, then my next job is to come to their home to see where they are, to find out why they're not in school. And then we often take them back to school, because they need to be in school.

So we do do a tracking of them, we do follow-up with them, we also keep in touch with the parent to make sure that if the parent needs support, we will provide support, provide them with the wrap-around services that will need in dealing with the child. And I've told parents that if you have any problems with your child, please do not hesitate to contact me, because I will come out to the home, and have a one-on-one conference with them.

— Robert White, Transition Specialist



Voices of Transformation

We had some college reps come in yesterday, and the kids were so quiet and mesmerized by what they were saying. It becomes “is this really possible for me?”, and you can see that in their faces, like “maybe this is really something that I can do, I’ll be able to do.” A lot of it is was “well, are they going to let me in if I’m. . . . ?”

Some of the questions they had were very intelligent, and it makes it real, that this is not just the end of this because I’m here, and we use the examples all the time of the ones we have gotten into college, whether it’s community college or four-year college, or whatever, career tech school.

There are possibilities out there, and more and more is society becoming accepting and not blocking these opportunities because of past mistakes.

— Laura D’Anna, School Principal



Voices of Transformation

They are kids, and they need adults; they need somebody that would actually be a role model for them.

And I think, every now and then, the nice thing, one of the biggest, the great things that I always experience, is them looking at you and saying “I want to be like Mr. Baguio. . . .”

They said “Why don’t you shout”, something like that, because I don’t actually shout, and I always tell them, “I come from a different culture, and shouting is a form of disrespect, and if I shout at you I’m disrespecting you.”

— Gil Baguio, Science Teacher



Voices of Transformation

We were in our first Restorative Practice session with them, and one of them had echoed “I want to be like Mr. White.”

I said, “How do you want to be like me?”

“Because I want to be able to come back, once I’m out of here, and do what you do.”

— Robert White, Transition Specialist



Voices of Transformation

They're big kids, and they can intimidate you. But eventually you'll see that they're still kids, and they will actually respect you because of who you are and how you act to them. And it's very heartwarming that people might think "Are you still in jail? What are you doing there? You can go to great schools, you know, and you can teach better kids—smart kids—and you are there, stuck in that. . . ."

But they don't see what I see here. I feel more valuable. Because I've been teaching in a university in the Philippines, I've been teaching smart kids already, so I know how they work, how they operate. You just give them something and they're done! But with this kind of kids, it's not—you have to find ways to motivate them to do something.

— Gil Baguio, Science Teacher



Voices of Transformation

The memorable experience that I've had: in fact, we had a young man, as Ms. D'Anna pointed out, who did graduate last year and he did go on—he's matriculating at CCBC [Community College of Baltimore County]. In addition, he's holding down a full-time job.

I'm really excited about this group, because this group is really happy to be in an environment where they can actually learn. In looking at many of the progress reports that have come out this past week, many of them have done exceptionally well—they've mastered the materials the teachers have given them, and I'm really excited about them.

— Robert White, Transition Specialist



Voices of Transformation

I feel, from field working with young people, especially males, I can proudly say I can work with males. Because, throughout my career of 18 years here, 90% of the population has been male. And when I look at these children, and they call me “Mama,” I really treat them like my own. For I’ve learned that young people—they say they are difficult, but they’re not really difficult—if they find out that you really have their interest, they start respecting you. So I can yell, and say “Hey, you go there.” Some, if you yell at them, they cuss you out!—but not in this school—they really know you have their interest.

So, I think what I look forward to [in] retiring, if I can help one child, I have helped a thousand. And my colleagues always say, “You still in the jail school?”

I say “No, I’m still in Baltimore City Public Schools.”

— Rosaline Petro-Siewe, School Social Worker

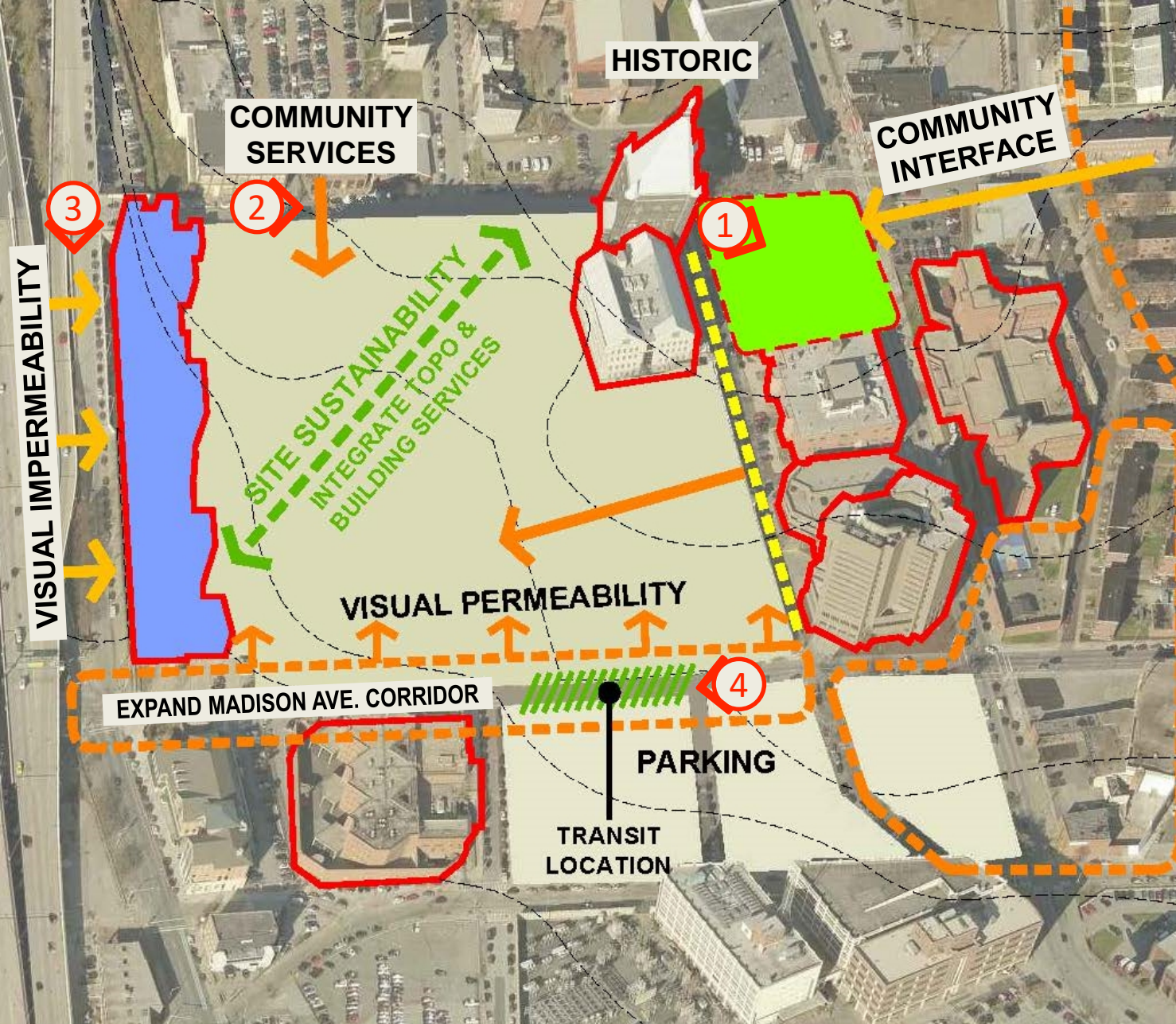


Final Thoughts . . . Thank you!

Questions and Answers



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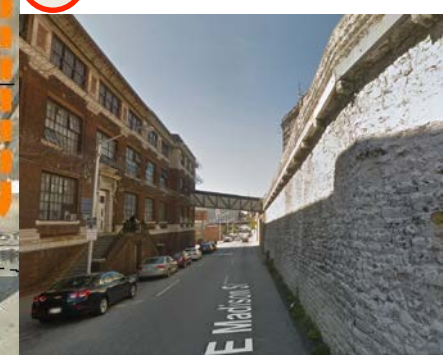
① YDC CONSTRUCTION



② WDC / WEST WING



③ CENTRAL BOOKING



④ MADISON AVE. CORRIDOR