

# Community Connections Supporting Reentry Facilitator's Guide

SEPTEMBER 2017

# CONTENTS

<b>Introduction.....</b>	<b>2</b>
<b>Training Purpose and Summary.....</b>	<b>2</b>
<b>Training Development.....</b>	<b>2</b>
<b>Funding and Acknowledgements.....</b>	<b>3</b>
<b>Training Contacts.....</b>	<b>3</b>
<b>Facilitator’s Guide: Implementing the Training .....</b>	<b>4</b>
<b>Training Objectives.....</b>	<b>4</b>
<b>Training Components and Resources .....</b>	<b>4</b>
<b>Target Audience .....</b>	<b>5</b>
<b>Panelist Selection, Preparation, and Structure .....</b>	<b>5</b>
<b>Recommendations and Modifications.....</b>	<b>6</b>
<b>Detailed Training Guide .....</b>	<b>8</b>
<i><b>Detailed Training Outline/Timed Agenda .....</b></i>	<i><b>8</b></i>
<b>Lived Experience Panel Facilitator Notes Page.....</b>	<b>12</b>
<b>Corrections Panel Facilitator Notes Page .....</b>	<b>13</b>
<b>Community Services Panel Facilitator Notes Page.....</b>	<b>14</b>
<b>Training Logistics .....</b>	<b>15</b>
<b>Venue and Set Up.....</b>	<b>15</b>
<b>Marketing and Communication .....</b>	<b>15</b>
<b>Registration .....</b>	<b>16</b>
<b>Post-Training Evaluation .....</b>	<b>16</b>
<b>Post-Training.....</b>	<b>17</b>
<b>Training Readiness Timeline and Checklist .....</b>	<b>17</b>
<b>Appendix.....</b>	<b>18</b>
<b>Sample Agenda.....</b>	<b>19</b>
<b>Facilitation Tip Sheet.....</b>	<b>20</b>
<b>Community Connections Supporting Reentry Conversation Generators .....</b>	<b>21</b>
<b>Resource Guide Overview and Talking Points.....</b>	<b>22</b>
<b>Lived Experience Panelist Guide .....</b>	<b>23</b>
<b>Corrections Panelist Guide.....</b>	<b>24</b>
<b>Community Providers Panelist Guide.....</b>	<b>26</b>
<b>CCSR Master PowerPoint Slides.....</b>	<b>28</b>

## **INTRODUCTION**

### **TRAINING PURPOSE AND SUMMARY**

The goal of the Community Connections Supporting Reentry training is to develop strong connections among prisons and community-based corrections, the community mental health and disability services system, the substance-use disorder service system, and other community organizations and groups so they can collectively better serve and support individuals reentering the community after incarceration.

The training was built on the idea that connections and relationships developed between individuals, organizations, and systems would lead to increased collaboration across service systems and a greater understanding of the resources available to individuals to help them establish successful and permanent lives in the community, reduce recidivism, and increase public safety.

To meet these goals the training consists of a panel of formerly incarcerated individuals sharing their stories and answering questions; a panel of corrections and community providers talking about how they each support reentry pre- and post-release; and structured discussion and networking that allows all participants to share more information about their organization, ask questions, and talk about successes and challenges they encounter while supporting individuals who are reentering the community after incarceration. To supplement the information shared at the trainings so the focus could remain on connections and networking, a Resource Guide was created and distributed to all attendees that provides simple overviews of services systems, programs, and supports and key information necessary for making referrals or getting additional information.

### **TRAINING DEVELOPMENT**

This training curriculum was developed for the Iowa Department of Corrections in partnership with the Iowa Department of Human Services. The curriculum was developed after a total of 24 pilot trainings were conducted across the state of Iowa between February 2016 and April 2017. A total of 1,324 individuals representing 274 agencies attended one or more of these sessions, which were conducted three times in each of Iowa's eight judicial districts in both urban and rural settings. Revisions to the training content and outline were made throughout the training period based on evaluations from participants, input from a stakeholder advisory group, and facilitator observations and experiences. This curriculum reflects the best of all sessions in a format designed to be replicable by the Department of Corrections and others.

The training objectives remained consistent throughout the duration of the pilot trainings. Different training techniques and formats were tested including separate break out groups, small group discussions, the use of a more traditional lecture format using PowerPoint, and a full-day session. Adjustments were made throughout the duration of the trainings taking into consideration many factors such as group size, venue characteristics, and participant input received from the previous sessions. Between the rounds of training more substantive changes were made based on the participant evaluation, stakeholder advisory group input, and facilitator's judgement. These included shortening the training, adding topics to the resource guide and panels, and speaker preparation materials.

The participant response rate to the post-training evaluation was very high (61%) and reflected both a high degree of satisfaction with the trainings and indicated that the training objectives were all successfully addressed. Additionally, they contained many thoughtful comments and suggestions. Themes frequently repeated in the qualitative section of the evaluations included the value of being able to meet and network with other providers, appreciation of the opportunity to discuss reentry and learn about services being provided by other organizations pre- and post-release, and high praise for the lived experience panel of individuals who were formerly incarcerated.

It is important to note that this training is unique because it prioritizes relationship building over simply transmitting information or skills. Certainly information about services and supports relevant to reentry could be conveyed through the Resource Guide alone or a less interactive lecture or webinar style presentation, but the essential component of this training is the interaction between the participants and the development of relationships. The best sessions, from both the perspective of the facilitators and participant feedback, were interactive, personalized by the local panelists, and remained focused on the training objectives.

The information in this document is the suggested format for the replication of the Community Connections Supporting Reentry training. The training curriculum was created utilizing principles of adult learning, participatory training techniques, and multiple modalities to engage different types of learning styles. A tip sheet for facilitators is located in the appendix.

## **FUNDING AND ACKNOWLEDGEMENTS**

The Community Connections Supporting Reentry trainings were one part of work being done to reduce recidivism statewide through the Department of Corrections Statewide Recidivism Reduction Strategy (SRR) funded by a \$3 million grant from the U.S. Department of Justice as part of their Second Chance Act Comprehensive Statewide Adult Recidivism Reduction Program. In addition to the trainings, the grant had several areas of focus all centered around the goal of reducing recidivism through systems improvement work. The Center for Disabilities and Development (CDD) organized and facilitated the training events and created this curriculum in coordination with the Department of Corrections and the Department of Human Services.

## **TRAINING CONTACTS**

<b>Role/Department</b>	<b>Name</b>	<b>Email Address</b>
Department of Corrections	Katrina Carter	<a href="mailto:katrina.carter@iowa.gov">katrina.carter@iowa.gov</a>
Mental Health and Disability Services	Laura Larkin	<a href="mailto:llarkin@dhs.state.ia.us">llarkin@dhs.state.ia.us</a>
Training Coordinator/Facilitator	Tammie Amsbaugh	<a href="mailto:tamara-amsbaugh@uiowa.edu">tamara-amsbaugh@uiowa.edu</a>
Training Coordinator/Facilitator	Caitlin Owens	<a href="mailto:caitlin-owens@uiowa.edu">caitlin-owens@uiowa.edu</a>

# FACILITATOR'S GUIDE: IMPLEMENTING THE TRAINING

## TRAINING OBJECTIVES

1. Develop an understanding of the challenges faced by individuals and their families as they reenter the community after incarceration.
2. Learn how the corrections and community service systems operate, including information about services and supports available and how they interact to support persons reentering the community.
3. Establish connections between the corrections and community services systems, including individual and agency contacts.

## TRAINING COMPONENTS AND RESOURCES

The key training components and supplemental resources and what objectives they address are briefly outlined below. The training plan at the end of this section provides extensive detail and guidance about each component.

Training Component	Brief Overview	Objective(s) Addressed
<b>Introductions &amp; Overview</b>	<ul style="list-style-type: none"> <li>• Introduce self, co-facilitator and/or additional training staff</li> <li>• Review logistics, objectives, and set tone for training</li> <li>• Allow time for attendees to introduce themselves</li> </ul>	Establish connections between the corrections and community services systems, including individual and agency contacts. ( <i>Obj. 3</i> )
<b>Lived Experience Panel</b>	<ul style="list-style-type: none"> <li>• Panel of formerly incarcerated individuals share their experience with incarceration and reentry</li> <li>• Questions from attendees; facilitator guides discussion and generates questions as needed</li> </ul>	Develop an understanding of the challenges faced by individuals and their families as they reenter the community after incarceration. ( <i>Obj. 1</i> )
<b>Corrections Panel</b>	<ul style="list-style-type: none"> <li>• Speakers from prison and community-based corrections</li> <li>• High level overviews of correctional system and processes, allowing for focus to vary depending on expertise of panelists and audience questions/interest</li> <li>• Panelists encouraged to utilize case studies, examples, and audience engagement to keep interactive</li> </ul>	Learn how the corrections and community service systems operate, including information about services and supports available and how they interact to support persons reentering the community. ( <i>Obj. 2</i> )
<b>Networking Break</b>	<ul style="list-style-type: none"> <li>• Extended break to allow for time to network, converse, and visit resource table</li> </ul>	Establish connections between the corrections and community services systems, including individual and agency contacts. ( <i>Obj. 3</i> )
<b>Community Provider Panel</b>	<ul style="list-style-type: none"> <li>• Speakers from 3-4 distinct community service systems</li> <li>• High level overviews of respective systems/programs, allowing for focus to vary depending on expertise of panelists and audience questions/interest</li> <li>• Panelists encouraged to utilize case studies, examples, and audience engagement to keep interactive</li> </ul>	Learn how the corrections and community service systems operate, including information about services and supports available and how they interact to support persons reentering the community. ( <i>Obj. 2</i> )
Key Training Resources	Brief Overview	Objective(s) Addressed
<b>Resource Guide</b>	<ul style="list-style-type: none"> <li>• Provided as handout and/or available to attendees online</li> <li>• Supplements information provided by panelists so training can remain focused on relationship building/connections</li> <li>• Facilitator and/or panelists can refer to corresponding sections of the guide throughout training</li> </ul>	Learn how the corrections and community service systems operate, including information about services and supports available and how they interact to support persons reentering the community. ( <i>Obj. 2</i> )
<b>Resource Table</b>	<ul style="list-style-type: none"> <li>• Pre-training communication invites attendees to bring brochures and other agency materials to display</li> <li>• Facilitator reminds attendees to visit table throughout training and take materials of interest with them</li> </ul>	Establish connections between the corrections and community services systems, including individual and agency contacts. ( <i>Obj. 3</i> )
<b>Attendee Contact List</b>	<ul style="list-style-type: none"> <li>• Attendees are given a roster of training participants that includes name, organization, job title, and email address</li> </ul>	Establish connections between the corrections and community services systems, including individual and agency contacts. ( <i>Obj. 3</i> )

## TARGET AUDIENCE

The audience for this training is anyone interested in learning more about how they can support reentry, including:

- Prison and community corrections staff
- Mental health service providers
- Disability service providers
- Substance use disorder service providers
- Integrated health home providers
- MHDS region staff
- State agency staff
- Local government staff
- Law enforcement
- Healthcare and managed care staff
- Housing, transportation, and employment services staff
- Grassroots organizations, other non-profits, and interested community members

## PANELIST SELECTION, PREPARATION, AND STRUCTURE

**Panelist Selection and Preparation:** Preparation of panelists is an important component to a successful training. Some speakers will be comfortable with little or no guidance, while others will want as many details as can be provided. Either way it is important to convey an overview of the training, the goal of the panel, who else will be on the panel, and suggestions for topics to cover and strategies to involve the audience.

It is recommended that training facilitators make direct contact with lived experience panelists to discuss the panel, answer questions, and provide guidance or consultation if requested. It's asking a lot for a person to share their personal history with incarceration in front of a room full of strangers, so be sure to let them know they don't have to share anything they aren't comfortable sharing, and provide enough information about the training and the panel so they feel comfortable with what they are being asked to do. Working with community corrections staff to identify potential panelists is key.

Preparing the corrections and community provider panelists can either be done through direct contact, or by holding several "open line" conference calls for panelists who want to discuss the panel or ask questions to call in. This provides an opportunity to reach a larger number of panelists at once and for them to hear from one another which can be beneficial. Either way facilitators and/or training coordinators should be open to making direct contact with panelists to answer questions they have about the panel, content, or training.

### Recommended Panel Structure

- **Lived Experience Panel:** The recommended size of this panel is two speakers. The best panels have speakers who had different experiences with incarceration and/or reentry so attendees benefit from hearing diverse perspectives. This could be accomplished with a male and a female panelist, people with different sentences or convictions, differences in experiences upon reentering, or other differences. If only one speaker is available the facilitator can prepare that person to share a little longer and be ready with additional questions to stimulate a more rich discussion. More than two speakers should be considered carefully to make sure there is sufficient time for each panelist to share their story and time for audience questions, which gets more difficult as the panel increases in size.
- **Corrections Panel:** This panel should have at least one speaker from a prison, and one speaker from community based corrections. For the community based corrections overview it is an option to have two panelists split the time if one is from field services and the other is from residential services, or if one of the panelists works with special populations. Keeping this panel relatively small with two or three speakers will help with facilitation and ensure there is enough time for audience interaction.
- **Community Provider Panel:** This panel should have representatives from three to four different community service systems. This guide recommends a staff member from a local MHDS region, a staff person from a substance use

disorder treatment provider, a staff person from an Integrated Health Home, and a staff person from Iowa Workforce Development. Increasing this panel beyond four will decrease opportunities for interaction and potentially take on a more “lecture” feel. It is especially important with this panel to encourage speakers to speak with one another, call on their peers in the audience to add information, and strike a conversational tone.

Detailed outlines to help the facilitator guide the panels and discussion for the lived experience panel, corrections panel, and community provider panel can be found at the end of the detailed training outline. A similar outline for panelists with an overview of the training, panel objectives, tips for speakers, and possible topics to cover can be found in the appendix and is recommended to be shared with panelists when initial contact is made.

## **RECOMMENDATIONS AND MODIFICATIONS**

**Tone:** In order to meet the goals and objectives of this training, sessions should be interactive, engaging, and conversational. Facilitators should be prepared to make adjustments based on the group dynamics and level of interaction, and help guide the panel presentations and conversation rather than prescribe it.

Setting the tone should begin with pre-training marketing materials by clearly explaining the focus on relationship building and outlining the training objectives. Preparing the panelists to be conversational and engage the audience and each other, rather than lecture or feel pressured to cover a set amount of information is essential as well. More information about preparing panelists and pre-training communication is detailed later in this document.

**Recommended Group Size and Composition:** More important than group size is group composition. In order to effectively connect professionals from multiple systems there needs to be an adequate mix of attendees from different organizations and service systems. It is most important to have staff from prisons *and* community corrections in addition to community service providers. In the context of this training community services providers represent a large group of professionals from many different service systems outside of corrections, and the most successful trainings will include attendees from many different service systems and organizations.

Ideal group size depends on many factors, including training location and venue, facilitator comfort level, and community need and interest. The recommended group size is between 40 and 60, though successful trainings can be conducted with more or fewer attendees especially if the composition of the group is adequately mixed.

**Cost Considerations:** The main cost associated with this training is printing the resource guides. Minor costs include printing of agendas and registration materials, pens and other miscellaneous supplies. Other costs could include venue rental if a free location cannot be secured, and travel reimbursement/stipends for lived experience panelists if funding allows.

Printing the resource guide for distribution at the training is recommended, but can be distributed to attendees electronically before and/or after the training if the cost is prohibitive. If the guide is not printed it should still be reviewed thoroughly so participants know where to find it online and understand its purpose for supplementing the information provided by the panelists.

It should be noted that lived experience panelists had their travel reimbursed and were paid a \$100 stipend during the pilot trainings, so if any of the same speakers are utilized for future trainings it should be explained if similar compensation is or is not available. Travel reimbursement is recommended for lived experience panelists if at all possible.

**Customizing for Different Group Sizes and Contexts:** This training can be tailored depending on the vision of the facilitator, intended audience, groups size, available funding, and other factors. The components of the training that the

developers suggest keeping in place are the lived experience panel and emphasis on discussion and opportunities to network.

Before implementing a training the facilitator should consider what information they want to convey and how their audience may differ from what is outlined in this guide. Possible modifications include:

- Service systems represented by panelists if facilitator wishes to convey different information or highlight different service systems.
- Time spent or emphasis on different training sections.
- For group sizes larger than 60 it may be necessary to shorten introductions at the beginning of the training, moderate questions and discussion more closely, or consider other techniques to keep a large group engaged. Conversely small groups may benefit from allowing time for more detailed introductions.
- Facilitators should be prepared to give a short overview themselves or survey to see if anyone else in attendance would be comfortable stepping in if a panelist is unable to attend at the last minute.



## DETAILED TRAINING GUIDE

The Detailed Training Guide contents:

- **Detailed Training Outline/Timed Agenda:** Detailed information for each component of the training that can be used as a reference guide for the facilitator(s). This outline is also available in PowerPoint format with corresponding slides that can be used as a visual outline for the training.
- **Panel Outlines:** Guides for facilitators to use to generate panel discussion and audience participation.

### DETAILED TRAINING OUTLINE/TIMED AGENDA

Community Connections Supporting Reentry	
Agenda Item: Introductions and Overview	Actual Time: 8:30- 9:00am
<p><b>1. Welcome and Housekeeping (2-3 min)</b></p> <ul style="list-style-type: none"><li>• Welcome group and thank for attending</li><li>• Introduce self and co-facilitator and/or other training staff if applicable</li><li>• Verify everyone checked in and picked up materials, review what materials everyone should have (agenda, resource guide, attendee list)</li><li>• Point out where restrooms are, resource table, and any other amenities or logistics about the room</li></ul> <p><b>2. Training Background/Statewide Recidivism Reduction Strategy (less than one minute)</b></p> <ul style="list-style-type: none"><li>• This training was developed in partnership between Iowa's Department of Corrections and Department of Human Services, as one part of the DOC's Statewide Recidivism Reduction Strategy.</li></ul> <p><b>3. Review Agenda, Training Purpose, and Objectives (2-3 min)</b></p> <ul style="list-style-type: none"><li>• The vast majority of individuals who are currently incarcerated will leave prison and reenter the community at some point.</li><li>• DOC Population Statistics as of 9/4/2017 (for updated info: <a href="https://doc.iowa.gov/daily-statistics">https://doc.iowa.gov/daily-statistics</a>)<ul style="list-style-type: none"><li>○ Institutional Total: 8,332</li><li>○ Community Based Corrections Total: 30,618</li></ul></li><li>• The purpose of this training is to establish relationships across systems and learn more about the services and supports that all of you are providing for people before and after they reenter the community.</li><li>• The training was built on the idea that connections and relationships developed between individuals, organizations, and systems will lead to increased collaboration across service systems and a greater understanding of the resources available to individuals to help people establish successful and permanent lives in the community after incarceration, reduce recidivism, and increase public safety.</li><li>• The training objectives are to:<ul style="list-style-type: none"><li>○ Develop an understanding of the challenges faced by individuals and their families as they reenter the community after incarceration.</li><li>○ Learn how the corrections and community service systems operate, including information about services and supports available and how they interact to support persons reentering the community.</li><li>○ Establish connections between the corrections and community services systems, including individual and agency contacts.</li></ul></li><li>• This training is meant to be interactive so we encourage participants to ask questions, network and talk to people from outside their own organizations, and share information about how they support reentry.</li><li>• Emphasize the importance of focusing on the actual experiences of individuals reentering the community, and relationship building</li></ul> <p><b>4. Resource Guide (2-3 min)</b></p> <ul style="list-style-type: none"><li>• The resource guide is meant to complement the content of the training so the focus can remain on connections, rather than specific details shared by the panelists and others.</li><li>• It provides simple overviews of services systems, programs, and supports and key information necessary for making referrals or getting additional information.</li><li>• Walk through table of contents and point out notes pages at the back of each section.</li><li>• Point out <u>not</u> covered by a panelist: Veteran Services, Housing, Transportation, Aging Services, Child Support Recovery, Medical Assistance.</li></ul>	

- Note that the guide is available to anyone online, and where to find it.

## 5. Attendee Introductions

- Moderator shares importance of getting to know who is around the room early on to encourage networking and relationship building.
- Ask attendees to share name and agency/organization they work for, and depending on time/group size ask for one sentence about what they do at their agency or how they work with individuals reentering the community.
- Moderator can reference attendee list if one was created prior to the training, or if one will be sent after let people know to expect that.
- It is easiest to go around the room. Staff should either call on tables/guide the order or help pass the microphone to keep the introductions moving.
- This is worth the time because of its value in setting the tone, breaking the ice, and letting people know who is around the room.

### Agenda Item: Lived Experience Panel

**Actual Time: 9:00-9:45**

#### 1. Transition to lived experience panel (1-2 minutes)

- Introduce next agenda item
- Welcome and thank panelists, invite them up to panelist area
- Let attendees know each panelist will have time to talk about their experience with reentry and there will be time for questions at the end

#### 2. Panelists share stories (10-15 minutes per panelist)

- Introduce panelists, thank again for their willingness to share
- Split time between panelists, monitor the time to make sure there is enough time for questions and answers
- Discuss with panelists ahead of time who will go first, and whether they would prefer to have the moderator ask them questions to help them tell their story.

#### 3. Questions from the audience (15 minutes, depending on length of panelist stories and discussion generated)

- Ask audience if they have any questions for the panelists
- Be prepared with a few questions about what the panelists shared or any additional information they could share in case the audience doesn't have questions right away
- A "Lived Experience Facilitators Note Page" can be found at the end of this section that has questions and topic areas, and room for note taking by the facilitator if needed.

#### 4. Thanks and closing remarks

- Thank the panelists again for sharing their stories
- If there is time consider noting any impressions or themes touched upon

### Agenda Item: Corrections Panel

**Actual Time: 9:45-10:30**

#### 1. Transition to corrections panel (1-2 min)

- Introduce agenda item
- Welcome and thank panelists, invite them up to panelist area
- Share that the goal of the information shared by the panelists is to "demystify" and provide a high level overview of prisons and community corrections processes
- Refer attendees to corresponding section of the resource guide in case they want to take notes
- Let attendees know the panel should be interactive and to ask questions and share information

#### 2. Panel

- Have all panelists introduce themselves with name, where they work, and what their role is
- Suggested order is starting with the prison corrections panelist and community corrections second, so the flow follows a person from entering prison to reentering the community
- Be sure to manage the time and prompt the panelists if they get stuck, but allow for the conversation to focus on topics that are of interest to the panelist or audience. If they don't share as many details about the processes as the facilitator envisions remind people at the end to review that section in their resource guide, or if time allows ask specific questions about key processes.

#### 3. Questions from the audience

- Be prepared with a few questions about what the panelists shared or any additional information they could share in case the audience doesn't have questions right away.

<ul style="list-style-type: none"> <li>A “Corrections Staff Panel Outline” can be found at the end of this section that has suggested topics to cover and discussion questions.</li> </ul>	
<b>Agenda Item: Networking Break</b>	<b>Actual Time: 10:30-11:00</b>
<b>1. Announce break and intent (20-30 minutes)</b> <ul style="list-style-type: none"> <li>This should be an extended break to allow people to use the restroom or take care of other business, with enough time left over to visit the resource table, network with other attendees, and continue conversations or ask any lingering questions from the earlier panels.</li> <li>It is important to let people know that the idea is for them to use the time to visit with one another. Consider asking the panelists ahead of time to help generate informal discussions, and facilitators should model this behavior too.</li> <li>Give at least a five minute warning before the end of the break to give panelists time to head to the front of the room and encourage people to wrap up their conversations.</li> </ul>	
<b>Agenda Item: Community Services Panel</b>	<b>Actual Time: 11:00-11:50</b>
<b>1. Transition to community services panel (1-2 min)</b> <ul style="list-style-type: none"> <li>Introduce agenda item</li> <li>Welcome and thank panelists, invite them up to panelist area</li> <li>Share that the goal of the information shared by the panelists is to “demystify” and provide a high level overview of prisons and community corrections processes</li> <li>Refer attendees to corresponding section of the resource guide in case they want to take notes</li> <li>Let attendees know the panel should be interactive and to ask questions and share information</li> </ul> <b>2. Panel</b> <ul style="list-style-type: none"> <li>Have all panelist introduce themselves with name, where they work, and what their role is</li> <li>Suggested order is starting with the prison corrections panelist and community corrections second, so the flow follows a person from entering prison to reentering the community</li> <li>Be sure to manage the time and prompt the panelists if they get stuck, but allow for the conversation to focus on topics that are of interest to the panelist or audience. If they don’t share as many details about the processes as the facilitator envisions remind people at the end to review that section in their resource guide, or if time allows ask specific questions about key processes.</li> </ul> <b>3. Questions from the audience</b> <ul style="list-style-type: none"> <li>Be prepared with a few questions about what the panelists shared or any additional information they could share in case the audience doesn’t have questions right away.</li> <li>A “Community Services Panel Outline” can be found at the end of this section and has suggested topics to cover and discussion questions.</li> </ul>	
<b>Agenda Item: Making the Connection</b>	<b>Actual Time: 11:50-12:10</b>
<b>1. Large group discussion (20-30 minutes)</b> <ul style="list-style-type: none"> <li>This is a useful time to have a moderated large group discussion. Facilitators should use their judgement for what would be useful to the group at this point. If the group hasn’t been very talkative, it may be necessary to ask specific questions and call on people or groups to share out. If the group has been very interactive, they may not have a lot of additional things to say.</li> <li>A recommended prompt is for the facilitator to say they want to make sure everyone in the room has had a chance to be heard and share information about the work they do. Call out major provider types/systems starting with those who did not have representation on one of the panels and ask them to share anything else they want people in the room to know about the work they do, or any lingering questions they have. Reviewing the list of people who signed in for the training ahead of time will give the facilitator a sense of the types of providers in the room, and whether there is anyone from organizations not listed below, like transportation providers or others who may have a unique perspective.</li> <li>Suggested provider types/systems to call on: <ul style="list-style-type: none"> <li>Housing services</li> <li>Healthcare providers/organizations</li> <li>Advocacy organizations</li> <li>Local government</li> <li>Law enforcement</li> <li>State agency</li> </ul> </li> </ul>	

- Legal services
- Disability services
- Other non-profits or community groups
- Community based corrections (non-panelists)
- Prisons corrections (non-panelists)
- Employment services (non-panelists)
- Substance use disorder treatment (non-panelists)
- Integrated Health Homes (non-panelists)
- MHDS regions (non-panelists)

- *Other possible conversation generators and discussion prompts can be found in the training guide appendix.*

Agenda Item: Closing Remarks and Evaluation	Actual Time: 12:10
<p><b>1. Training evaluation</b></p> <ul style="list-style-type: none"> <li>• Let attendees know a training evaluation will be sent/distributed and that candid feedback is helpful for shaping future trainings.</li> </ul> <p><b>2. Follow up materials</b></p> <ul style="list-style-type: none"> <li>• Let attendees know a certificate of attendance, link to the resource guide, and attendee list will be sent via email to those who attended the meeting.</li> </ul> <p><b>3. Closing remarks</b></p> <ul style="list-style-type: none"> <li>• Thank everyone for attending</li> <li>• Consider using a closing thought to pull the training together, emphasizing relationship building or other themes that came up during the training.</li> <li>• Share any final thoughts on the training, group, or information shared.</li> </ul>	

## LIVED EXPERIENCE PANEL FACILITATOR NOTES PAGE

*Below are possible questions/topic areas for the panelists to cover. There is space for notes as well in case it is helpful to jot down points or questions while the panelist is speaking. If you take notes be sure to let the panelists know ahead of time and make sure your note taking isn't distracting.*

### **Incarceration:**

- How long were you incarcerated?
- Where were you incarcerated?
- What was the experience like?
- Talk about services you received while incarcerated
- Talk about planning for reentry. This could be formally with staff or informally on your own or with family members/friends.

### **Reentry:**

- What was it like when you returned to the community? What were the first few days or weeks like?
- Did you encounter any challenges that you were not expecting?
- Talk about your experience with community corrections.
- Talk about services you received when you returned to the community, like any help looking for work, mental health or substance abuse help, etc.
- What services were helpful? What services did you not receive that you think you would have benefitted from?
- Talk about looking for work or finding housing. Were there any challenges you faced or anything that was helpful?
- What helped you after incarceration? This could be services and supports you received, helpful staff, support of family and friends, strengths you have as a person, etc.

### **Panelist #1 Notes:**

### **Panelist #2 Notes:**

## CORRECTIONS PANEL FACILITATOR NOTES PAGE

*Below are possible questions/topic areas for the panelists to cover. There is space for notes as well in case it is helpful to jot down points or questions while the panelist is speaking. If you take notes be sure to let the panelists know ahead of time and make sure your note taking isn't distracting.*

### Prisons Corrections

- Overview of reception/classification process
- Overview of institutions and security levels
- Overview of custody levels
- Overview of case planning and reentry planning in prison
- Work with special populations/high need individuals
- Overview how prisons corrections and community corrections work together/intersect
- Therapeutic, educational, community provider “in-reach”, and other types of services to inmates
- What do community providers need to know about visiting clients in prison? (“demystify” the process)

### Community Corrections

- Brief walk through of how a person enters the community correction system, either from prison or through court sentencing
- Brief walk through/overview of types of supervision
- Overview of assessment process (when it is conducted, what it determines, levels of risk/supervision, etc)
- Overview of what supervision looks like in the district (how level of supervision is determined, what levels of supervision are and what they mean/require, case planning, etc.)
- Residential facilities overview
- Work with high need offenders/special populations/hard to place cases
- Therapeutic, educational and other types of services and programming in the district
- Overview how prisons corrections and community corrections work together or complement each other's work especially during reentry

### Additional Topics for Panelists to Consider:

- Highlight any partnerships, pilot programs, or other projects that target reentry or involve collaborations with community service organizations
- Important information you want to share about the services your department provides- what do people often misunderstand or not know about prisons and/or community based corrections?
- Areas of strength/challenge when supporting individuals to reenter and remain in the community after incarceration
- Are there community partnerships/services your department is in need of or would like to increase?

### NOTES:

## COMMUNITY SERVICES PANEL FACILITATOR NOTES PAGE

*Below are possible questions/topic areas for the panelists to cover. There is space for notes as well in case it is helpful to jot down points or questions while the panelist is speaking. If you take notes be sure to let the panelists know ahead of time and make sure your note taking isn't distracting.*

### **MHDS Region**

- Why would a person contact a region?
- What services do regions provide?
- What population does your region serve?
- What services/populations do all regions serve? What are the variations?
- Core services (what are they?)
- Eligibility and funding
- Core Plus services your region provides
- Does your region do any work specifically focused on reentry?
- Other information to share with corrections staff

### **Integrated Health Home**

- Description of services IHH provides
- Eligibility and funding
- Peer services and supports
- Does your IHH do any work specifically focused on reentry
- Other information to share with corrections staff

### **Substance Use Disorder Treatment**

- Out-Patient treatments options/services
- In-Patient treatment options/services
- Service planning/enrollment and eligibility
- Funding options
- Peer services or supports

### **Workforce Development**

- Overview of services
- What are one-stop centers?
- Resources for job seekers
- Resources for employers

### **Additional Topics for Panelists to Consider:**

- Highlight any partnerships, pilot programs, or other projects that target reentry or involve collaborations with community service organizations
- Important information you want to share about the services your agencies provides- what do people often misunderstand or not know about community mental health and substance use disorder services?
- Areas of strength/challenge when supporting individuals to reenter and remain in the community after incarceration
- Are there community partnerships/services your agencies are in need of or would like to increase?

**NOTES** *(Use back of page as needed):*

# TRAINING LOGISTICS

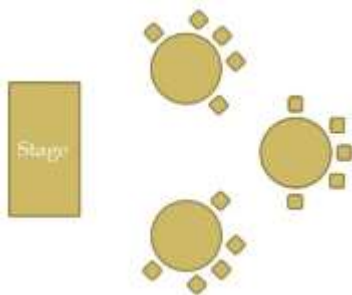
## VENUE AND SET UP

**Selecting a Venue:** The main considerations when selecting a venue are whether it can accommodate the size of group you are anticipating, and the cost. If there is little or no budget for venue rental, consider libraries, community centers, and large non-profits.

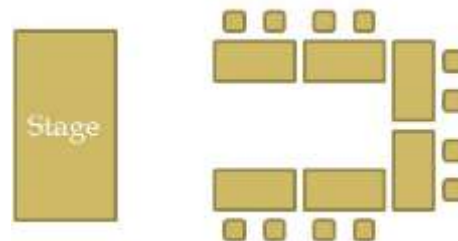
If planning a training in the winter be sure to ask what their snow cancellation policy is, and how they advertise weather related closures. It is also good to ask for instructions for parking, whether they permit outside food and beverage, and any other information they suggest sharing with attendees. Some venues have microphone systems and projectors available to use for free, while others rent them out for a fee. Be sure to ask who to contact the day of the training for issues or assistance.

**Set-Up:** Ideal set-up depends on group size, but set-up should prioritize group interaction and ability to hear and see the panelists. Generally for audiences of 25 or more it is recommended to have round tables set up facing the front of the room (“half round” banquet style), and an elevated platform with seating to accommodate the largest panel (community provider panel) and the facilitator. Avoid tables set up “classroom” style that convey a more formal tone and restrict group interactions. For small groups an “open u” or semi-circle set-up where participants are able to face each other is a good option that promotes interaction.

Four additional rectangle tables are needed for registration and the resource table. Two tables are ideal for registration so there is plenty of room for participants to check-in and pick-up materials. Similarly two tables for attendees to display agency brochures and other information should be set up with clear signage in an area of the room that allows for easy access and won’t crowd the registration area.



HALF ROUND BANQUET STYLE (LARGE GROUP)



OPEN U STYLE (SMALL GROUP)

## MARKETING AND COMMUNICATION

Sample marketing materials can be found in the appendix, along with a recommended list of groups, organizations, and state agencies who might be interested in hearing about the training and be able to share the invitation through listservs and other communication channels. It is suggested to start advertising for the training at least six weeks to two months in advance to ensure people have time to clear their schedules and make plans to attend.



## REGISTRATION

An online registration form is recommended, and a sample can be found in the appendix. It is helpful to ask people to clearly identify what “sector” or “system” they represent so facilitators/training coordinators can keep a close eye on the registrations to ensure a balance of attendees. Monitoring the registrations will also allow staff to more heavily market the training if registration is low, or target the invitation to certain groups if they aren’t represented. Generally when a free training is offered it can be expected that not all who register will show up. It is necessary to decide ahead of time if on-site registrations will be allowed. In the 24 pilot trainings there were people who registered on-site at every training even though it wasn’t advertised as an option, which did not present an issue, but did necessitate on-site registration forms and extra copies of materials.

### Training Materials, Supplies, and Equipment

<b>Training Hand Outs</b>
<b>Resource Guide:</b> The guide is a key feature of the training as it allows the focus to remain on relationship building by supplementing the information shared by panelists, and contains details about the additional service systems.
<b>Participant List:</b> Feedback from the pilot trainings showed that participants really appreciated getting basic contact information for those who attended the training. This can either be generated from registrations received before the training and passed out on-site, or generated from the actual sign-ins and sent after the training. If it is passed out at the training it is usually helpful to follow up with a second copy that has the updated contact information for those who actually attended if there were people who registered on-site.
<b>Agenda:</b> An agenda should be provided at the training outlining the main topics. A sample agenda can be found in the appendix.
<b>Registration Materials</b>
<b>Registration Table Signs:</b> Signs are useful for keeping the flow of attendees going, especially if there are not enough staff to personally check everyone in. Several sample signs explaining check-in, on-site registration, and handouts can be found in the attached “additional materials” file. There are also signs identifying the resource table.
<b>Nametags:</b> Nametags are important and can either be generated before the training using the registration list, or by asking people to create their own on-site.
<b>Sign-In Sheets:</b> Sample sign-in sheets for self check-in can be found in the attached “additional materials” file
<b>On-Site Registration Forms:</b> Sample on-site registration forms can be found in the attached “additional materials” file
<b>Supplies</b>
<b>Markers for making nametags</b>
<b>Pens for registration table</b>
<b>Paper/misc. supplies for facilitator</b>
<b>Equipment</b>
<b>LCD projector and screen</b>
<b>Microphones:</b> It is important to have a microphone system to ensure participants can hear the panelists, and for large group discussion. Some may not be comfortable speaking into microphones but it is important for accessibility purposes.

## POST-TRAINING EVALUATION

A post-training evaluation was used after each of the 24 pilot trainings, and can be found in the appendix. Response rates were extremely high, possibly due to several factors. First, the evaluations were timed to be sent electronically as soon as the training ended or a few minutes before, which meant many people filled them out right on their smart phones before they even left. Secondly, upon completion of the evaluation participants were sent a certificate of attendance. It was clearly communicated that if people wanted a certificate but did not want to fill out the evaluation they could email the training coordinator. Finally, the training facilitator conveyed a genuine interest in getting honest feedback in order to improve future trainings. Reminders to complete the survey were sent to unfinished respondents a week after the training.

## POST-TRAINING

After the training participants were sent a link to the evaluation, and shortly thereafter an email with where to find the electronic version of the resource guide and a copy of the participant list.

## TRAINING READINESS TIMELINE AND CHECKLIST

Pre-Training		
Time Frame	Description	Complete
5 Months Ahead	Select tentative training date(s), survey key target audience groups to make sure there are no major conflicts.	<input type="checkbox"/>
3-5 Months Ahead	Select and reserve training venue and confirm training date(s)	<input type="checkbox"/>
2 Months Ahead	Select and confirm panelists for community provider and corrections panels, send them session details and panelist guides. Panelists Needed: <ul style="list-style-type: none"> <li>Prisons corrections staff</li> <li>Community corrections staff (optional to have one from field services and one from residential services)</li> <li>MHDS regional staff</li> <li>Integrated health home staff</li> <li>Substance use disorder treatment agency staff</li> <li>Iowa Workforce Development staff</li> </ul>	<input type="checkbox"/>
2 Months Ahead	Contact parole officer in community based corrections district where training will be held to help recruit two lived experience panel speakers. Confirm panelists and make direct contact to answer questions and talk more about the training.	<input type="checkbox"/>
2 Months Ahead	Send invitations to target service systems, agencies, and groups.	<input type="checkbox"/>
2 Months Ahead/Ongoing	Monitor registrations to ensure mix of corrections and community service providers. Additional targeted communication may be necessary to ensure good mix of attendees.	<input type="checkbox"/>
1 Month Ahead	Schedule and conduct panelist orientation conference calls to answer questions, review training and panel goals/objectives, suggested topics to cover, and strategies for engaging the audience. Recommend scheduling separate calls for corrections panel and community provider panel.	<input type="checkbox"/>
1 Week Ahead	Reach out to all panelists to confirm training details and answer any questions.	<input type="checkbox"/>
1 Week Ahead	Send reminders to registered attendees, be sure to include information about parking, finding the room, and encourage attendees to bring agency brochures or other information to display at the resource table.	<input type="checkbox"/>
1 Week Ahead	Print resource guides	<input type="checkbox"/>
1-2 Days Ahead	Create and print sign-in sheet from registration list	<input type="checkbox"/>
1-2 Days Ahead	Create and print name tags	<input type="checkbox"/>
1-2 Days Ahead	Create and print training participant list handout	<input type="checkbox"/>
1-2 Days Ahead	Print agendas	<input type="checkbox"/>
Day of Training		
Time Frame	Description	Complete
45 min- 1 hr Before Start	Set up registration table and materials	<input type="checkbox"/>
45 min- 1 hr Before Start	Ensure room is set up properly, make any needed adjustments	<input type="checkbox"/>
45 min- 1 hr Before Start	Ensure resource table is set up with clear signage	<input type="checkbox"/>
30 min Before Start	Expect attendees to begin arriving	<input type="checkbox"/>
Post-Training		
Time Frame	Description	Complete
ASAP Following Training	Send training evaluation	<input type="checkbox"/>
1-2 Days Following	Send link to resource guide and copy of attendee contact list	<input type="checkbox"/>
1-2 Days Following	Send thank-you to panelists	<input type="checkbox"/>
1 Week	Send reminder to complete evaluation	<input type="checkbox"/>

## **APPENDIX**



**Community Connections Supporting Reentry**  
**[DATE]**  
[Location]

**SAMPLE AGENDA**

- 8:30**      **Introductions and Overview**
- 9:00**      **Lived Experience Panel**  
*Panel of individuals who have reentered the community after incarceration*
- 9:45**      **Corrections Panel**  
*Staff from community based corrections and prisons corrections share information and experiences about the corrections system with a focus on reentry*
- 10:30**     **Networking Break**
- 11:00**     **Community Services Panel**  
*Staff from Iowa's Mental Health and Disability Services (MHDS) Regions, Integrated Health Homes, substance use disorder treatment, and Iowa Workforce Development share information about their services with a focus on supports for individuals reentering the community*
- 11:50**     **Making the Connection**  
*Time for additional questions and discussion*
- 12:10**     **Closing Remarks and Evaluation**

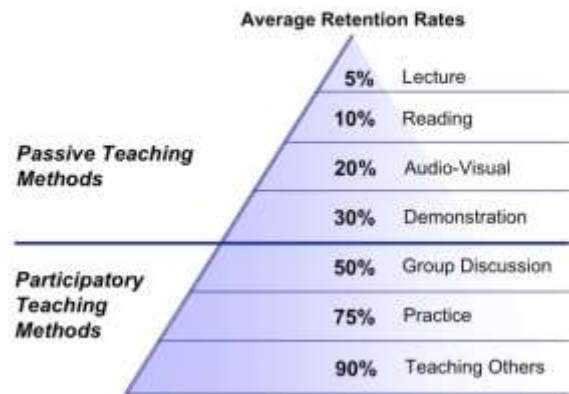
## FACILITATION TIP SHEET

This sheet contains information on engaging adult learners, creating a participatory training environment, and large group facilitation.

### Creating a Participatory Learning Environment

Several of the recommended aspects of the Community Connections Supporting Reentry training rely on participatory training techniques like questions and answers, audience participation, structured and unstructured discussion, and case studies. In order for participatory training techniques to be successful, the facilitator(s), training staff, and panelists need to commit to prioritizing engaging the audience. The set-up of the room is also an important factor. Tables should be arranged in a way that promotes dialogue between participants, and allows everyone to easily view and hear the panelists.

### The Learning Pyramid\*



\*Adapted from National Training Laboratories, Bethel, Maine

### Engaging Different Types of Learners

Adults learn best when they are being engaged in discussion, rather than being talked at. People have different strengths, preferences, and types of intelligence which all contribute to how they learn best. The following strategies for adult learners are recommended for engaging students with a variety of learning styles<sup>1</sup>:

- **Icebreaker:** An icebreaker is a good way for participants to learn more about each other, which is especially important because relationship building is a key component of Community Connections Supporting Reentry. It is highly recommended to take time at the start of a training for everyone in the room to introduce themselves, even for groups of 75 or more! Icebreakers are also a recommended way for people to activate their background knowledge or experience on a topic, so when time allows ask participants to share one sentence about the work they do and/or the work they do related to reentry.
- **Encourage Participation:** Engaging a large group takes work on behalf of the facilitator, but will be much easier if the panelists receive clear communication and suggestions for encouraging conversation, and pre-training communication should let people know to expect to be asked to share and participate. Using open ended questions that start with “what” or “how” encourages more discussion and detail in responding, and it is important to keep encouraging attendees to share and learn from each other.
- **Variety is Key:** It is important for the panels to be interactive and engaging so people don’t feel like they are being talked at the whole time. The networking break in the middle of the training is a great opportunity to break up the panels and ask people to move around and engage in different ways, and the structured discussion at the end provides a good opportunity to continue the discussion and allow space for additional thoughts, reflections, and sharing.

### Principles of Adult Learning<sup>2</sup>:

- Adults need to learn by using their own experiences
- Adults approach learning as problem-solving
- Adults learn best when the topic is of immediate value
- Adult learning is an active process of reflection and discussion

<sup>1</sup> Tools for Trainers: Adult Learning Center for Applied Linguistics (2006)

<sup>2</sup> Adapted from Malcolm Shepherd Knowles’s *Adult Learning Theory*

## COMMUNITY CONNECTIONS SUPPORTING REENTRY CONVERSATION GENERATORS

*These are suggested conversation generators and topics that can be used by facilitators during trainings to encourage discussion. Selected topics can also be copied and printed on bright sheets of paper and placed on tables to promote informal discussion among participants during breaks and down time.*

- What do you wish others knew about your organization or the type of services you provide?
- What experience do people around the room/table have working with individuals involved with the criminal justice system?
- What special projects or programs do you have within your organization or know about relating to this population? What are some examples of innovative practices that support people reentering the community?
- What are some examples of challenges or barriers you have seen or experienced when someone is reentering the community after incarceration? Are there barriers that seem to consistently stand in the way of successful reentry?
- What are some success stories people have seen or experienced? Were there specific interventions or services that helped the individual find success/stability in the community?
- What areas of the service system do you wish you understood better or knew more about?
- Do you feel well connected to other individuals and organizations that provide services in your area? How could stronger connections help the individuals you serve?
- Are there services or interventions that you are aware of that consistently help individuals you work with find success/stability in the community?

## RESOURCE GUIDE OVERVIEW AND TALKING POINTS

*The points below can be used to review the resource guide at trainings.*

- The purpose of the resource guide is to complement the training content so the focus can be on conversation and connections.
- It is meant to be an overview of how systems and services are supposed to work, how to access them, and enough general information to be able to confidently engage with them rather than be a directory with specific names and phone numbers, though there are some of those in there.
- The guide is limited to statewide safety net providers that are connected to state agencies.
- We hope you will find it useful, and use it as a resource in your work and encourage you to share it with coworkers or others who might find it useful as well.
- We will send a link to where you can find the guide online after the training, and the URL is on [page 2](#) of the guide.
- During the panels we will show the corresponding resource guide pages on the screen so you can take notes or reference the information in there if you wish.
- There are notes pages at the end of each section.
- We would like to take a few minutes go over the sections of the resource guide, especially the sections we don't have panelists representing.

### Sections:

- **Prisons Corrections**
- **Community-Based Corrections**
- **DOC Collaborations:** Highlights work with DHS and Iowa Workforce Development
- **Department of Human Services:** Medical Assistance and Medicaid, information on managed care, and information on the Child Support Recovery Unit
- **Iowa Workforce Development**
- **Veterans Services:** Information on the county veterans offices, healthcare services, and services for justice involved veterans
- **Housing Resources:** Reentry specific issues and resources, information on IowaHousingSearch.org, and information on area housing authorities and homeless planning groups.
- **Mental Health and Disability Services Regions:** Includes one-pagers on each of the 14 regions
- **Integrated Health Homes**
- **Community Mental Health Centers:** Services provided, who to connect, and a list of centers by county
- **Substance Use Disorder Treatment**
- **Public Transportation:** New section with information on transit systems in Iowa, mobility managers, and local/state resources. Will be building on this section throughout the month.
- **Iowa Department on Aging:** Also a new section. Information on services and supports available throughout the state, the Area Agencies on Aging, and other resources

## LIVED EXPERIENCE PANELIST GUIDE

### Training Objectives:

1. **Develop an understanding of the challenges faced by individuals and their families as they reenter the community after incarceration.**
2. Learn how the corrections and community service systems operate, including information about services and supports available and how they interact to support persons reentering the community.
3. Establish connections between the corrections and community services systems, including individual and agency contacts

The panel will be about 45 minutes long. Most trainings will have two panelists and a moderator. Panelists will each have about 10-15 minutes to share their story, and then we will take questions from the audience.

### Panel Outline:

**1. Panelist Introduction:** The moderator will introduce the panelists by name at the beginning of the session. You can give more details about yourself when you share your story.

**2. Share Your Reentry Story:** The goal of this session is for audience members to get a better understanding of the challenges individuals face when they reenter the community after incarceration. What you share is up to you. The audience will be mainly staff from prisons corrections, community corrections, and community human service organizations. **Think about what you would want professionals who are working with individuals reentering the community to know.**

Below are some suggested topics to cover. You don't have to talk about all of them, they are just suggestions to help you think about what to talk about but this is *your* story.

- **Background:**
  - Tell the audience a little about yourself. This could include where you are from, information about your family, what your life was like before you were incarcerated, and/or what your life is like now.
- **Incarceration:**
  - How long were you incarcerated?
  - Where were you incarcerated?
  - What was the experience like?
  - Talk about services, trainings, education, employment, or other support you received while incarcerated.
  - What services or supports were helpful? What services did you not receive that you think you would have benefitted from?
  - Talk about planning for reentry. This could be formally with staff, things you did on your own or with family members/friends.
- **Reentry:**
  - What was it like when you returned to the community? What were the first few days or weeks like?
  - Did you encounter any challenges that you were not expecting?
  - Talk about your experience with community corrections.
  - Talk about services you received when you returned to the community, like any help looking for work, mental health or substance abuse help, etc.
  - What services or supports were helpful? What services did you not receive that you think you would have benefitted from?
  - Talk about looking for work or finding housing. Were there any challenges you faced or anything that was helpful?
  - What helped you after incarceration? This could be services and supports you received, helpful staff, support of family and friends, strengths you have as a person, etc.

### 3. Questions

- The audience will have a chance to ask questions



## CORRECTIONS PANELIST GUIDE

**Length:** 45 Minutes

**Panelists:** (list names, organization, and job title)

**Moderator:** (name)

### Training Objectives:

4. Develop an understanding of the challenges faced by individuals and their families as they reenter the community after incarceration.
5. **Learn how the corrections and community service systems operate, including information about services and supports available and how they interact to support persons reentering the community.**
6. Establish connections between the corrections and community services systems, including individual and agency contacts

### Panel Objectives:

1. Provide audience members with basic overviews of service systems with a particular focus on services and supports for individuals reentering the community.
2. Highlight current and/or potential connections between the corrections and community service systems.
3. Generate discussion among panelists and audience members.

### Suggestions for Panelists

The panel presentation is intended to be interactive, provide audience members with basic overviews of services and supports from each panelist's field, and generate questions and discussion from the audience.

- **Keep it simple:** Panelists should keep in mind that attendees will likely have varying levels of knowledge of terminology, acronyms, and details about the corrections system. The corrections system can be confusing for people who don't interact with it on a regular basis, so think of the information you provide as an opportunity to "demystify" the system for people. It is not necessary to go into extensive detail, the resource guide is meant to supplement the information provided at the training, and both the panelists and moderator can reference relevant pages and sections of the resource guide so audience members can follow along, make notes, or refer back for more detail later.
- **Keep it conversational:** To keep the panel as interactive and dynamic as possible we encourage the use of case examples (de-identified), dialogue with the other panelists, questions/polls to the audience, etc. If you have certain areas of expertise, special populations or programs you work with, or other information you think would be interesting to the audience we encourage you to bring it up. We encourage you to be open to letting the discussion take shape based on audience interest and questions, and information provided by the other panelists. You can also call on other providers from your service system you might know in the audience to add information or share different perspectives.

### Panelist Introduction

The moderator will introduce the panelists by name at the beginning of the session. Each panelist will be asked to give a brief (2-3 minute) introduction, including:

- Name
- Where you work and your position there
- Brief overview of what your organization does and what your role is
- How long you have been in the field or any information you want to share with the audience on what you like about your job, what drew you to it, etc
- Any particular areas of expertise, interest, or special populations/programs you work with

The topics listed below are to help you think about and prepare for the panel- remember, it isn't necessary to touch on every topic listed. The moderator will help guide the conversation by asking questions and taking questions from the audience.

### **Community Corrections**

- Brief walk through of how a person enters the community correction system, either from prison or through court sentencing
- Brief walk through/overview of types of supervision
- Overview of assessment process (when it is conducted, what it determines, levels of risk/supervision, etc)
- Overview of what supervision looks like in the district (how level of supervision is determined, what levels of supervision are and what they mean/require, case planning, etc.)
- Residential facilities overview
- Work with high need offenders/special populations/hard to place cases
- Therapeutic, educational and other types of services and programming in the district
- Overview how prisons corrections and community corrections work together or complement each other's work especially during reentry

### **Prisons Corrections**

- Overview of reception/classification process
- Overview of institutions and security levels
- Overview of custody levels
- Overview of case planning and reentry planning in prison
- Work with special populations/high need individuals
- Overview how prisons corrections and community corrections work together/intersect
- Therapeutic, educational, community provider "in-reach", and other types of services to inmates
- What do community providers need to know about visiting clients in prison? ("demystify" the process)

### **Additional Topics for Panelists to Consider:**

- Highlight any partnerships, pilot programs, or other projects that target reentry or involve collaborations with community service organizations
- Important information you want to share about the services your department provides- what do people often misunderstand or not know about prisons and/or community based corrections?
- Areas of strength/challenge when supporting individuals reenter and remain in the community after incarceration
- Are there community partnerships/services your department is in need of or would like to increase?

## COMMUNITY PROVIDERS PANELIST GUIDE

**Length:**

**Panelists:** (names)

**Moderator:** (name)

### Training Objectives:

7. Develop an understanding of the challenges faced by individuals and their families as they reenter the community after incarceration.
8. **Learn how the corrections and community service systems operate, including information about services and supports available and how they interact to support persons reentering the community.**
9. Establish connections between the corrections and community services systems, including individual and agency contacts

### Panel Objectives:

4. Provide audience members with basic overviews of service systems with a particular focus on services and supports for individuals reentering the community.
5. Highlight current and/or potential connections between the corrections and community service systems.
6. Generate discussion among panelists and audience members.

### Suggestions for Panelists

The panel presentation is intended to be interactive, provide audience members with basic overviews of services and supports from each panelist's field, and generate questions and discussion from the audience.

- **Keep it simple:** Panelists should keep in mind that attendees will likely have varying levels of knowledge of terminology, acronyms, and details about your service system. The many community service systems can be confusing for people who don't interact with them on a regular basis (and even for those who do!), so think of the information you provide as an opportunity to "demystify" the system for people and empower people to engage in the future. It is not necessary to go into extensive detail, the resource guide is meant to supplement the information provided at the training, and both the panelists and moderator can reference relevant pages and sections of the resource guide so audience members can follow along, make notes, or refer back for more detail later.
- **Keep it conversational:** To keep the panel as interactive and dynamic as possible we encourage the use of case examples (de-identified), dialogue with the other panelists, questions/polls to the audience, etc. If you have certain areas of expertise, special populations or programs you work with, or other information you think would be interesting to the audience we encourage you to bring it up. We encourage you to be open to letting the discussion take shape based on audience interest and questions, and information provided by the other panelists. You can also call on other providers from your service system you might know in the audience to add information or share different perspectives.

### Panelist Introduction

The moderator will introduce the panelists by name at the beginning of the session. Each panelist will be asked to give a brief (2-3 minute) introduction, including:

- Name
- Where you work and your position there
- Brief overview of what your organization does and what your role is
- How long you have been in the field or any information you want to share with the audience on what you like about your job, what drew you to it, etc
- Any particular areas of expertise, interest, or special populations/programs you work with

The topics listed below are to help you think about and prepare for the panel. The moderator will help guide the conversation by asking questions and taking questions from the audience.

**MHDS Region**

- Why would a person contact a region?
- What services do regions provide?
- What population does your region serve?
- What services/populations do all regions serve? What are the variations?
- Core services (what are they?)
- Eligibility and funding
- Core Plus services your region provides
- Does your region do any work specifically focused on reentry?
- Other information to share with corrections staff

**Integrated Health Home**

- Description of services IHH provides
- Eligibility and funding
- Peer services and supports
- Does your IHH do any work specifically focused on reentry
- Other information to share with corrections staff

**Substance Use Disorder Treatment**

- Out-Patient treatments options/services
- In-Patient treatment options/services
- Service planning/enrollment and eligibility
- Funding options
- Peer services or supports

**Workforce Development**

- Overview of services
- What are one-stop centers?
- Resources for job seekers
- Resources for employers

**Additional Topics for Panelists to Consider:**

- Highlight any partnerships, pilot programs, or other projects that target reentry or involve collaborations with community service organizations
- Important information you want to share about the services your agencies provides- what do people often misunderstand or not know about community mental health and substance use disorder services?
- Areas of strength/challenge when supporting individuals reenter and remain in the community after incarceration
- Are there community partnerships/services your agency is in need of or would like to increase?

## Corrections Panel

[Name] [Organization]

Resource Guide Pages: Prisons Corrections (pages X-X)

[Name] [Organization]

Resource Guide Pages: Community Based Corrections (pages X-X)

## Corrections Map



## Community Services Panel

[NAME]

[Organization]

Resource Guide Pages: MHDS Regional Services (pages XX-XX)

[NAME]

[Organization]

Resource Guide Pages: Substance Use Disorder Treatment (pages XX-XX)

[NAME]

[Organization]

Resource Guide Pages: Integrated Health Home (pages XX-XX)

[NAME]

[Organization]

Resource Guide Pages: Iowa Workforce Development (pages XX-XX)

## Making the Connection

### Evaluation

- Training evaluation will be sent immediately following this training to the email you provided.
- A Certificate of Attendance, link to the resource guide, and attendee list will be sent to all those who attended after the meeting

### Closing

- Relationships between organizations, once built by people, become institutional memory.
- People often align behind mission and purpose.

## CCSR Master PowerPoint Slides



***Iowa Department of Corrections***

### **Statewide Recidivism Reduction**

Community Connections Supporting Reentry is one part of work done by the Iowa Department of Corrections to reduce recidivism through the Statewide Recidivism Reduction Initiative (SRR).

**Goal:**

**Improve public safety and reduce victimization**

***"An Iowa with no victims"***

### **Training Objectives**

- Understand the challenges faced by individuals and their families.
- Learn how corrections and community service systems operate, including information about services and supports available and how they interact.
- Establish connections between the corrections and community services systems, including individual and agency contacts.

### **Resource Guide**

The most important thing today is building **connections** that will support success when transitioning back to the community.

The **Resource Guide** is the takeaway document with the detail about the information being shared today. The panels highlight several sections of the guide.

## **Who is here?**

- Name
- Agency, Department, or Organization
- One sentence about the work you do

### **Lived Experience Panel**

**[NAME]**

**[NAME]**