

Special Committee On Criminal Justice
April 15, 2016

COUNCIL OF THE CITY OF PHILADELPHIA
SPECIAL COMMITTEE ON CRIMINAL JUSTICE REFORM

Room 400, City Hall
Philadelphia, Pennsylvania
Friday, April 15, 2016
10:16 a.m.

PRESENT:

COUNCIL PRESIDENT DARRELL L. CLARKE
COUNCILMAN KENYATTA JOHNSON

PANEL MEMBERS:

COUNCILMAN CURTIS JONES, JR. - CHAIR
CHIEF DEFENDER KEIR BRADFORD-GREY - MODERATOR
KEVIN BETHEL, SENIOR POLICY ADVISOR
SHARON M. DIETRICH, LITIGATION DIRECTOR
JOHN F. HOLLWAY, ASSOC. DEAN & EXEC. DIRECTOR
MARK HOULDIN, DIRECTOR OF POLICY
HONORABLE BENJAMIN LERNER
GEORGE MOSEE, FIRST DEPUTY DISTRICT ATTORNEY
MYRON PATTERSON, DEPUTY COMMISSIONER PPD
RICHARD PODJUSKI, DIRECTOR PROBATION/PAROLE
MARY CATHARINE ROPER, DEPUTY LEGAL DIRECTOR

ALSO PRESENT:

WILLIAM COBB
TARIQ EL-SHABAZZ
WILFREDO ROJAS
JASON COSLEY

RESOLUTIONS: 160101

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2 COUNCILMAN JONES: Thank you for your
3 patience. This is the first meeting of the
4 Special Committee on Criminal Justice
5 Reform.

6 Will the clerk please read the title of
7 the resolution.

8 THE CLERK: Resolution 160101:
9 Appointing members to the "Special Committee
10 on Criminal Justice Reform," who will
11 conduct public hearings examining the
12 Philadelphia criminal justice system for the
13 impact of current policies, and offer
14 recommended strategies to reform that are in
15 the best interest of public safety and the
16 public good.

17 COUNCILMAN JONES: Thank you very much.
18 And we would like to have the President of
19 City Council Darryl Clarke, who created this
20 Committee, say opening remarks to set the
21 tone for what we are about to embark upon.

22 Council President.

23 COUNCIL PRESIDENT CLARKE: Thank you,
24 Councilman.

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1 First of all, I'd like to say -- thank
2 everybody for agreeing to participate in
3 what we believe will be a fruitful and a
4 very progressive approach to criminal
5 justice reform.

6 I'd like to start by saying I want to
7 commend all of the members and the
8 stakeholders that participated over the last
9 year in ensuring that we got the MacArthur
10 Grant. It is clear it was a lot of good
11 work put in that process, particularly given
12 in the level and the type of award that was
13 made. I do believe it was the largest one
14 of all of the municipalities across the
15 country, so I want to commend those people.
16 And again, it shows what happens when people
17 work together, we can achieve some things.

18 This particular Committee will hopefully
19 build on that process now that we actually
20 have some resources, i.e. financial, to be
21 in the assistance of the committee. I think
22 that it will only enhance our ability to
23 move forward. Really excited about the
24 possibilities this will give over a period

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1 of time.

2 Understand, the Committee has
3 established a number of series of meetings,
4 some off site that will give the people in
5 the City of Philadelphia and the surrounding
6 areas an opportunity to weigh in on this
7 very, very important process. This is
8 probably one of the only issues that the
9 Republicans and the Democrats agree with in
10 Washington. So, that tells you how
11 important this is. This is truly an issue
12 that will be a bipartisan approach.

13 I want to thank the Chairs and thank all
14 of the Members of the Committee so much for
15 their willingness to serve. And we look
16 forward to some really good work coming out
17 of this as a result of that. We will,
18 throughout our budget process, depend
19 significantly on some of the reports that
20 are coming out in terms of making sure that
21 the City prioritizes those issues and
22 initiatives that will make sure that this is
23 a successful effort.

24 Chair, thank you so much. And I
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1 will officially step off from the process
2 and let you all do what you do.

3 Thank you all.

4 COUNCILMAN JONES: We want to thank you,
5 again, for having the foresight and vision
6 to bring us all together to put together
7 this level of expertise to drill down on
8 such an important issue. We want to thank
9 you for empowering us to go about our
10 business to kind of tweak what exists to
11 make it even better for the citizenry of
12 Philadelphia.

13 I just want to thank you publicly.

14 COUNCIL PRESIDENT CLARKE: Thank you.
15 Thank you, sir.

16 COUNCILMAN JONES: Okay. His first
17 edict was that an elected official
18 politician should not be the moderator for
19 today, and I think that is his first and
20 wise decision.

21 I want to also recognize that we have
22 Senator Vincent Hughes in the audience, and
23 has been a proponent of change in -- not
24 only in this District but in the
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1 Commonwealth. Want to thank you for
2 stopping by for this maiden Committee's
3 voyage to make it better. Thank you,
4 Senator.

5 Would our moderator, Chief Defender Kier
6 Bradford-Grey, please take the podium and
7 begin us.

8 MS. BRADFORD-GREY: Thank you.

9 COUNCILMAN JONES: She was already
10 there.

11 MS. BRADFORD-GREY: Thank you,
12 Councilman Jones.

13 Good morning. I want to really thank
14 again, President Council Clarke for doing
15 this. I think that this is an effort that's
16 being engaged all over the country. And we
17 are now seeing the intersection of criminal
18 justice, stakeholders and government coming
19 together to figure how to be, what we call,
20 "Smart On Crime." And Smart on Crime is an
21 initiative that's not -- it's a new term,
22 but that concept is not new. And what that
23 means for government as far as being Smart
24 on Crime, it means that we're going to be
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1 taking a citizen-centric focus, a social
2 justice -- that fosters social justice,
3 civic engagement, activism and transparent
4 in a common governance. Our local
5 government knows that they have the
6 responsibility to do more of what works and
7 less of what doesn't.

8 So, the panel discussion will give you
9 an overview of our criminal justice system.
10 Our panel provides a variety of stakeholders
11 that work together to achieve a system that
12 is fiscally responsible, that means we use
13 taxpayer dollars wisely; fundamentally fair,
14 one that ensures people are treated fairly
15 by reducing the bias within our system; and
16 one that promotes public safety, are we
17 making people safer by the policies that we
18 implement and by the policies that we
19 practice.

20 To maximize the effectiveness of the
21 special committee to achieve meaningful
22 reform, there needs to be an open and
23 integrated relationship with the various
24 agencies that make up the criminal justice

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1 system, City government and, of course, the
2 citizens of Philadelphia. We hope this
3 discussion will be the first of many that
4 will bring forth recommendations regarding
5 budget redistribution that could rebalance
6 responsibilities.

7 Really what we have been seeing now is
8 the criminal justice trying to focus and
9 trying to deal with social ills that many
10 people on this panel believe they are not as
11 equipped to do it as other professionals.
12 So, we are hoping to look at those areas
13 where we are dealing with issues that we are
14 not really completely, I guess, solving
15 those problems. And in those -- in that
16 respect, we hope we will return some of the
17 duties and responsibilities to the
18 professionals that are in the healthcare
19 system, social work, schools and
20 organizations that understand the social
21 impact of poverty and, of course, education
22 not being properly funded and provided to
23 our youth and to some of our young adults.

24 So I want to specially thank Councilman
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1 Curtis Jones for taking an active interest
2 in our criminal justice system. You have
3 immersed yourself in what our system is and
4 all of its complexities. You have done a
5 wonderful job. But, of course, also a
6 special thank you to Stacey Graham for
7 organizing this Committee and doing all you
8 can to make sure that these public hearings
9 are as robust of a discussion as possible.

10 We will get forward with the
11 presentation, but I want to just talk to you
12 a little bit about the system, give you an
13 overview. I know going through this
14 process, we all are criminal justice
15 stakeholders in -- working in some area of
16 the criminal justice system or another. And
17 it's so funny that even we don't understand
18 all the moving parts that make up our system
19 because it's so large and complex. So what
20 I did is put together a PowerPoint to give
21 you just a brief overview of our systems'
22 process. And we are going to talk about
23 areas that, obviously, where we have some
24 challenges. But we are also going to talk
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1 about where we are actively working to
2 reform those areas to meet the goals that I
3 described just a few minutes ago.

4 (Begins PowerPoint Presentation)

5 So to start with this one, we will talk
6 about, obviously, the first point of contact
7 will lead you into our criminal justice
8 system. And that is Contact with Law
9 Enforcement. In law enforcement -- in
10 contact with law enforcement, there are
11 several options available to law
12 enforcement. Now these things are not as
13 well known to the public. Obviously,
14 because if you don't interface with law
15 enforcement in this respect, you will not
16 see how that works.

17 But law enforcement has the opportunity
18 to issue a summary citation for the behavior
19 that they observe. They have the
20 opportunity to notify crisis response
21 centers for certain behaviors that they are
22 called to deal with. And, of course,
23 arrests. We generally hear about the
24 arrests. We don't hear about all the other

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1 things that law enforcement does to keep
2 people out. And we have Kevin Bethel here
3 today to kind of discuss in a more robust
4 fashion some of those options that are
5 available to him and some of the things he's
6 already been implementing to help with one
7 of our goals -- for our justice system to be
8 fundamentally fair and fiscally responsible.

9 After that, if you are given a summary
10 citation, you have a few things that are
11 available to you, as well. You can go to
12 trial, you are possibly diverted into a
13 program, or you are assessed a fine and a
14 fee. And that's for a plea of guilty to the
15 summary citation.

16 You can change it, Stacey.

17 Of course if you are arrested, there are
18 some opportunities before an arrest is made.
19 And that is really at the law enforcement
20 officer's discretion. You will have, what
21 we call, the Pre-Arrest Diversion Program
22 which may -- and Kevin Bethel will talk to
23 you a little bit more about the
24 ramifications of Pre-Arrest Diversion

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1 Program. If there are some citations or if
2 there is a record that is generated because
3 of that, we will talk about how that helps
4 to achieve some of the goals that we are
5 looking for in criminal justice reform.

6 If you are arrested, a complaint has
7 been filed, then you go to what we call a
8 preliminary arraignment. Now preliminary
9 arraignment is held in the Criminal Justice
10 Center. It's open 24 hours a day. For the
11 most part, the Public Defender Office does
12 represent about 95 percent of the people
13 going to formal arraignment -- sorry
14 preliminary arraignment. There are
15 opportunities for private counsel to make
16 representations at that time. But the
17 public defender is the one primarily
18 handling that duty. And Mark Houldin from
19 the Defender Association will talk about how
20 we are going to reform our efforts to have a
21 more robust discussion or more robust
22 representation at that point.

23 After the preliminary arraignment, you
24 will go to what's called a Pretrial
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1 Supervision. That is where pretrial will
2 come and assess your abilities to either
3 afford your own attorney or make sure that
4 you are represented by a court-appointed
5 counsel or public defender.

6 You have some options when after you're
7 assessed counsel as to what's going to
8 happen for you, they will either detain you.
9 They will either let you out on your own
10 recognizance or you can get out on a sign-on
11 bond. Those things can be discussed from
12 members of this panel who are very familiar
13 and aware of those options that can talk to
14 you a little bit about what we are doing, of
15 course, with the MacArthur Initiative to
16 change that process, to change our reliance
17 on cash bail, and to look at what we need to
18 do to funnel people in different directions
19 of intervention rather than detaining them.

20 If your case -- this is the next slide.
21 If your case is determined to be a
22 misdemeanor, you will go through what's
23 called our Municipal Court Process. In
24 Municipal Court Process, there is also
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1 options for diversion. That will be the
2 District Attorney's Office. George Mosee
3 will talk to you about Diversion process and
4 practices and what determinations go into
5 that. You have then the option if you are
6 not eligible for Diversion, to take a trial.
7 And in municipal court, you do not have a
8 right to a jury trial. What we do in
9 Municipal Court is bench trials. That is
10 where you sit in front of a judge alone, and
11 they decide your case alone.

12 If you don't get the results you desired
13 in that process, you always have the ability
14 to appeal to the Court of Common Pleas where
15 you do have the right to a jury trial. Many
16 people don't know that. And it's really a
17 practice that has been going on forever.
18 But it can be unique to Philadelphia.
19 Because I worked in many counties, and we
20 don't have a municipal court practice.
21 Everything goes straight to the Court of
22 Common Pleas. But in Philadelphia, in an
23 attempt to kind of keep the system flowing,
24 we have these different parts.

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1 If you don't elect like to go to trial,
2 your other option is to plead guilty. From
3 there you will be sentenced and assessed
4 accordingly. If you are not -- if you do
5 take a bench trial, you can be found one of
6 two things, not guilty. If you are guilty
7 and you appeal to the Court of Common Pleas
8 to ask them to redo your case, and then you
9 can plead guilty where you have no appeal to
10 assess your case as to whether or not it was
11 meritorious.

12 If you are charged with a felony, you
13 will go to what's called our Court of Common
14 Pleas track. In Court of Common Pleas,
15 again, there is a Diversion process. But
16 also you will have an opportunity to get
17 what we call a preliminary hearing. Now
18 preliminary hearing is not a constitutional
19 right. It is local rule that allows a judge
20 to assess whether or not there is probable
21 cause to go forward with your case. This is
22 a way that we continue to be fiscally
23 responsible with tax dollars so we are not
24 just sending every case through the system

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1 if there is no merit to it.

2 At that time, the judge will assess
3 whether or not there's enough evidence to go
4 forward. And that determination is a
5 burden. Basically, is it more likely than
6 not that this actually happened in the
7 fashion that the Commonwealth has said it
8 happened.

9 There's also an option that the
10 Commonwealth may elect to use, and that's
11 called a Grand Jury. And you do not get a
12 preliminary hearing. But members convene,
13 look at the evidence, and decide whether or
14 not there's probable cause to proceed to the
15 Court of Common Pleas with your case.

16 We have two different sections of our
17 Court of Common Pleas. We have what we call
18 felony waivers. And that is where cases
19 that are more non-violent and don't carry I
20 guess the term we use is we call it Major
21 Cases. These are cases that have, you know,
22 dangerous weapons involved or a real major
23 crime that threatens public safety such as
24 kidnapping, robbery, certain crimes that are

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1 committed with weapons and guns. These more
2 so go to what we call our Majors Program.

3 For our Felony Waivers Program, those
4 are generally your felonies that are not
5 necessarily considered violent, your drug
6 dealing offenses, your car thefts, some
7 retail thefts that carry a certain amount of
8 money as well as other economic crimes where
9 the amount of money is such that it will go
10 to the Court of Common Pleas jurisdiction.

11 That is kind of the overview of the two
12 distinct court processes in our system.
13 Stacey, if you go to the next option.

14 Of course, once you are going through
15 our system and you are found not guilty, you
16 are free to go. And you can file for
17 rightful expungement, which most people do
18 not know and most people do not do, which
19 they should do. But if you are found guilty
20 of your offense, then of course the judge
21 has the option to sentence you to a number
22 of sentencing options here.

23 One would be time served. That means if
24 you were in custody the whole time for --

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1 until the duration of your case, the judge
2 can say you served your time based on the
3 facts that I have listened to and based on
4 the information that I reviewed about what
5 you need. And I will give you what I call
6 time served.

7 You have the option, the judge has the
8 option to sentence also probation, a person
9 to probation. They can give you time served
10 with a probation tail or they can give you
11 flat out probation where conditions can be
12 put in place to address your needs to make
13 sure that you are rehabilitating.

14 Parole is a form of supervision that
15 generally comes after a State sentence is
16 imposed. So if you have a county sentence,
17 what we call a County sentence, those people
18 who are serving their sentence in up in our
19 State Road facilities. You will get
20 probation generally when you're released.

21 If you serve a state sentence, something
22 that we will send you out to our state
23 facilities, Graterford and other ones around
24 the state, you will be put on a period of
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1 parole once you are released. It's a really
2 complicated process. But generally in
3 Pennsylvania, we have a minimum and maximum
4 sentence. If you serve your minimum and
5 your parole, you serve the remainder of your
6 sentence up to your max on parole. And then
7 you can be -- then you'll start your
8 probation period if a probation period is
9 assessed.

10 And of course, like I stated before,
11 incarceration, we can use our county options
12 or our state options. And that is basically
13 determined upon your record and what offense
14 you've committed.

15 Once you are on item -- and the judge,
16 obviously, will assess whether or not there
17 needs to be some restorative practice or
18 restorative sanctions placed on you. If
19 there are any issues related to someone's
20 property damage or financial loss, the judge
21 will assess what we call restitution on the
22 person that has committed the crime.

23 Also, fines and costs are assessed in
24 every case when someone is found guilty

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1 because there is -- I think Rich McSurly
2 talk more about, what fines and costs go to
3 and how that came about and figuring out
4 what funding sources those things go to.

5 County probation and parole, of course,
6 has a lot of different channels. A person
7 on probation or parole will go through that
8 probation period. If they complete it
9 successfully, they are released. But if
10 they do not, there are certain kinds of
11 violations that will bring you back into
12 court and bring you back into the purview of
13 the judge and of course, the Probation
14 Department's recommendation as to what to do
15 with you.

16 Those are called technical violations,
17 meaning when you do not follow some of the
18 conditions that you -- that were placed on
19 you, you can be in terms of a violation. It
20 will be called a technical violation. If
21 you commit a new offense or accused of
22 committing a new offense, generally that
23 will be called a direct violation.

24 We have what's called Gagnon 1 where you
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1 are -- if you're in either of those
2 violations, technical or direct, we have the
3 ability to review what you even done or what
4 you're accused of to determine whether or
5 not you should be -- remain in custody or
6 you should be out until a full fledged
7 hearing is assessed to your behavior and
8 whether or not this is something that you
9 should be found in violation of.

10 So once you go in front of a judge on a
11 hearing based on a violation of probation,
12 the judge can find you are not -- either
13 you're not in violation based on the
14 explanation put forward, the probation and
15 parole can be continued because they figure
16 that intervention will help you complete
17 your probation successfully.

18 They can give you a new form of
19 probation if they feel like you need a
20 little bit more time to help get some of the
21 struggles that you are dealing with in
22 order. They can put you incarceration --
23 they can incarcerate you if they feel like
24 this is something that is going to be

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1 necessary for public safety and protection.
2 They can give you what we call back time,
3 that is the time you did not spend in jail
4 based on your minimum and maximum sentence,
5 or they can give you no further penalty.

6 So generally, that's the way our system
7 flows. There is so much more to it than
8 that. I just wanted to kind of give you
9 that general overview. So when we have this
10 discussion, we can talk about some of the
11 inner sections where we are looking to
12 provide reform effort.

13 I will introduce members of this panel
14 so that you understand exactly who it is
15 that will be discussing some of the
16 information. First we have John F. Hollway.
17 He's the Associate Dean and Executive
18 Director of the Quattrone Center for Fair
19 Administration of Justice at Penn Law. John
20 has done extensive research on systems
21 nationwide and has definitely helped with
22 his research in academia to figure out where
23 we as a system in Philadelphia can maximize
24 our reform efforts and make recommendations
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1 so that we can kind of be more progressive
2 in our efforts in keeping up with national
3 trends and policies.

4 Kevin Bethel, Senior Policy Advisor,
5 formally of the Philadelphia Police
6 Department. He is working with the
7 Stoneleigh Foundation. He's a fellow and he
8 does Juvenile Justice Research Reform.

9 Richard Podguski -- gooski[phonetic
10 sounded out], sorry. He's a Director of the
11 Bureau of Reentry Coordination and
12 Pennsylvania Board of Probation and Parole.

13 Mark Houldin, Defender Association of
14 Philadelphia.

15 We will have joining us shortly the
16 Honorable Benjamin Lerner, Deputy Managing
17 Director for Criminal Justice.

18 We have Mary Catharine Roper who is the
19 Deputy Legal Director of the ACLU of
20 Pennsylvania.

21 Curtis Jones, Jr., 4th District
22 Councilman and Chair, Committee on Public
23 Safety.

24 George Mosee, First Deputy District
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1 Attorney, Philadelphia District Attorney's
2 Office.

3 Sharon Dietrich, Litigation Director of
4 Community Legal Services.

5 And Myron Patterson, Deputy Commissioner
6 of the Philadelphia Police Department. We
7 have a number across professions and, of
8 course, perspectives and vantage points.
9 And I think this is going to create a really
10 good discussion about our efforts today.

11 Now, I will start by saying this. We
12 have a lot of challenges in our criminal
13 justice system, there is no doubt. But we
14 want to make sure that we bring attention
15 and start a discussion on some of the reform
16 efforts that we are working towards so that
17 people do have an understanding that we
18 recognize our challenges and we are starting
19 to do something towards it. And we want to
20 make sure that we have a dialogue with
21 members of the community and, of course, all
22 of the stakeholders on how we can do more of
23 what's working and less of what's not.

24 So, I will start this discussion with
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1 John Hollway. And John Hollway, could you
2 talk to us about your work in evaluating
3 systems and, of course, some of the goals
4 that I mentioned, how that -- what are the
5 practicalities of those goals and how do
6 we -- how do you come about some suggestions
7 to do so?

8 COUNCILMAN JONES: Excuse me, Madam
9 Chair.

10 MS. BRADFORD-GREY: Yes.

11 COUNCILMAN JONES: For those committee
12 members that are not at the table, feel free
13 to sit at some of my colleagues desks. The
14 only housekeeping, if you want to speak to
15 be recognized, you have to push the button.
16 And you will see the red circle come up, and
17 you are able to be recognized by the Chair.

18 So you are officially, for the next
19 couple of hours, unofficial council people.

20 Thank you, Madam Chair.

21 MS. BRADFORD-GREY: Thank you,
22 Councilman Jones. This is a discussion.
23 While we have broken it down into certain
24 areas, if anyone has any knowledge or
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1 expertise in an area that we are discussing
2 that can talk about some real practical
3 reform efforts, I would love for you to join
4 in that conversation and discuss.

5 John Hollway, I'm sorry.

6 MR. HOLLWAY: Thank you. Is it Madam
7 Chief Defender?

8 MS. BRADFORD-GREY: I guess.

9 MR. HOLLWAY: I want to thank Council
10 President Clarke, Councilman Jones, Senator
11 Hughes and the other Members of this
12 Committee. It's an honor to be asked to
13 participate, and it's an exciting
14 opportunity to hopefully do some good for
15 the City of Philadelphia. Thanks very much
16 for allowing me to participate.

17 MS. BRADFORD-GREY: Thank you for
18 participating.

19 MR. HOLLWAY: The Quattrone Center was
20 founded in 2013. And the idea was to create
21 an inter-disciplinary research and policy
22 center that would look at criminal justice
23 as a system and do data-driven research that
24 would work in collaboration with criminal
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1 justice professionals to create thoughtful
2 recommendations that could actually be
3 implemented and create real world change to
4 improve our criminal justice system.

5 We have a group of four, two lawyers and
6 two economists working full time and
7 affiliated faculty of twelve that includes
8 economists, statisticians, criminologists,
9 psychologists, medical doctors and others to
10 bring both inside and outside perspectives
11 to bear on important issues of criminal
12 justice. And in particular, what we call a
13 systems approach. And what we mean by that
14 is looking at criminal justice as a system.

15 Certainly, when we operate as lawyers
16 and when we litigate cases, we have a
17 tendency to make comparisons about
18 individual cases. And each of those cases
19 is important. But by raising it up a level
20 and by looking at the aggregate impact of
21 what are actions have on the community and
22 generating data that will inform people
23 about how that's working in the aggregate,
24 we believe we can get additional views and
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1 additional insight into the system that will
2 allow for useful and important reforms.

3 (Presentation of slide show.)

4 So what I'd like to do is looking at the
5 first slide, and I should say for those of
6 you who have a handout, my fault. Your
7 handouts are missing every other page. So,
8 you may wonder, hey, where did that slide
9 come from. It's not in my handout. I am
10 told it will be posted online. And if not,
11 at the end of this, my email is here. And I
12 would be happy to provide you with a full
13 copy of the slides.

14 So the first question that I often get
15 is, well, is criminal justice really a
16 system? We have got police. We have got
17 prosecutors. We have defense. We have
18 corrections. We have probation and parole.
19 Are they really all working together? Our
20 contention is yes. Criminal justice is a
21 system. There are some systems within it.
22 But the question that I would ask is, first
23 let's back up and say what's a system.

24 A system is any collection of related
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1 parts that interact for a particular
2 purpose. Okay. And so next slide, if we
3 think about criminal justice as a system,
4 this is a single slide that takes most of
5 the slides the Chief Defender put together
6 and runs from crime all the way through the
7 sentencing.

8 And if you can't read the slide, don't
9 worry about it. That's really not the
10 point. The point is, it's a complicated
11 system.

12 MS. BRADFORD-GREY: Very.

13 MR. HOLLWAY: And beginning with the
14 commission of a crime going all the way
15 through to sentencing, there are dozens and
16 maybe even multiple dozens, perhaps even a
17 hundred people who are making decisions
18 about an individual's path through the
19 criminal justice system that influence what
20 is going to happen between crime and
21 incarceration.

22 One of the important things about the
23 system, and this goes to what we need to
24 reform the system and why this committee is

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1 so important, is that in any of these
2 systems, each of the participants in the
3 system is affected by they upstream and
4 downstream actions of that system.

5 And so, one way to illustrate that would
6 be to point out that the -- the cases that a
7 prosecutor's office is able to bring are due
8 in large part to the arrests that are made
9 by the Police Department. The arrests that
10 are made by the Police Department are
11 influenced by the cases that a District's
12 Attorney's Office is willing to charge. So,
13 you can see the and forth in the system.

14 It extends more broadly than that. An
15 individual's decision to plead guilty in
16 large part will be based on the charges
17 brought by the prosecutor. That may be
18 influenced by sentencing policies and
19 legislation that creates different
20 sentencing and different abilities to pack
21 charges together can impact all the way back
22 early in the Police Department, in the plea
23 bargaining stage. We can see this flow back
24 and forth and decisions that are made in one
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1 area of the system necessarily have a ripple
2 affect through the entire system.

3 That's important because as we propose
4 reforms, it will be important that we
5 understand what those ripple affects really
6 are so that we know what our reforms are
7 going to do. And that requires the
8 cooperation of all the people at this table
9 and on this Commission and throughout the
10 different agencies in the system. And
11 that's one reason why criminal justice
12 reforms have been difficulty to implement
13 effectively because it's been challenging,
14 particularly given the adversarial nature of
15 the criminal justice system to agree on what
16 we want the system to do.

17 Next slide.

18 So, I want to suggest for a second that
19 we think about criminal justice as a system
20 where what we really want to do is have a
21 same and crime-free community that's
22 operating on principles of fundamental
23 fairness. I am hopeful that those are
24 principles that everyone can agree upon.

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1 It's important that when crime is committed,
2 it is addressed. It's important that people
3 have personal safety and protection of their
4 property. It's also important that when we
5 run people through the criminal justice
6 system, we treat them with respect and
7 dignity. That we get it right when we're
8 adjudicating guilt and innocence. And that
9 we treat like people the same. That we not
10 create disparate communities who get
11 different treatment from the same conduct in
12 the criminal justice system.

13 And so, that's what the criminal justice
14 system at it's highest level, I think, is
15 designed to do.

16 Next slide.

17 This is a picture of the industrial
18 definition of a high quality system. So
19 this is from the international standards
20 organization. And it's a question of any
21 system, what defines a high quality system.
22 And there are functionally three parts to a
23 high quality system.

24 The first part is the requirements of
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1 the system. Does it do what it is designed
2 to do? So a car that is designed to have a
3 way of stopping that doesn't have brakes is
4 not an effective system, right? That's not
5 working. Does the system do what it's
6 designed to do? And that is the left-hand
7 column there.

8 On the right-hand column, there's a
9 second aspect to it. Which is that the
10 people using the system have to continue
11 using it. So, it can be thought of as a
12 customer service approach. So again, if you
13 make a car that does what it's designed to
14 do but nobody wants to use that car, it's
15 not a very effective system.

16 Similarly with criminal justice, when we
17 run people through the criminal justice
18 system, one of the key questions is do they
19 feel they have been treated fairly? Have we
20 reached an accurate result? And are we
21 keeping people safe?

22 In the middle is a feedback loop. And
23 the constant improvement of a system
24 involves designing requirements, getting

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1 feedback from the people who participate in
2 that system on those requirements, and
3 taking that feedback and incorporating it
4 into change in the system. In a sense,
5 that's what this Committee is doing right
6 now. We have received a lot of comments
7 through a lot of the system about areas
8 throughout the system where we can do
9 better. And we are trying to incorporate
10 that feedback into improving the criminal
11 justice system.

12 Historically, the criminal justice
13 system has not been very good with its
14 feedback loops. And it has been -- it's a
15 difficult thing to implement those changes,
16 but that is what the task is. The task is
17 to figure out what we want the system to do,
18 compare it to how the citizens of our City
19 are using it and benefitting from it or not,
20 and incorporate their suggestions for
21 improvement in thoughtful ways.

22 Next slide.

23 So, I think the invitation for all of us
24 as citizens of the City is to put yourself
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1 in the position of the Chief Executive
2 Officer of Criminal Justice, Inc. And the
3 job of Criminal Justice, Inc. is to unite
4 the various product managers, whether it be
5 Law Enforcement the District Attorney's
6 Office, the Defender's Office, Community
7 Legal Services, et cetera, all the way
8 through Corrections, Probations/Parole. And
9 assemble the heads of those service lines,
10 if you will, to define goals and set targets
11 for how we are going to change things in the
12 system.

13 One of the really exciting things about
14 the MacArthur proposal which we were honored
15 to be a small participant in, is that it has
16 set a target goal across all of our agencies
17 to reduce the number of people incarcerated
18 in our system by 34 percent over four years,
19 correct?

20 MS. BRADFORD-GREY: Three.

21 MR. HOLLWAY: Three years. That's
22 exciting because we have come together as a
23 system, defined an attainable goal, set a
24 target and now we are going to work in
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1 concerted and coordinated fashion towards
2 that. That is exactly what we should be
3 doing. The Quattrone Center is also
4 coordinating a group called the Philadelphia
5 Event Review Team that has voluntary
6 representation of the DA's Office, the
7 Police Department, the Court of Common
8 Pleas, the Defender's Association that's
9 operating a different kind of feedback loop
10 where we look at individual cases where the
11 outcome was not what was intended by the
12 system. And we undergo a root cause
13 analysis to understand why that happened and
14 what specific changes we can make throughout
15 the system to improve that.

16 And the emergence of these collaborative
17 efforts, I think, is a really important and
18 positive step for our City. And we look
19 forward to continuing to move that forward.

20 MS. BRADFORD-GREY: John, can I ask you
21 a question quick?

22 MR. HOLLWAY: Sure.

23 MS. BRADFORD-GREY: I know one of the
24 things you said is very poignant. And that
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1 is sometimes it's hard for criminal justice
2 stakeholders to get feedback or to receive
3 feedback and actually implement those
4 policies because we believe that we know
5 what's best.

6 How have you worked with people to make
7 sure that they take a fair look at their
8 policies and determine whether or not these
9 policies having a negative impact or a
10 positive impact on our communities or the
11 people that we are supposed to service?

12 MR. HOLLWAY: Well, I think that what we
13 try to do when we do our work is to evaluate
14 how a policy -- what a policy is actually
15 doing, again, on a group level and not
16 necessarily case by case. There will always
17 be opportunities to take an extreme case and
18 use that to prove a larger point. Sometimes
19 that's accurate, and sometimes that's an
20 extreme case.

21 In both situations, we want justice to
22 be done all the time. But we try to
23 generate data that allows people to look
24 together and ask, well, why is the data this

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1 way? We may not agree on what the data
2 says, but that will lead us to a next
3 question about how do we better understand
4 this data. And ultimately, once we
5 understand what's really going on in the
6 system, we can have a thoughtful
7 conversation about how to change it.

8 And so, I think it's the opportunity
9 to -- to generate data, aggregate that data
10 and evaluate that data that is what leads to
11 a consensus driven reform and, therefore,
12 reforms that will actually be implemented
13 and accepted by the community.

14 MS. BRADFORD-GREY: Do you use community
15 in your analysis or in some of your
16 research, do you use their feedback in
17 understanding what the policies that we've
18 now been practicing in our Criminal Justice
19 Centers, how that has an impact on them so
20 we can be educated by them, as well?

21 MR. HOLLWAY: I think the more
22 opportunities we have for people who are
23 actually participating in the system to
24 share their experiences so that they can be

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1 understood, the better off we all are.

2 And I think one of the things that we
3 try to do regularly at the Quattrone Center
4 is to host public meetings where people can
5 come in and hear about things that are
6 happening and share their stories.

7 Because -- I think this is true also with
8 the Criminal Justice professionals. I think
9 it's very useful when you have defenders and
10 prosecutors and police officers sitting down
11 to look at a particular case. The question
12 is, well, why did you ask act like this?
13 Why was this decision the one that you
14 thought was the thing to do?

15 And when the people who are on
16 adversarial parts of the system reach a
17 better understanding of why the other side
18 is acting the way they are, it leads to a
19 willingness then to work together to solve
20 that problem that I think is sometimes hard
21 to get when we're at loggerheads trying to
22 figure out what the right thing is to do.

23 MS. BRADFORD-GREY: Thank you, John.

24 MR. HOLLWAY: So as the Chief Defender
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1 said in her introduction, I think there are
2 really three things that we are going to try
3 and do as the Quattrone Center in assisting
4 with the important work of this Committee.

5 We hope that this Committee will be able
6 to promote public safety, which I think is
7 an important thing to remember with the
8 Criminal Justice system. So much of when we
9 talk about Criminal Justice Reform is about
10 the injustices that happen to individuals.
11 It's important to remember that a large part
12 of our criminal justice system is devoted
13 servants of the City and of public safety
14 who have a very important job to keep our
15 community safe, our property safe.

16 And so, promoting public safety but
17 doing so in ways that are fundamentally fair
18 and fiscally responsible is, I think,
19 essential to the work of this Committee.
20 And it is our hope, then, that we will be
21 able to participate in that and use data to
22 both -- if you can hit the next slide, we
23 can use data to study and learn from cases
24 where the system doesn't get the results we
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1 want, use data to propose the removal of
2 structural barriers to the truth.

3 And what I mean by this is, we don't
4 know how many people plead guilty to things
5 for which they are innocent because the
6 burden of pretrial detention is such that it
7 makes more sense for them to plead guilty
8 then it is to wait for their case to run
9 through the system. You know, and -- and so
10 I would describe that as potentially a
11 structural barrier to the truth. And that
12 you have somebody who has plead guilty to a
13 crime that they didn't commit, and we need
14 to -- we need to remove those structural
15 barriers so that we are able to actually
16 have the truth be driving the responses to
17 justice so that those responses actually do
18 what we want accountability measures to do,
19 which is reduce the recidivism and the
20 recurrence of crime.

21 The other thing that we will want to do
22 is we will to talk about expanding the tool
23 kit of options for the accountability. The
24 fact that the MacArthur Foundation gave out
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1 \$20 million of grants to reduce mass
2 incarceration is proof that we are realizing
3 as a society that incarceration is a pretty
4 blunt instrument to change people's
5 behavior. And with Diversion courts and a
6 number of other progressive reforms that
7 many of the people on this -- at this table
8 have helped in implementing in Philadelphia,
9 we've begun to broaden our toolkit as far as
10 approaches to individuals that will prevent
11 them from committing the next crime as
12 opposed to simply incarcerating them.

13 It's important both that we expand that
14 toolkit and that we evaluate the changes
15 that we are making to make sure that when we
16 implement a preposed reform, it's having the
17 desired effect and leading to the change we
18 want. And that we maybe can optimize it and
19 tweak it and improve it as we move forward.

20 So what's that going to take?

21 Well, I think it's going to take a lot
22 of what you see here. It's going to take
23 strong leadership throughout the City, focus
24 on improving human and economic outcomes.

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1 It's going to take coordinated review from
2 all the stakeholders and Criminal Justice
3 System of existing policies. And those
4 stakeholders have to be armed with rigorous
5 and thoughtful evaluation of both the
6 practical and economic impact of the changes
7 that are proposed. In order for that to
8 happen, obviously, we have to have the
9 continued and wonderful administrative
10 support that this Committee has had so far.

11 And so, that's all that I have for now.
12 Be happy to answer any questions or anything
13 else you'd like.

14 MS. BRADFORD-GREY: You want to move
15 through the discussions of our reform
16 members, or do you want to take questions
17 now or later?

18 COUNCILMAN JONES: I defer to the Chair.

19 MS. BRADFORD-GREY: Okay. I would say
20 if we can move through our discussion, some
21 of your questions could be answered through
22 the rest of the discussion, so we will keep
23 it flowing.

24 John, one of the things I heard you say,
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1 which I appreciate, is that data sharing is
2 going to be really, really critical in this.
3 I think that we have a hard time sharing
4 data and information about all respects of a
5 person from mental health treatment, from
6 social service involvement and, of course,
7 what people need when they come through the
8 system and what happens to them afterwards.

9 In order to do that, everyone has to be
10 equipped with the data collection ability to
11 share an understanding of what's going on
12 and to measure impact.

13 MR. HOLLWAY: I don't think there's any
14 question about it. Data sharing is vital.
15 And I think that can be done in ways that
16 anonymizer or de-identify data at the
17 aggregate level again so we can see what's
18 happening at a system level without it
19 jeopardizing the outcomes of any individual.

20 MS. BRADFORD-GREY: All right. Thank
21 you. John has laid out the goals for our
22 Criminal Justice System. And we want to
23 talk about our work for reform in terms of
24 those goals.

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1 The first goal and first piece of
2 discussion or area of discussion to deal
3 with the goals that we are looking towards
4 will be discussed around the area of fiscal
5 responsibility. Are we using taxpayers
6 dollars wisely? And so, I want to invite
7 Kevin Bethel to discuss some of the programs
8 that he's been involved in that go towards
9 that goal of using our taxpayer dollars
10 wisely and explaining what the impact of
11 those initiatives have been.

12 MR. BETHEL: So, I thank the Chief
13 Defender, and I thank President Judge -- I
14 mean President of -- City Councilman, my
15 friend here, Councilman, for the opportunity
16 to be here.

17 So, I purposely didn't write down any
18 notes because I wanted to speak from my
19 heart about how this process really can
20 work. And, John, you really set it up. I
21 made for like a CEO, Inc today because of
22 what we've been able to do. And I
23 appreciate your comments because you really
24 set it up very well. I will go right into a
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1 process.

2 First and foremost, let me acknowledge
3 two good friends of mine. I'm going to talk
4 about a program that the City of
5 Philadelphia Police Department is now
6 engaged in. For the purpose of
7 introduction, you heard I'm retired Deputy
8 Commissioner Kevin Bethel from the
9 Philadelphia Police Department.

10 Retired after 29 years and moved into
11 the Stoneleigh fellows -- as a Stoneleigh
12 fellow. I'm working at Drexel University in
13 the Juvenile Research and Reform Lab. And
14 I'm sitting here to tell you I'm not an
15 expert. I'm not an expert in Juvenile. I'm
16 a cop after 29 years, realized that we have
17 to do something different. And also blessed
18 to have two phenomenal individuals to work
19 for, Commissioner Ramsey in his charge and
20 now my good friend and guy I have so much
21 respect for Commissioner Ross who has
22 allowed me to continue on and working on a
23 program that I think is going to change the
24 way we deal with young people across the
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1 City of Philadelphia. And so, I definitely
2 want to acknowledge those two men as very,
3 very strong influences on what is happening
4 and what I'm about to talk about.

5 You know, in May of 2014, I took over as
6 a patrol operations in the schools and -- at
7 the school force, and had done some
8 traveling, had met a lot of individuals and
9 started to look at data. And my good friend
10 down here First Assistant George Mosee's
11 been a mentor for me almost two decades.
12 Want and came and said, listen, I want to do
13 something with how young people are being
14 arrested in our schools.

15 You know, we have 1600 kids being
16 arrested in our schools every year at the
17 minimum age of 10 years of age. I remember
18 going back and forth with my friend. He
19 said, Kev, listen, you do what you have to
20 do. Diversion and those types of things are
21 yours to do. And so, that started down this
22 process of building a very strong
23 collaboration. We can make change in our
24 systems.

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1 I looked at the arrest -- here is an
2 example. A ten-year-old child will walk
3 into the School District who may have taken
4 a pair of scissors to school because they
5 want to finish a project. Walked through a
6 metal detector, and that metal detector will
7 go off. That metal detector will require
8 the school officer to call the Police.
9 Police officer respond, take that child from
10 the school, have him or her fingerprinted,
11 photographed, often held in a cell block for
12 six hours and then released.

13 The Youth Aid Panel and the DA's Panel
14 had a great post Diversion Program, which
15 George has been chair -- head of for many
16 years. When they would divert that young
17 person back out into the community, they
18 already would be given some sanctions under
19 the Youth Aid Panel, given supports if they
20 needed it. And if they stayed out of
21 trouble for six months, they would have the
22 record expunged.

23 I challenge that process. I said a
24 ten-year-old child, a ten-year-old child.

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1 We weren't asking these kids what was
2 happening with them. We didn't ask them
3 whether there was any sexual abuse, physical
4 abuse and what the conditions of their homes
5 were. And what was that trauma? What were
6 we doing to a child when we took them into
7 our custody and put them through that
8 process?

9 And so, I'm blessed the Police
10 Department and under Commissioner Ross now
11 has said, you know what, we are going to
12 push back against that. And can we do a
13 pre-arrest process. And so, working with
14 the certain departments and I will highlight
15 them right now. The Department of Human
16 Services, I cannot speak but volumes of love
17 and respect for the work that they are
18 doing.

19 Because I came back to the group -- I'm
20 part of a juvenile detention alternative
21 initiative, the DMC subgroup which George is
22 a part of. And I challenge the group to say
23 listen, I want to do a Pre-Arrest Diversion.

24 I don't want to put a child through that

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1 process. Because all the data says once I
2 bring him or her into that system, they are
3 going to recidivate. If I don't bring them
4 into the system and I get service to them
5 ahead of time, could we stop that flow of
6 kids coming back. DHS stepped up and
7 offered six programs across the City.
8 They're positioned in varies areas of the
9 City.

10 And so, we take the scenario now that I
11 talk about where we have that child, a
12 ten-year-old child who has fought in the
13 classroom, who is being arrested. The
14 Philadelphia police officers -- so let me
15 take a moment for that.

16 I know Commissioner Ross spoke at the
17 hearings, the budgetary hearings the other
18 day about oftentimes police officers are not
19 given the credit for the good things they
20 are doing. I am sitting here to tell you
21 today that the Philadelphia police officers
22 out there want to do their work and want to
23 do it effectively. But they haven't been
24 given the tools to be given other options
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1 besides bringing a pair of handcuffs to a
2 situation.

3 So what we were able to do is bring a
4 different dynamic by saying, hey, we are
5 going to take that same kid and be able to
6 provide them for services so when that
7 Philadelphia police officer goes to the
8 school now, there are 84 school officers who
9 respond to the schools and make those
10 arrests. They don't. For any child who is
11 first time offender who has never been
12 arrested before who is not in the system,
13 and the majority of our kids are not in the
14 system, the officer does not take the child
15 out of the school anymore.

16 He gives that child a letter that says
17 within 72 hours, DHS social workers along
18 with police officers often cases go to the
19 house. And ladies and gentlemen, they do a
20 home assessment. They go into the home with
21 the purpose of not taking that child out of
22 the home, but what are the things they can
23 offer to that family that they need? And
24 DHS is turning on gas, turning on their
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1 electric, offering bedding, getting other
2 services to family members in that house.
3 Those are the things that are going to be
4 change agent both for the DHS but more
5 importantly for the police department to be
6 looking at that kid in a different way.

7 After that assessment is done, those
8 kids move into the program, and they will
9 stay in the program for 30, 60, 90 days. In
10 some cases, they can be extended where
11 they're working with those kids to get them
12 back on track. And I am here to tell you
13 that those young people -- and I call them
14 my kids now -- are doing a phenomenal job of
15 going through the system.

16 Now here is the thing. People get
17 upset. Because when you -- I gave you that
18 matrix, I didn't tell you about a stick.
19 There is no compulsion and a stick. We give
20 those families an opportunity to get the
21 services -- the services that they need, and
22 they get a choice in the matter. They are
23 not forced or compelled. But 90 percent of
24 those parents are taking part in their

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1 services because for a long time, if I
2 locked up a kid, I can get wraparound, wrap
3 over, wrap under, any kind of service I
4 want. But there was no services out there
5 when I wanted to go in a proactive stage.
6 And so, it has been a blessing to be able to
7 work. Because Karen Lynch is walking back
8 into the room now, but I'm talking as you
9 do.

10 But the School District has been -- I
11 started this program with Dr. Hite and met
12 with Karen early in the process, and they
13 were a hundred percent on board. I worked
14 with the Defender's Association on this
15 program because they are one of the greatest
16 advocates for the program, the District
17 Attorney's Office, and then I am assigned to
18 Drexel University.

19 I was fortunate to get a grant, a
20 \$500,000 -- \$600,000 grant working with
21 Joselyn Arnold and the City government and
22 the Grants Department to come on board to do
23 the evaluation of the program. Now we are
24 talking about as John talked about, data
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1 form evidenced-based approach, is the
2 process working? And one thing about having
3 a formidable organization and a formidable
4 institution that come in to do that data
5 set, now helps to inform the whole process.

6 MS. BRADFORD-GREY: Kevin, can I ask you
7 a question? Sorry to stop you.

8 MR. BETHEL: I'm sorry. I know I'm
9 running long.

10 MS. BRADFORD-GREY: No, no. What you
11 described is a real Smart On Crime
12 initiative, obviously. But is there a way
13 that we can rebalance the police
14 responsibilities and put more into the
15 schools or any kind of professional workers
16 to identify the things that the police are
17 identifying so that there is no need for
18 real police contact for the type of kid you
19 are describing that goes through these
20 programs?

21 MR. BETHEL: Listen, I know that Karen
22 can probably tell the services that the
23 School District needs. I was in Atlanta.
24 They had social workers and counselors and
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1 psychologists and all in their schools, so
2 we know what the schools need. I mean, our
3 goal and the police goal before I left was
4 to try and fill that gap.

5 And so I know -- we know the services
6 that are needed. We know that we are
7 identifying these kids and the level of
8 services they need is they come from these
9 impoverished communities. They need those
10 services. And one of the things that --
11 Chief Defender, which is really unique is we
12 did an assessment of the first 800 kids that
13 we brought through the system so far. We've
14 had a total of over 900 kids that were
15 diverted and not arrested. And only 36 of
16 that first 800 kids have come back.

17 MS. BRADFORD-GREY: Nice.

18 MR. BETHEL: And we started the program
19 in May of 2014. For anybody who understands
20 the level of recidivism, to have 4.5 percent
21 recidivism rate over the last -- over two
22 years is an amazing and staggering number.
23 We know it goes into 20 and 30 percent when
24 a kid goes into custody that -- we believe
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1 we're on the right track because the kids
2 are not coming back.

3 I see my friend Ted from PAL. Halfway
4 through the program, we introduced those
5 families to the PAL centers. So that on the
6 91st day, if a parent has something they
7 need to do with a child, they can take them
8 to our PAL centers.

9 But we know what's needed. We are
10 seeing that every day when we go into the
11 homes. The conditions we are seeing in
12 these homes are terrible. My cops report
13 back the conditions are just terrible. And
14 so, you know, we don't start to look at this
15 process and start to move those supports up
16 to the front end, then clearly we understand
17 what we are going to get on the back end.

18 I don't know if I'm answering your
19 question, Chief Defender, but we know that
20 the school district needs help with those
21 types of services. And until we do that,
22 were going to constantly be spinning our
23 wheels. And we need to direct our money in
24 those areas on the preventive side to help
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1 with that issue.

2 MS. BRADFORD-GREY: Yeah. This seems
3 like a program that's working well, and not
4 just in terms oh recidivism, but in terms of
5 long term stability. And it would be great
6 if we see some of that responsibility
7 shifted to the schools so they can deal with
8 it in the appropriate setting where the kid
9 feels extremely comfortable but also, you
10 know, the Police Department in engaging in
11 this has extended its services to what I
12 would say is more social work involved as
13 well.

14 MR. BETHEL: It is the reality. You
15 talk about smart policing, Smart On Crime.
16 Yeah. When I look at the data, it is the
17 smartest thing we can do is divert a child
18 before they go into that crazy system that
19 you've been seeing described by you and
20 described by John. We are sending them into
21 a place that they never can get out.

22 I think anytime we can create tools that
23 move that up front, particularly we are
24 talking about low hanging fences. We are
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1 talking about locking up kids for disorderly
2 conduct. I was born and raised in the City
3 of Philadelphia. I never thought that any
4 cop would come in, and I would have to be
5 arrested for fighting with my buddy in the
6 hallway or to come into school with a pair
7 of scissors.

8 I have a daughter that goes to parochial
9 school. She has the long scissors, short
10 scissors, she got all kind of scissors. You
11 know, I have a daughter that goes to
12 Central, and she ran back to the car the
13 other day because she had a spoon in her
14 pocket because she was scared the metal
15 detector was going to go off. Not that that
16 would be an offense, but just the fact she
17 felt that way.

18 And so, we need to be realistic about
19 the policies and the procedures that we are
20 in. This is a stop gap. The goal is to put
21 ourselves out of business. We went from
22 1600 arrests the first year and dropped 54
23 percent to just a little over 700. This
24 year we are on pace to potentially have less
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1 than 400 kids in the School District
2 arrested for school-based offenses for a
3 system that was doing 1600. With a
4 70-something percent reduction in the number
5 of kids coming into the system, we can
6 change this system. When the right
7 people -- as I look to my left and my right
8 and behind me, as I stand up and say we want
9 to change the system. We can make those
10 changes. And we just have to put our boots
11 on the ground and make that happen. When
12 you can see such a reduction in the number
13 of kids being arrested, and we can also
14 translate that to other things across the
15 City as it relates to Diversion.

16 And so, I dovetail into the fact that
17 before I left, I worked on the MacArthur
18 Project as you know. Again, a Smart Crime
19 Initiative to look at diverting those
20 first-time drug offenders to see if we can
21 move and direct them into services versus
22 having them in custody. Because putting
23 them in custody is not going to help them
24 with their addiction issues. And so, I look
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1 forward as the opportunity with the Police
2 Department.

3 I see Julie just arrived with Lerner to
4 talk about what the MacArthur is going to be
5 doing and forging just recently with Drexel
6 University may be able to come on along with
7 other agencies to provide the support to
8 really evaluate that. As John said to
9 evaluate whether that process can work.

10 MS. BRADFORD-GREY: Thank you, Kevin. I
11 guess what you are saying rings true. Less
12 in and means less burdening of our system
13 and our resources. And of course, the more
14 wisely we use our tax dollars for long term
15 effect would be great.

16 And I do want to talk about that from
17 the standpoint not just re -- Pre-Arrest
18 Diversion, but also once you get into the
19 system and you go through the process as I
20 described earlier and you come to the end
21 and now you are charged with being on
22 probation or whatever that, you know,
23 whatever sanction that you are on, there are
24 ways in that system in that process right
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1 now that we are looking towards reform
2 efforts as to how we deal with human mishap.

3 I, mean there is people that come out on
4 probation and have had a long history of
5 addiction. And sometimes, they are going to
6 slide -- are going to back slide or kind of,
7 you know, have some hiccups along the way.
8 How we deal with this as a system, could you
9 speak to that?

10 And I keep, I am sorry I'm butchering
11 your name, Mr. Parole, state parole agent.

12 MR. PODGUSKI: That name is Rich
13 Podguski.

14 MS. BRADFORD-GREY: Podguski.

15 MR. PODGUSKI: Right. Long Polish name,
16 I'm a Reading kid.

17 Well, yeah, let's -- let's talk about
18 violations and probation and parole and how
19 we deal with those violations of probation
20 and parole. One of my mentors many years
21 and years ago when I got started in this
22 business gave me a quote. It goes something
23 like this.

24 "When dealing with probation and parole
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1 violations, give the offender what they
2 need; not what you think they may deserve."

3 I think that is one of the things -- one
4 of the driving forces that has driven my
5 thinking in terms of responses to violations
6 of probations and parole. Around the
7 country, you are seeing things like this. I
8 just want to read a few lines to you about
9 how other states are dealing with violations
10 of parole.

11 The goal is to implement strategies for
12 supervision that result in an increase in
13 the number of offenders who complete parole
14 as stable productive law abiding citizens.
15 That is Georgia.

16 Kansas. Our systems help offenders be
17 successful and does not create new victims.

18 In New Jersey, the violations process
19 and our work of our policy team should
20 enhance the ability of offenders to
21 transition successfully from prison to the
22 community.

23 And I can tell you that Pennsylvania
24 takes the same approach in our response to
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1 violations of probation and parole. How do
2 you do that? How do you do that?

3 Violations and responses to violations
4 need to strike a balance between holding
5 offenders accountable for their behaviors
6 while at the same time providing opportunity
7 to correct or sanction that behavior in a
8 progressive proportional and graduated
9 fashion. Now that said, how do you do that?
10 How do you find that balance?

11 And at Parole, we provide public safety
12 and we provide it by balancing risk
13 management and risk production. Strategies
14 that have been proven to manage the risk and
15 strategies that have been proven to reduce
16 the risk, thus making our community safer.

17 So when you think about violations and
18 you think about responses to violations, you
19 have to consider two things. You have to
20 consider the risk. The risk of the person.
21 Now when I say risk, that's a scientific
22 statement. It's not an emotional one. What
23 is the person's risk to commit future crime?
24 What is their risk to recidivate in a

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1 community? You have to consider that.

2 You also have to consider the
3 seriousness and in some instances the
4 frequency of the violative behavior that is
5 being displayed. You have to consider those
6 two things when you respond to a parole
7 violation. Now, there are some violations,
8 some behaviors that warrant going back
9 behind the wall. Such as assaultive
10 behaviors, such as acts of violence.

11 But the greater majority of violative
12 behaviors can be dealt with in the community
13 through interventions. Now the City of
14 Philadelphia has a whole lot of community
15 interventions that are available. Let's
16 face it, the City of Philadelphia probably
17 has more community interventions available
18 to state parole agents than in some other
19 areas of the state which we're very thankful
20 for. But you need those community
21 interventions as options for parole agents
22 to consider and district directors to
23 consider when they have a person in front of
24 them who has violated parole in some way, in
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1 a technical way, and they are trying to
2 figure out how to respond to that.

3 Now we at the State Parole Board have a
4 nice little tool that we use that helps
5 guide us in our thinking when it comes to
6 our responses to violations of parole. And
7 it's called the Violation Response Grid.
8 And it's been around -- it's been around for
9 several years. It builds on the good work
10 of a person named Peggy Burke from the
11 Center of Effective Public Policy. It
12 builds on a lot of her work and responding
13 to parole violations.

14 Essentially what it does is, it accounts
15 for those things. It accounts for the
16 offender's risk. It looks at the
17 seriousness of the violation and ranks that
18 violation in terms of low, medium and high.
19 And the violations range from everything
20 from a travel violation to a failure to
21 report, to a changing address without
22 permission all the way up to including the
23 arrest for new criminal charges and
24 possession of weapons or firearms and

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1 ammunition. So, it runs the entire gamut of
2 violative behavior and ranks the violative
3 behavior.

4 MS. BRADFORD-GREY: Rich, can I ask you
5 about that?

6 MR. PODGUSKI: Sure.

7 MS. BRADFORD-GREY: Basically, when
8 we're talking about promoting fiscal
9 responsibility, we understand some of the
10 kind of things that you have to consider.
11 But also, there's a line of thought that in
12 looking at probation's responses, how are we
13 dealing with issues of relapse or, you know,
14 kind of stumbling blocks along the road in
15 real time versus bringing people back
16 through the system where that drives the
17 cost analysis? And it kind of sets -- we
18 hear a lot, it may set people back a bit to
19 be sitting in jail for a period of time just
20 to develop new strategies on how to help
21 them work through their probationary
22 stipulations?

23 MR. PODGUSKI: Issues of relapse are
24 dealt through with treatment. I can tell
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1 you that at our agency, individuals who
2 relapse are afforded the opportunity at
3 treatment. That is, frankly, the right
4 thing to do considering their risk and that
5 nature of the violation.

6 MS. BRADFORD-GREY: Do they come back
7 through the prison system and through the
8 court system in order to deal with
9 treatment?

10 MR. PODGUSKI: No. It's -- the
11 treatment is generally provided within the
12 community.

13 MS. BRADFORD-GREY: Probation officers
14 address them right in the community in real
15 time.

16 MR. PODGUSKI: That's right.

17 MS. BRADFORD-GREY: Versus bringing them
18 back in the system. That is a fiscal
19 responsible initiative and program. Because
20 normally, generally, the way it went is if a
21 person violated, they would have to come
22 back through the system's process and then
23 we deal with it by going before a judge and
24 explaining what happened.

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1 MR. PODGUSKI: Right. For the probation
2 system, that would have to come back in
3 front of the judge. For the parole system,
4 we deal with it within our own district
5 offices.

6 MS. BRADFORD-GREY: That's good.

7 MR. PODGUSKI: We have the entire gamut
8 of sanctions available to us, whether that's
9 treatment, whether that's a halfway back
10 situation where a person is placed in
11 community center or whether that person is
12 placed behind the wall. The driver of that
13 are the risk and the nature of the
14 violation, and that's an important
15 distinction. And that's an important --
16 that's an important distinction.

17 So what we do is we look at the
18 violations and we rank them. And then we
19 look at the responses that a parole agent or
20 someone can -- can place upon an individual
21 in response to the violations, in response
22 to the violative behavior. And like I said,
23 they are imposed in a graduated progressive
24 way. So, we look at the person who is in
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1 front of us in sort of a wholistic sort of
2 way prior to giving out sanctions in
3 response to the violative behaviors.

4 We also are governed by Act 122 which is
5 the enabling legislation -- Act 122 of 2012
6 which is the enabling legislation of justice
7 reinvestment. And what Act 122 did is it
8 provided us with additional guidance on how
9 we should be dealing with violations of
10 parole of a technical nature. And it
11 provides us some guidance in terms of the
12 type of offender that can be re-incarcerated
13 behind the wall. We call them the Fab Five.

14 There are five instances of violation
15 where a person can be placed in a, what I
16 will call, a community or a county jail
17 situation or a period of -- or an
18 incarcerated state. Those Fab Fives are if
19 the violation, the technical violation is
20 sexual in nature, it is assaultive behavior,
21 it involves possession of a weapon or
22 control of a weapon. That person is an
23 absconder who cannot be otherwise safely
24 averted. Or if that person represents a
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1 viable threat to the community.

2 Like I said, if a technical parole
3 violator exhibits violations of any of those
4 five types of violations, well, then we are
5 enabled to place that person in a state of
6 incarceration. Short of that, we have our
7 sanctions that I just spoke about in
8 response to other violations of a technical
9 nature where we can respond.

10 But we've also gotten as the result of
11 the Act, secured community correction
12 centers, violation centers in some states
13 they are called, where a person is placed
14 for a period of six months or up to six
15 months for a first violation and parole, up
16 to nine months for a second violation, and
17 up to twelve months for subsequent
18 violations of parole where a person is
19 placed at the centers where they will
20 receive treatment and other interventions
21 that address the violative behavior that
22 placed them there to begin with.

23 MS. BRADFORD-GREY: Thank you.

24 MR. PODGUSKI: So, it came a long way
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1 for us the Act 122.

2 MS. BRADFORD-GREY: And, Rich, I
3 would -- we have about two minutes left for
4 you to present --

5 MR. PODGUSKI: Two minutes left, that's
6 fine.

7 MS. BRADFORD-GREY: -- so we can get to
8 everyone. In terms of what you just said,
9 the economic impact of that, do you have
10 that? Because this is one of the areas of
11 reform and goals that we are working
12 towards? How can we be more fiscally
13 responsible in having a better impact?

14 MR. PODGUSKI: Yeah. I think in a
15 closing statement, I think I can answer that
16 question. And I wrote this down. And this
17 is another one of the phrases that a mentor
18 of mine would oftentimes say.

19 "That if you can safely manage the
20 person who is under community supervision in
21 the community, well then manage that person
22 in the community."

23 And I think that goes a long way in
24 terms of thinking about who should be placed
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1 back behind the wall and who should be
2 provided community intervention if
3 appropriate considering their risk and need.

4 MS. BRADFORD-GREY: Thank you so much.
5 I guess we all know that the cost of
6 incarceration are pretty costly, but they
7 won't get as robust of intervention strategy
8 as they would in the community, which are
9 better more effective uses of tax dollars.

10 MR. PODGUSKI: Without a doubt.

11 MS. BRADFORD-GREY: Thank you.

12 Next, we will talk to Mr. Mark Houldin,
13 who is the Policy Director for the Defender
14 Association of Philadelphia talking about
15 our goal to be more fiscally responsible
16 system. How does the initiatives that we
17 are embarking on, especially through
18 MacArthur, help advance that notion?

19 And I would ask if we can keep our
20 comments to ten minutes, so we can get to
21 everyone on the panel, please.

22 MR. HOULDIN: Sure. I'll keep it under
23 ten minutes. Thank you, Keir, and thank you
24 Council President Clarke and Councilman Jone
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1 for having this hearing and for inviting me.

2 I want to talk briefly about First
3 Appearance. It is the point where bail is
4 set by a bail magistrate within 24 hours of
5 the arrest. That's a critical time both for
6 the system and the individual. So as Dean
7 Hollway mentioned, from a systems
8 perspective, it is when the system begins to
9 work. It's the first time that a judge is
10 together with attorneys from both sides, the
11 district attorney and the defender with an
12 individual who is brought in by the police.

13 And there are ripple effects to
14 decisions that are made at pretrial
15 hearings. If someone is detained, they are
16 more likely to later be convicted. If they
17 are detained, they are more likely to
18 recidivate when they get out. So what
19 happens at that first hearing is critically
20 important to what will happen later
21 throughout the process.

22 The purpose of bail is the presumption
23 of release along with the least restrictive
24 conditions to ensure that an individual

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1 comes to court and that the public remains
2 safe. I think it's important to note that
3 bail was not designed to keep people in jail
4 that are simply accused of a crime, but
5 rather give a way for individuals to remain
6 free until their trial. And I think while
7 it was supposed to be the exception,
8 pretrial incarceration has become more of
9 the rule. And I think we need the work to
10 flip that back to the way it was designed.

11 Two things that are looked at is risk of
12 flight and dangerousness to the community.

13 Now in terms of flight, I will just say
14 briefly that many of the offenses that we
15 see in Philadelphia, we're not dealing
16 necessarily with highly sophisticated crime
17 rings and an individual who has their
18 passport and tickets waiting at home. You
19 deal with someone lives in Philadelphia and
20 family is in Philadelphia and this is where
21 they're going to stay. They are not trying
22 to leave the City, they are simply trying to
23 be at home while they wait for their trial.

24 And we know that most people released

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1 without bail in Philadelphia do return for
2 their court date. And there are other steps
3 that we are going to begin to take to help
4 people remember their court dates. Because
5 unfortunately, that is a common reason that
6 people miss court.

7 And there is also the dangerousness
8 component which my colleague to the left
9 talked about risk. Pretrial services is
10 going to really catapult us into the 21st
11 Century with more sophisticated data driven
12 approaches to determining someone's risk as
13 opposed to simply what their lead charge is.
14 Because the lead charge they are accused of
15 doesn't tell us very much about the conduct
16 or about the person.

17 I just like to note that in
18 Philadelphia, 60 percent of our jail
19 population is awaiting trial. So that
20 60 percent that are presumed innocent and
21 are sitting in jail while their presumption
22 of innocence is intact. The average length
23 of stay is 95 days. That's four times the
24 national average.

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1 MS. BRADFORD-GREY: Mark, can I ask you,
2 what would be the economic and social costs
3 of that, what you just described?

4 MR. HOULDIN: Absolutely. There is the
5 clear economic costs of housing an
6 individual which can be 35 to 40,000 dollars
7 a year. There are lost wages for that
8 individual, lost tax dollars. The impact on
9 the family as well and getting into social
10 costs, we start to deal with -- like I
11 mentioned, loss of employment, loss of
12 housing and also individuals with serious
13 mental illnesses that come into our jails
14 with public benefits that they need.

15 If they sit in our jail for more than 30
16 days, they lose those benefits. And so when
17 they are released, they are going to be in a
18 worst position than when they first came in.
19 And so, that can create more economic costs
20 and social costs then if someone were
21 properly supervising the community.

22 MS. BRADFORD-GREY: How is our work and
23 your work especially as the policy at the
24 Defender Association, helping to bring forth
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1 information that's pertinent for the
2 decision maker to say whether or not someone
3 will have -- that economic and social impact
4 will have an adverse effect on the community
5 and the person and weigh those balances for
6 public safety?

7 MR. HOULDIN: Right. So, that's a great
8 question. Currently, there is a
9 representative from the Defender's Office at
10 preliminary arraignments, but there is no
11 opportunity to speak with that lawyer. That
12 lawyer has no information about you and
13 isn't able to effectively advocate.

14 And so, we are going to try to change
15 that through funding from the MacArthur
16 Foundation to have individuals interviewed
17 before they are -- they have their
18 preliminary arraignment hearing to ensure
19 that we know about the individual, whether
20 they have a job, whether they have housing
21 that's relying on them, whether they have
22 children that need them at home and really
23 get a more accurate picture of what the
24 individual circumstances and the individual
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1 costs could be of pretrial incarceration and
2 helping the court understand for individuals
3 who are released might be appropriate, why
4 it would be appropriate and why the public
5 could remain safe.

6 Without a lawyer at those stages, it's
7 very difficult to gather that sort of
8 information. And research has shown us in
9 Baltimore, they did an early representation
10 project. And it was determined that
11 non-violent offenders were 2.5 times more
12 likely to be released when they had
13 representation; 34 percent versus 13
14 percent. Those that did go to jail that
15 were represented, stayed a far less amount
16 of time than those who were not. Those
17 represented stays two days instead of nine.
18 So, we have a lot of work to do to get to
19 that low of a number.

20 You can see the impact counsel had. And
21 they're two times as likely to be released
22 the very same day they were brought in by
23 police. That's important because after the
24 24-hour hearing, if you are not able to make
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1 bail immediately, you then get transferred
2 to CFCF. And it takes longer to be
3 processed and then longer to possibly gain
4 your release.

5 And lastly, I think it's important to
6 note that when there is counsel, defendants
7 in Baltimore felt they were treated more
8 fairly by the system. That's an important
9 point. People will talk about later. The
10 perceptions of fairness is really important
11 to whether or not an individual follows the
12 conditions of their release. So, they found
13 that individuals who were represented were
14 more likely to come to court and were more
15 likely to abide by the conditions of
16 release.

17 So what we're talking about is trying to
18 even the scales a bit and provide more
19 information at this initial hearing that can
20 help the courts make better decisions.

21 MS. BRADFORD-GREY: Thank you, Mark.
22 And also, go to our goal to be a more
23 fiscally responsible system by using this
24 model of representation that would bring
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1 about more social change and economic change
2 that we need.

3 I want to move to our second goal of our
4 Criminal Justice System. And that is, does
5 our system promote fairness. I think Mary
6 Catharine Roper from the ACLU is coming up
7 to join the discussion of that panel
8 discussion, but we will start with this.

9 When we're talking about does our system
10 promote fairness, we want to make sure -- we
11 look at how do we address racial and
12 economic disparities in the justice system.
13 We all know the justice system has its
14 largest impact on minority communities and
15 also low income communities. And so, how do
16 we address those things as John Hollway
17 stated before, how do we address two
18 individuals that have two different profiles
19 that commit the same offense?

20 I think we are seeing all around the
21 country the difference of the way we are
22 treating heroin users and the way we treated
23 crack users in the past. And we are seeing
24 two different mindsets come about as to how

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1 they should go in the system. One now is
2 arguing that it's a public health issue, and
3 one before was arguing that it's a
4 criminality and public safety issue. So,
5 these things have to intersect in some real
6 thoughtful discussions.

7 And so, I would ask Honorable Judge
8 Lerner to talk about some of the procedural
9 justice reforms that we are going to
10 undertake especially through this MacArthur
11 Initiative.

12 JUDGE LERNER: Thank you. My name is
13 Ben Lerner. I am presently the Deputy
14 Managing Director for Criminal Justice in
15 the City of Philadelphia. That's a job that
16 I held for less than a month, and I won't be
17 talking too much about that job because,
18 frankly, I'm still learning what it's all
19 about.

20 So, I'm completely the new kid on the
21 block as far as this position. But I think
22 it's fair to say I'm not the new kid on the
23 block when it comes to Philadelphia's
24 Criminal Justice System. I've been involved
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1 at various levels in that system for over 40
2 years of my career, 25 years as Chief
3 Defender of Philadelphia, and almost 20
4 years as the Judge on the Court of Common
5 Pleas all of which was spent in the criminal
6 trial division.

7 I -- the first thing I want to say by
8 way of introduction, if you'll permit me
9 Keir.

10 MS. BRADFORD-GREY: Absolutely.

11 JUDGE LERNER: One thing I will say in
12 connection with my new job, I personally am
13 delighted to be invited to participate in
14 this session here today because I think it's
15 extremely important for this community that
16 our efforts at criminal justice improvement
17 and reform are collaborative. And by
18 collaborative, I mean, the Administration,
19 City Council, the rest of the Criminal
20 Justice community and the general community.
21 If we're not pulling in the same direction,
22 eventually our efforts are going to be a lot
23 less successful.

24 And a perfect example of that
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1 collaboration and what it can accomplish was
2 announced the day before yesterday when
3 Mayor Kenney announced that the City had
4 been chosen by the MacArthur Foundation to
5 receive \$3.5 million over the next two years
6 in grant funding on the basis of a grant
7 application designed by officials from every
8 corner of the Criminal Justice System
9 working together to come up with a plan to
10 address many of the problems that you've
11 heard the other speakers talking about:
12 Problems of insufficient diversion, problems
13 of an overreliance on money bail that keeps
14 poor people and in this community persons of
15 color in custody awaiting trial at a very
16 inappropriately high and disparate rate.

17 All of those things are going to be
18 addressed hopefully successfully by a
19 continuation of the collaborative efforts of
20 the people involved in this grant. But it's
21 also extremely important, at least in my
22 experience I would say, it's extremely
23 important for Council to be effectively
24 involved in this process because Council is
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1 the system's major link to the community.

2 And ultimately, when we start
3 implementing these practices that are
4 described in the grant application, we are
5 going to need the community's understanding
6 and the community's support if we are going
7 to be successful in doing this. And we
8 won't have that support because we won't
9 have that understanding without the active
10 engagement of this -- of this Council.

11 So, I want to also thank Council
12 President Clarke and Councilman Jones and
13 his colleagues because we need you to make
14 this work.

15 You have heard a lot about bail
16 hearings. You have heard a lot about
17 violation of probation and parole hearings.
18 You may have heard something before I got
19 here about trials. I have had some
20 experience in all of those areas. I
21 understand the importance to individuals
22 charged with crime of fair and dispassionate
23 judicial proceedings. And I think that I
24 understand the responsibility ultimately

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1 falls on the presiding judge, on our trial
2 judges both at the Municipal Court and the
3 Common Pleas Court level in the Family Court
4 Division for juveniles, in the Criminal
5 Trial Division across the street to ensure
6 that proceedings are fair, that they are
7 prompt and that the decision making is
8 unbiased.

9 We have -- we know as individuals, at
10 least if we are honest with ourselves, that
11 whatever our small political leanings are,
12 whatever our philosophies are in terms of
13 human rights, civil rights, the balance
14 between public safety and offender treatment
15 and rehabilitation. We can be the most
16 liberal people in the world. We can -- have
17 been raised in the most liberal families in
18 the world, but we are human beings. And all
19 of us have implicit prejudices and implicit
20 biases.

21 The court throughout Pennsylvania
22 recognized that several years ago when the
23 Pennsylvania Supreme Court formed a -- an
24 ongoing standing committee on racial and
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1 gender bias and fairness. Out of that has
2 come several concrete efforts including
3 implicit bias training mandatory for judges
4 to get us as individuals more sensitized to
5 these issues of gender and racial bias and
6 prejudice. Having attended one of those
7 sessions, personally, I can tell you that no
8 matter how fair and liberal you think you
9 are, you learn something about yourself and
10 your thought processes. And when you learn
11 something about that, you are in a position
12 to do something about. That's, I think, job
13 one for the courts.

14 Job two is to make sure that we have
15 prompt, fair hearings. That we have
16 effective representation for people who
17 can't afford their own representation, which
18 means in Philadelphia, almost three quarters
19 of the defendants who appear in our criminal
20 court system.

21 I want to -- to give an example of that,
22 I kind of want to pick up from some things
23 that the gentleman from the probation and
24 parole board said.

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1 When you are a judge and you have people
2 on your probation, it's up to you in our
3 system -- I don't care what the rules say or
4 what the procedures are. It's up to you as
5 an individual judge to send a clear message
6 to the state and First Judicial District
7 probation and parole officials as to how
8 carefully you want to monitor people who are
9 on your probation or in the county system,
10 also, people who are on your parole.

11 If you let them know that you want to be
12 kept advised as to even technical alleged
13 violations of your probation and parole, and
14 that basically there is no alleged violation
15 that's too trivial for you to be -- for you
16 to be informed of, they will do that. If
17 you don't, they won't.

18 If you are a judge and you let the
19 probation and parole officials know that,
20 generally speaking, except in very, very
21 specific categories, you want to decide what
22 the consequences should be for a probation
23 violator or, again on the county level, a
24 parole or a probation violator. And you

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1 want to do that not simply on the basis of
2 an exchange of emails between the department
3 and you, but rather you want to do that in
4 an open hearing in court with the defendant
5 present represented by counsel who is
6 notified in advance of the allegations and
7 violation and prepared to address them.
8 They are going to do that. And if you
9 don't, in my cases, they won't.

10 That's just a specific example in a
11 certain type of proceeding that I think
12 demonstrates how the court system can and
13 should demonstrate the required level of
14 fairness and impartiality before making a
15 decision. Commitments should not be
16 automatic except in cases where a defendant
17 on probation and parole or parole is charged
18 with a new serious generally violent
19 offense. Commitments under those
20 circumstances ought to be because of the
21 conscious thoughtful decision of a judge
22 after the judge has heard both sides.

23 And even in those cases where
24 commitments are automatic, where what's

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1 called an automatic detainer is lodged, it's
2 the judge's responsibility to hold a prompt
3 hearing if requested to see whether or not
4 that detainer should be -- should remain or
5 whether or not it's fair or more appropriate
6 to release that defendant under whatever
7 structures are necessary to ensure his or
8 her appearance until the open case is
9 disposed of.

10 MS. BRADFORD-GREY: Thank you, Judge. I
11 want to give the other panel members an
12 opportunity to speak towards this.

13 MR. BETHEL: I'm done.

14 MS. BRADFORD-GREY: Oh, you're done?

15 JUDGE LERNER: I'm done.

16 MS. BRADFORD-GREY: Okay. I didn't want
17 to say anything to the former Chief
18 Defender, you know, just in case give me any
19 advice.

20 Not being biased, but in talking about
21 bias, I'm glad you mentioned something
22 that's really fundamental to recognizing our
23 own bias. Sometimes what we see is not a
24 result of intentional acts, but

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1 unintentional tendencies for us to view a
2 person in a certain way. Now while there
3 are some intentional tendencies in our
4 system that create this disparity, we still
5 have to look at the fact that there is
6 disparity and how do we deal with that. I
7 keep coming back to the fact that we are
8 looking at the different way we're dealing
9 with drug users based on the profile of
10 people who are coming in. And how do we get
11 that same fairness or same standard or level
12 of compassion for everyone?

13 I know Mary Catharine Roper, you do a
14 lot of work dealing with, you know, civil
15 liberties for all. And what kind of
16 initiatives have you seen that have gone to
17 understanding the impact our system has on
18 one community versus another? And, you
19 know, can you explain to us what we need to
20 do to kind of deal with some of the
21 challenges we have?

22 MS. ROPER: Sure. Speaking from the
23 perspective of an outside advocate, someone
24 outside from the system, we whether it's the
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1 ACLU, CLS, other organizations, we generally
2 have no more information than -- you need me
3 to get closer (referring to the mic), I can
4 do that -- than the general public.

5 We hear from the general public and
6 we -- we collect complaints and we keep them
7 in our own database, and we look at what
8 issues are being brought to us. But those
9 really are just anecdotes. And has often
10 been said, the plural of anecdote is not
11 data. Data is a different thing. Data is a
12 deliberate effort to look at an issue and
13 measure an issue. Because what you do not
14 measure, you cannot improve. You don't know
15 whether you are improving.

16 There are -- we know that many, many
17 policies in the Criminal Justice System
18 impact -- well, in fact, all of them impact
19 communities of color. Many, many of them
20 impact communities of color
21 disproportionately. And many, many have
22 impacts that are not only more frequent, but
23 more severe in communities of color because
24 people may be more economically vulnerable.

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1 We heard about pretrial detention. That
2 affects everyone, but it affects poor people
3 more. And you will see that affect much
4 more, in course, of communities of color
5 where we have higher rates of poverty and
6 more economic vulnerability. So that even
7 if you are not in poverty, even if you have
8 a job but then you spend your 90 days in
9 jail waiting for your trial, you no longer
10 have a job. You may no longer have an
11 apartment or custody of your children as
12 well.

13 We -- none of these policies are aimed
14 at impoverishing communities of color, that
15 is just an effect. But it's an effect that
16 we have to measure and we have to then take
17 responsibility for. So in -- I will just
18 talk about the area of policing because that
19 is something that we have a great deal to do
20 with.

21 Our experience is that you need several
22 things to address impacts on communities of
23 color. You need to acknowledge those
24 issues. And Keir was talking about some of
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1 the issues of implicit bias when people are
2 not intending to behave any differently
3 toward people of a different race or people
4 of a different background, but they end up
5 doing so. That is one of those things that
6 you can, and I know the police department
7 has, engaged in training to try to address.
8 But you do not know if that's effective
9 unless you collect data and you look at
10 data.

11 So we have the example of Stop and
12 Frisk. Our Philadelphia police officers
13 have been filling out a form every time they
14 stop somebody since the mid '90s. And it
15 used to be that there was position within
16 the police department, an Integrity and
17 Accountability Officer, who would look at
18 that data and generate reports and say here
19 is an effect you may not -- you wouldn't
20 have necessarily paid attention to. Here
21 are racially disproportionate effects of
22 policies we believe are racially neutral and
23 maybe we need to look at those effects.

24 Unfortunately after some years, that
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1 position became vacant and ultimately was
2 abandoned. And as a result, what you have
3 then is someone like the ACLU coming along
4 later and saying, hey, we can look at the
5 data, too. And now we're going to file a
6 lawsuit rather than having this addressed
7 sort of internally. It is much better, of
8 course, to not only have the data but
9 internally use it and be responsible for it
10 and take responsibility for it.

11 An example, again, just from the world
12 of Stop and Frisk here, we know that the
13 Police Department had these reports for
14 many, many years but it wasn't anybody's job
15 to look at them. Ultimately, after the
16 litigation began, it became the inspector's
17 jobs to look at them and generate reports on
18 them. But it still wasn't anybody's job to
19 do something with that information and those
20 reports.

21 Commissioner Ross now has made it his
22 job to do something about those reports, and
23 has instituted a new system of sort of top
24 down responsibility for what those reports
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1 show and what that data shows. That is an
2 example of the kind of leadership that is,
3 frankly, the only thing that is going to
4 move the needle on -- that is on policies
5 that have disproportionate effects on
6 communities that are vulnerable.

7 We need the data, yes. And it can be
8 helpful to have an outside agency like the
9 ACLU like any public accountability body or
10 any member of the public looking at that
11 data. But all we can do is identify the
12 problem. Ultimately, what is going to be
13 needed is a systematic collection, analysis
14 and then responsibility, taking
15 responsibility within each department.

16 Essentially, you know, Commissioner Ross
17 is the integrity and accountability officer
18 for the Philadelphia Police Department. And
19 that is a role that someone needs to take
20 responsibility for. Judge Lerner talked
21 about it being the responsibility of the
22 President Judge to ensure fairness in the
23 court system. The buck has to stop
24 somewhere. And so, in talking about all
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1 these efforts to improve, virtually all of
2 them, of course, are initiated by what we
3 find in the data. And sometimes we have an
4 opportunity such as the MacArthur Grant to
5 really sort of take a bold step to make a
6 change. But I would suggest that what we --
7 the value of this Committee is to look where
8 we can find places even without the
9 wonderfulness of a MacArthur Grant to decide
10 where the buck is going to stop, to find out
11 where in our internal structures we are
12 going to take responsibilities for the
13 effects that we can see.

14 And I will say that, you know, frankly,
15 there's a lot -- there's a great role that
16 the public can play, but the public can't
17 play that role without access to the
18 information and access to the data. So
19 my -- I guess my sort of pitch here is
20 twofold. To empower our accountability
21 partners who -- some of who are outside the
22 city or outside the government whether its'
23 the public or organizations like the ACLU or
24 other sort of watch dog accountability

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1 organizations. But the other than is rather
2 than playing defense what this initiative,
3 right, and this whole program gives us an
4 opportunity to do is -- is to find places
5 within the system where someone is going to
6 say, okay, I'm going to be responsible for
7 looking at that information and deciding
8 what the next step is to deal with it.

9 We -- in some cases, we have all the
10 tools we need. We have all the data we
11 need. In some cases, we don't. This is a
12 multi-pronged effort. But it's got to --
13 it's got to involve both collecting the
14 information, analyzing the information and
15 then taking responsibility for the
16 information. And I think that is really the
17 whole purpose behind this step and this
18 Committee.

19 It -- your outside accountability
20 partners stand ready to help you with that
21 and, hopefully, help you shy of litigation.
22 We would rather avoid that sort of thing, as
23 well. It is a marvelous opportunity. And
24 we know how it works in the end. And

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1 ultimately, what it takes is the commitment
2 that we see and have seen in a number of
3 areas. And we just need to spread that
4 around.

5 MS. BRADFORD-GREY: Thank you, Mary
6 Catharine. I think you're right on the
7 money with respect to the impact and looking
8 at the data and having an independent
9 committee come up with some kind of
10 recommendations on what we do, what's
11 practical and make more creative, I guess,
12 solutions available to us when we are
13 looking at.

14 I think some of the things that go into
15 that are, are there areas where there is
16 kind of police saturation. And if there
17 are, does that create more of an opportunity
18 for low income residents or people of color
19 to be stopped and be contacted by law
20 enforcement. So some of those things that
21 we have to look at is really kind of an
22 effect of what's going on in the community,
23 but also it's having an impact that can be
24 detrimental to many.

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1 Lastly, we are going to move to our
2 third goal which is how does our system
3 promote public safety. Of course, we all no
4 matter what hat we wear want to be safe in
5 our communities. And this is a prime goal
6 of our system. One of the things that we
7 talk about often with public safety is
8 wondering are we catching the people that
9 are causing the most terror in our
10 communities. But public safety
11 opportunities also work when we are looking
12 at the people we are bringing in and helping
13 to make them more effective citizens when
14 they come out. Giving them the resources
15 that they need, making sure the understand
16 who we are and not making them more
17 desperate.

18 So community safety and public safety
19 has so many different layers, but I would
20 like to ask Councilman Curtis Jones to talk
21 about the work that he has done and the
22 information that he has gathered in looking
23 at different ways to promote public safety
24 to helping individuals who come through the
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1 system.

2 COUNCILMAN JONES: I just want to say,
3 Madam Chair was an excellent selection. She
4 is moving us through this process --

5 MS. BRADFORD-GREY: Thank you.

6 COUNCILMAN JONES: -- in an effective
7 way. I just want to for the record say
8 thank you.

9 MS. BRADFORD-GREY: Thank you.

10 COUNCILMAN JONES: Second that. Going
11 to keep her in that position. You got it.

12 I just wanted to also say that as a
13 Councilmember and Chair of Public Safety, my
14 colleague and I Councilman Kenyatta Johnson
15 share this passion on Council. And it is
16 our intention to take what we learn here and
17 apply it to the budget process. So,
18 everything that we say, do and recommend
19 should be at least in a problem statement, a
20 suggested solution and a way to plug it into
21 what exists or create what is necessary.

22 I think one of the things I noticed,
23 when President Obama sneezes, the United
24 States of America catches a cold. But in
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1 the case of justice reform, when he starts
2 to evaluate the process and problems
3 associated with criminal justice, here
4 locally we catch on. And I think that's an
5 important statement of time of where we are
6 with an opportunity before us to really,
7 really make an impact. That is not to say
8 that people who have come before us have not
9 done a good job of doing this. Whether you
10 talk about C-JAB or PCCD at the state level,
11 they have paved the way for this. But we
12 are in this chamber are now paying
13 attention.

14 I have heard most of you testify before
15 sitting in those tables right over there,
16 and I actually listened. But I won't say
17 that we balancing our City's priorities
18 didn't take this as the premier thing to do
19 at the time. I can assure you because of
20 President Obama and what President Clarke
21 has prioritized we are now. We are
22 listening, paying attention and are going to
23 do what we need to do to make this
24 successful.

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1 So right now as we speak, approximately
2 7500 men and women are sitting on State Road
3 in overcrowded conditions. It prompted a
4 debate in these chambers about whether we
5 should proceed to build a half a billion
6 dollar new state -- City institution to
7 house them or to start to discuss
8 alternatives to incarceration that we find
9 ourselves discussing today.

10 We realized that 80 percent of them were
11 waiting a trial, many of them there because
12 they could not afford bail, being punished
13 in effect because they are poor. Many of
14 these inmates would be free because of their
15 non-violent nature of their offense and if
16 we had alternatives to incarceration and
17 alternatives to our bail sentencing
18 structure. This is not just a local issue.
19 It is a national issue and of national
20 concern.

21 It is a moral imperative, but it is also
22 an economic priority. Because at this
23 point, we realize that one third of the
24 City's budget goes to public safety. So,
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1 we're not cutting costs if we're not
2 attacking this problem in a meaningful way.
3 It costs approximately -- and I have heard
4 different figures depending on your cost
5 accounting system -- \$120 a day to
6 incarcerate. Roughly about \$126,000,000
7 annually to take care of State Road
8 individuals. It's approximately, on
9 average, a six-month waiting period, six
10 months waiting period. If that -- I went to
11 public school. But if you do the math at
12 \$34,000 a year, I believe that's close to
13 University of Penn tuition costs. You can
14 probably send some of these young men and
15 women to an ivy league school.

16 And whether you are a, as my
17 colleague -- one of my colleagues accused me
18 of being, a hug-a-thug kind of guy or one of
19 more tea party conservatives, it's something
20 we both can agree on. Because if you want
21 to save a soul, there are alternatives to
22 incarceration to do it. If you don't care
23 about the soul, you care about your wallet,
24 there are ways to contain costs through
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1 these alternatives to incarceration. So
2 whether you're from a red state or blue
3 state, we can agree on the state and
4 condition of justice. And there is a better
5 way, a fiscally sound way, to approach it.

6 I'm not under the illusion that some
7 individuals do not belong incarcerated. The
8 Daily News chronicled one of my childhood
9 friends that we -- I had, and it was almost
10 a neighborhood party when he went away to
11 prison because he was a menace to our
12 community and we knew it. And crime rate
13 went down in Wynnefield maybe 40 percent
14 because he went away. But there are
15 individuals who do not deserve that fate.

16 So, we want to be driven by facts and
17 not fear. And we are going to apply them to
18 our budget process of this year.

19 So two examples of what we might
20 consider as a result of some of our research
21 is the Red Hook example out of Brooklyn, New
22 York where they have a justice center in Red
23 Hook community in New York where they
24 actually have made a priority of the
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1 community what crimes they believe should be
2 given particular attention. And they
3 addressed that priority annually. What they
4 also went and did was apply a one judge, one
5 case management system which takes an
6 individual through that process and allows
7 for it to be more personalized and for them
8 to get to know the individual.

9 They applied social workers, case
10 workers and codified cases. So if you had a
11 case that was going to cause you to be
12 incarcerated 90 days, it was going to make
13 you lose your job, you were going to go back
14 on child support, you were going to get
15 kicked out of public housing, they combined
16 all of those cases in a cost effective
17 manner, were able to deliberate and
18 adjudicate those individual cases. It just
19 made sense.

20 What I remembered most from the trip --
21 and it was my second trip up there, when --
22 in the first trip, it was a young Hispanic
23 male who had been a drug dealer because he
24 lost his license because he was behind in
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1 child support. He wasn't good at it. He
2 kept getting caught, so he signed up for the
3 alternative to incarceration. And the judge
4 looked at it and he allowed us behind the
5 bench. We looked at some of his
6 particulars. And in fact, he could go back
7 to limo driving which is big up there and
8 wanted to do so. And so, he arranged it so
9 he would pay some of his restitution through
10 day reporting. He would clean up alley ways
11 and driveways, remove graffiti. And then
12 during the day at around twelve o'clock, he
13 would come in get a soup, get some sandwich
14 and then deal with his personal issues, get
15 a GED.

16 When he got done being sentenced, he
17 jumped up happy. And I'm like what -- this
18 definitely isn't CJC, Toto, this ain't
19 Kansas. But when he got finished he asked
20 the Judge, Judge can you do me a favor and
21 sentence my girlfriend because she doesn't
22 have her high school diploma either. And
23 what the Judge said was yes, because any
24 service someone accused of a crime can get

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1 in this building, people who are regular
2 citizens can also do, too. Which doesn't
3 pit individuals who run afoul of the law
4 against individuals who often say to me,
5 well, what do I have to do to get some
6 particular attention? Do I have to commit a
7 crime.

8 Councilman Johnson, you feel that, too.
9 So, we looked at that. And this is
10 something that is unique to each
11 neighborhood. Because I'm from West Philly.
12 Councilman Johnson is from South Philly.
13 The issues may be similar on the surface,
14 but when you dig down, are very different.
15 And so, that concept has to be tailored made
16 to community justice.

17 Second concept that we looked at was a
18 little closer. And I was perplexed when I
19 found out one of the models that they are
20 raising nationally is in Pittsburgh and
21 Allegheny County. And what they do is they
22 have a Day Reporting Center. One of my
23 colleagues, Councilwoman Blackwell, raised
24 that issue several years back and was beaten
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1 about the head politically for raising the
2 concept of putting forth a Day Reporting
3 Center. But we are at a time where we have
4 to consider that. These individuals are not
5 from Mars, and they will return home some
6 day. Question becomes, will they be
7 supervised or left unto their own devices.

8 I would submit to those who are
9 concerned to allow them a supervised way to
10 reenter the community in a meaningful way
11 that we can guide their path. This concept
12 they had, which was interesting, is the
13 Allegheny Day Reporting Center. It deals
14 with -- the cost of it was annually
15 \$105,000. And it -- it reduced jail
16 bedding. It reduced rearrest. It reduced
17 recidivism and averted traditional probation
18 and day reporting centers to a one-stop shop
19 where individuals were treated in a case
20 management style. The analysis took 519
21 offenders who received referrals to day
22 reporting centers, interviewed -- taught
23 them interview skills, employment search
24 skill, community service skills to close
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1 to -- and now is expanded to approximately
2 1200 offenders.

3 What was interesting to me was that
4 these individuals felt like they had
5 immediate response to their offenses, but
6 also felt that they were welcomed back into
7 the community. This is not for everybody.
8 There are some people that actually, you
9 know, we need to make more room for. But
10 there are individuals that are worth
11 fighting for and worth saving that we need
12 to be able to separate the wheat from the
13 shaft. And whether you are conservative or
14 a liberal, it is the moral thing to do but
15 it is the cost effective thing to do that I
16 would hope that this Committee takes a hard
17 look at and that we begin to implement
18 through our budget.

19 What I've discovered in my research, and
20 I'm not an expert by any means, is that most
21 of the ingredients for these successful
22 programs whether you talk about Red Hook or
23 you talk about Allegheny County, we found we
24 have the ingredients for. What is different
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1 today is that we are breaking down silos and
2 that we are not being turf protective but
3 trying to do what is in the public good.

4 Question becomes for me and for my
5 colleagues, how long does good take and how
6 much does good cost?

7 And if we are committed to this process,
8 we should reap the benefits of it over time.

9 Thank you.

10 MS. BRADFORD-GREY: Thank you,
11 Councilman Jones. What you just said is
12 excellent. And I really think this is
13 something that Philadelphia could take a
14 look at. Some of what you said is how much
15 does it cost and what does it take, but also
16 the social impact is clear that it does help
17 people become better citizens when they go
18 through this process and get all of what
19 they need instead of just being punitive in
20 nature.

21 And I think one of the things that we
22 need to do, like you said before, is educate
23 the public in profiling these individuals.

24 And I will call or ask George Mosee to talk
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1 about some of the programs that the DA's
2 Office has, and also talk about who are the
3 individuals that you are looking at going
4 through these diversionary programs? Some
5 of the problems is DAs are afraid to take
6 this leap because they are looked at as
7 being soft on crime.

8 Could you give us the psychology around
9 why diversionary programs are so important
10 and who they're for?

11 MR. MOSEE: So just to follow up on some
12 of the things that Councilman Jones said,
13 what is really critical to the diversion
14 process is deciding which cases are the
15 right cases, which individuals are the right
16 individuals. And you can't do that without
17 information. And so, that really requires
18 we break down those silos. What those silos
19 did for the most part is they insulated us
20 from the information that other stakeholders
21 had.

22 We grapple with the School District all
23 the time about providing information, but
24 I'm happy to say that Kevin Bethel's program
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1 is effective because he gets the information
2 necessary to make an intelligent decision
3 about which young people to divert.
4 Remember, we are not talking about robbers,
5 rapists, people who are committing
6 aggravated assault. We are talking about
7 people who made a bad choice, who for the
8 most part have demonstrated to be
9 non-violent. But that doesn't mean that we
10 don't need all the information that we can
11 possibly gather about them not just to make
12 the right decisions with regard to
13 diversion, but to provide them with the
14 services, the help that they need which
15 would be best in terms of making sure that
16 we never see them again. I think that's the
17 goal of everybody here.

18 In order to do that, a diversion program
19 has to provide supervision. You know, you
20 talked about the Day Reporting Centers. We
21 established two in Juvenile Justice right
22 here in Philadelphia. And I believe that
23 the percentage of young people who don't
24 show up for court, which is what they are

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1 designed to ensure, is only 5 percent. But
2 what those programs do is that they do more
3 than just supervise, they provide
4 substantive instruction.

5 And so, it supplements what they may or
6 may not be receiving in school. It helps to
7 ensure that they are able to engage in
8 wholesome activities. All those things help
9 not just to ensure that we know where they
10 are, but it helps to change the mindset
11 which is something if not overcome, they're
12 not going to show in up court. And if they
13 do, they're not going to do the things that
14 they need to do to turn their lives around.

15 I think case management is something
16 that's imperative. You know, often we are
17 talking about people who didn't know that
18 there were resources out there that could
19 help them. Case managers will direct them
20 to those resources. The families, as well.
21 Family therapy. That's the kind of
22 substantive programming.

23 I think the treatment has to be
24 particularized. You know, there used to be
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1 this cookie-cutter approach where everybody
2 gets the same thing. You know, you have to
3 drop urines even though there was no history
4 of drug abuse. You know, so why do we have
5 them doing urinalysis if they never
6 presented with that problem?

7 So, we take it a case by case not just
8 to make sure that it's the right kind of
9 crime, but to make sure that we are
10 providing the right kinds of services. When
11 we take these approaches, and you know -- I
12 like what you said whether your interest is
13 purely because you want to help people or
14 because you are concerned about your wallet,
15 diversion makes sense. It allows
16 prosecutors to devote their limited
17 resources as well as everybody else in the
18 system.

19 And please let me correct you. You said
20 these are District Attorney Programs. These
21 programs would not exist unless everyone
22 came together, collaborated, certainly the
23 Defender Association has been critical. The
24 courts critical to this process. The School
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1 District. Everybody has to come together.
2 We have to be on the same page. We have to
3 work it out so there's a memorandum of
4 understanding. And in the end, any result
5 is attributed to all of us.

6 And so, we have been able to do that in
7 Philadelphia. I would say that one of the
8 best examples is with regard to drug
9 abusers.

10 Way back in 1997, before people started
11 talking about drug use as a disease,
12 Philadelphia developed the first treatment
13 court in Pennsylvania which allows felony
14 drug abusers to receive treatment and to
15 avoid a record if they'll simply work to
16 overcome the problem that they have. One of
17 the things that really makes these programs
18 efficient is because we don't have to devote
19 the time and energy to them that we
20 otherwise would if they went to trial.

21 You know, trial is more than just twelve
22 people sitting in the box or a judge hearing
23 the evidence and reaching a sentencing
24 determination. It's also all the motions.

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1 It's the arraignment. It's the discovery.
2 It's testing the drugs. All that can be
3 avoided through diversion. That saves a
4 tremendous amount of money. And what
5 diversion does is it can expedite the
6 release from pretrial detention or
7 incarceration. Because if I know somebody
8 is going to be in a program that satisfies
9 all these needs that I was talking about,
10 then I feel a lot safer in allowing them to
11 leave prison.

12 Finally, you know, you are going to hear
13 an awful lot about boots on the street.
14 Kevin used that term earlier. Well, you
15 know, Commissioner Ross is telling everybody
16 that he is -- he's short on cops. So, we
17 have to do something to make sure that
18 they're out there protecting us rather than
19 sitting over in the Criminal Justice Center
20 drinking coffee. And if we divert the case,
21 if they don't have to testify at that
22 motion, at that detention hearing, at the
23 trial, well, then they can be out there
24 protecting us.

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1 So we identify the right people, we
2 assure that we are not doing it in a way
3 that sacrifices public safety. At the end
4 the hope is what I believe the statistics
5 will bear out is that we have effectively
6 addressed the presenting problems so that we
7 don't see these people again.

8 MS. BRADFORD-GREY: Thank you so much.
9 You know what, let me just say, I want to
10 thank you for just correcting me and making
11 sure that everyone knows that this is a
12 collaborative effort. The District Attorney
13 has a lot of power in deciding whether or
14 not they are going to make this available to
15 people. But it does take a collaborative
16 effort to do it.

17 One of the things that I also want to
18 explain about diversion programs is that a
19 real meaningful diversion program will also
20 give someone a second chance if they have
21 worked for it. Meaning, it will not allow
22 someone to have a record of conviction which
23 kinds of leads us into our last and final
24 panelist who can talk about some of the
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1 barriers to reentry and reaching that middle
2 class citizenship which people want to reach
3 but for the fact that now they are labeled
4 as felons or have a lot of legislative acts
5 that prohibit them from, you know, what we
6 call living.

7 And so Sharon Dietrich, could you tell
8 us about some of the information that you
9 or, say, initiatives that you have started
10 or the education that you have hoped to
11 share with all of us about those reentry
12 barriers.

13 MS. DIETRICH: Thank you, Keir. And I
14 want to also join all the other speakers and
15 thanking Councilman Jones, Madam Chair for
16 having involved me in this important hearing
17 today.

18 So I'm a lawyer with Community Legal
19 Services. And I represent the part in
20 Keir's diagram that I think is actually not
21 even there, but the most important part in a
22 way. It's the long stretch that comes after
23 you come out of the system because dealing
24 with the system does not stop not one bit

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1 when you have completed all the steps that
2 have been laid out today. Then there's a
3 part called the rest of your life. And if
4 you think that going through the system has
5 nothing to do with that, you have
6 successfully graduated, you are not living
7 the experience of the hundreds of thousands
8 of people in the City who been through the
9 system and still have the consequences of
10 that every day of their life.

11 When I came to CLS as a young employment
12 lawyer almost 30 years ago, my God, I did
13 the things that all the rest of the
14 employment lawyers in Philadelphia did, most
15 of them in the private bar. But it was the
16 same kind of thing. We represented people
17 in discrimination cases. We did
18 unemployment cases, things of that nature.
19 Now almost all of my time is spent sitting
20 in rooms like this talking about criminal
21 justice and the impact on people's
22 employment.

23 (Refers to slides)

24 And a graph that we have, Stacey, thank
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1 you -- of -- that represents what I'm
2 talking about in terms of the dire
3 consequences on people with criminal records
4 is CLS's intake. This is the intake in our
5 employment operations. It represents
6 everything that we do for people who come in
7 with an employment related problem, low
8 income people in the City of Philadelphia.

9 The red bar is our overall intake for
10 all kinds of employment case. The blue bar
11 is just cases about criminal records.
12 People who come in and say my record in some
13 way, shape or form is keeping me from
14 getting a job, has caused me to be fired, I
15 got an inaccurate background check, I'm not
16 allowed to work in the profession I trained
17 for, on and on and on and on. You can see
18 that both of those bars have been rising up
19 over time. And the more of the blue bar
20 that we have, people with criminal records,
21 the more of the red bar that we have. It's
22 the biggest thing that right now we do at
23 CLS for people in Philadelphia who have
24 employment related problems.

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1 And I'm here to tell you that these
2 consequences do not depend on how old your
3 record is or how severe it is. In our
4 experience, you cannot have a record that's
5 old enough or minor enough that you can be
6 guaranteed it has no impact on you. In
7 fact, we see people every day who come to
8 CLS for an expungement for non-convictions
9 because even the cases that resulted in them
10 walking out sometimes out of the police
11 station, not even to arraignment, they
12 weren't charge but they were fingerprinted,
13 those are still having impact on them.

14 People who have summary offenses from
15 years ago -- I represented a woman whose big
16 offense was disorderly conduct, making a
17 loud noise. I kid you not. A summary
18 offense, also known as driving while black
19 in the suburbs, which is how she essentially
20 had come up with that conviction, she was
21 fired from a good job just because she had
22 that on her record.

23 So, that is what we are dealing at, at
24 the far end of this continuum. And that is
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1 what I wanted to talk about a little bit
2 today.

3 Next slide, Stacey.

4 So our collateral consequences of public
5 safety matter absolutely, positively they
6 are. Because when people have gone through
7 the system, they need to be able to
8 participate in life as those people who
9 haven't gone through the system know it.
10 They need jobs. They need education. They
11 need a place to live. But 90 percent of
12 employers are doing background screening,
13 80 percent of landlords, 60 percent of
14 colleges and universities are asking people
15 do you have a criminal record. Many of them
16 are actually going the further step and
17 doing background screening, as well.

18 And so, there is a demonstrated
19 connection not just based on the anecdotes
20 that we see at CLS, lots of anecdotes as you
21 can tell from the numbers, but there's a
22 wonderful paper out of Villanova University
23 that talks about the fact of
24 hyper-criminalization in the last two

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1 decades has increased poverty by 20 percent.
2 So there is a real connection between people
3 living in desperate situations and having a
4 criminal record.

5 And people need hope. They need to know
6 that when they have done everything that's
7 been asked of them in the system, that they
8 are going to be able to move forward with
9 their lives. Unfortunately, at this point,
10 there are too many players out there in the
11 world of employment, of housing, of
12 education that don't know what it means to
13 have a criminal record. To them, you know,
14 you got this thing on your rap sheet. You
15 are a criminal.

16 And so, that's what we're trying to
17 address in a lot of the systemic work that
18 CLS has been doing and many people in this
19 room today are doing. So, I wanted to talk
20 about some of the recent victories.

21 Of course this City Council, under
22 Councilman Jones' terrific leadership,
23 recently amended the Fair Criminal Records
24 Screening Standard, which is a mouthful.

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1 Some people call it Band the Box. I
2 actually don't like that name at all because
3 I feel like it doesn't give us the full
4 breath of what the law now does. The law
5 specifically puts up some standards that
6 employers have to follow in order to hire
7 people fairly. I like to call it a Fair
8 Hiring Ordinance.

9 So for one thing, an employer has to
10 make a conditional offer of the job before
11 they do the background screening. That way
12 if they turn you down, you know the reason
13 was because of your background. It requires
14 individual assessments. You can't just say,
15 oh, there is something on the rap sheet. It
16 gives you some guidance what factors you are
17 supposed to consider. What I think is the
18 most important part of this law is that it
19 has a seven-year limitation on consideration
20 of convictions. That is huge. And it is
21 squarely consistent with criminology
22 research now that shows that people who have
23 been in the system do not necessarily
24 present heightened risk over time.

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1 If they have gone certain periods of
2 time without recidivating, they present no
3 more risk than the regular citizen walking
4 down the street. So seven years is though
5 of as the outside limits for many crimes
6 like drugs or theft. Actually, it's the
7 period in which you present no more risks
8 than the rest of the population is three to
9 four years. So why do we have employers and
10 landlords and colleges disqualifying people
11 for life? It just doesn't make any sense
12 logically or from a policy basis.

13 The next exciting thing I want to tell
14 you about is that a couple weeks ago
15 Governor Wolf signed Act 5. What Act 5 does
16 for the first time allows misdemeanor
17 convictions to be sealed. That means that
18 those employers, those landlords, those
19 colleges do not get those convictions, those
20 misdemeanor convictions after ten years if
21 you have stayed out of trouble. It is, in
22 some ways, a limited law. There are many
23 exceptions to this law as it was written.
24 But it is the first time that Pennsylvania
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1 is allowing misdemeanor to be sealed. And
2 at least that's an important next step.

3 It puts us more squarely within the
4 middle of states in this country. There are
5 states in the country that allow felony
6 convictions to be expunged. We are so far
7 from that, but at least we finally moved
8 onto misdemeanors. That law goes into
9 effect in November. And I hope you hear a
10 whole lot more about the specifics of it
11 between now and then.

12 And finally, CLS and pro bono counsel
13 brought a lawsuit of Peake v. Commonwealth.
14 Which the day before end of 2015 ruled that
15 lifetime bans on people being allowed to
16 work in the healthcare industry are
17 unconstitutional under our state
18 constitution. Very important ruling that is
19 going to have to be extended to other areas
20 of the law, as well.

21 So I will leave you with some pending
22 initiatives. A really exciting thing, there
23 has been discussion of the bipartisan nature
24 of criminal justice reform right now. We

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1 have our own version of that in Harrisburg
2 right now. And you all know, not a lot of
3 bipartisan things go on in Harrisburg.
4 Sometimes it seems like no bipartisan
5 things, even the budget, goes on in
6 Harrisburg. But here we have a bill that
7 was introduced. What we're calling our
8 Clean Slate Bill introduced by Scott Wagner
9 who is a Senator who is often considered one
10 of the most conservative people in
11 Harrisburg.

12 Senator Wagner, along with Anthony
13 Williams from the City and on the house side
14 Sheryl Delozier who is also a Republican and
15 the prime sponsor along with Jordan Harris
16 also from the City of Philadelphia. They
17 both sponsored a bill that would automate
18 sealing. So rather than people going into
19 court one at a time in order to get their
20 expungement or sealing petitions, ten years
21 has gone by. You have a non-violent
22 misdemeanor, boom, it gets sealed by
23 computer query. Five years after your
24 summary offense, you haven't recidivated,
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1 boom, it gets sealed by computer query. All
2 of those non-convictions 60 days after they
3 are done, they are going to be sealed up.

4 Now that is something that could have a
5 huge impact. And given the bipartisan
6 nature of the support already, in the Senate
7 already, 24 people sponsored the bill.
8 Which means we are close to what we need to
9 pass it out of that chamber. It's a very
10 exciting prospect.

11 The second thing I want to mention is
12 that CLS has been having lots of
13 conversations with people in this room and
14 elsewhere about subsidized work. It is not,
15 frankly, realistic to think that people are
16 going to come out of jail and get -- all of
17 them got jobs in the private labor economy.
18 No. Those employers who are not even giving
19 my client who had the making a loud noise
20 summary conviction a job, are not going to
21 be hiring people who came out of jail last
22 week.

23 One of the ways that we can help people
24 with records who are facing severe barriers

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1 to work, get jobs, is to create jobs for
2 them. And we need to talk about how we're
3 going to make that happen. There are a lot
4 of efforts underway at CLS to work on that.
5 And finally, the Peake decision that found
6 lifetime bans on employment to be
7 unconstitutional has to be expanded into
8 other areas where there are lifetime bans.
9 That includes working in schools. We're not
10 just talking about teaching staff. We are
11 talking about bus drivers and cafeteria
12 workers, many important jobs are in our
13 schools and also working with children. We
14 still have lifetime bans there.

15 Are we arguing that people who present a
16 risk should be in those jobs? Of course
17 not. But by the same token, we are saying
18 that lifetime bans and lifetime consequences
19 on people who have been through the system
20 simply makes no sense from a public policy
21 perspective and from a public safety
22 perspective. Hopefully, that will be one
23 thing we address as this Commission's work
24 rolls forward.

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1 Thank you.

2 MS. BRADFORD-GREY: Thank you so much,
3 Sharon. That was really an excellent
4 discussion on some of the barriers to
5 promote public safety and reentry. But
6 also, it is an education for people to
7 understand that there are so many people
8 that are walking around with a record. And
9 when we say record, we don't mean a
10 conviction. We mean an arrest. Something
11 that didn't even delve into a conviction
12 that can stop people from getting jobs,
13 housing, employ -- other viable things to
14 keep this sustained in their communities.
15 We have to do more education around how that
16 is effecting people and look at the policies
17 that we have in place that can help.

18 I think we are pretty much done with our
19 panel discussions. However, I did want to
20 talk -- Julie Wertheimer who is from the
21 Mayor's Office, to talk about how we are
22 addressing reentry, also, by giving people
23 some of the tools that they need to be more
24 productive citizens and find those jobs when
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1 they become available through the efforts of
2 CLS.

3 MS. WERTHEIMER: Thank you, Keir. So, a
4 few of the things the City does, there is
5 the Office of Reintegration Services which
6 is now a division under the Philadelphia
7 prison system which offers support services
8 not only for those returning from our county
9 facilities on State Road but any
10 Philadelphian with very few exceptions
11 returning from some from of incarceration.

12 We have case managers, social workers on
13 site who do an evaluation and try to assess
14 what the major needs and priorities are.
15 There is cognitive behavioral therapy
16 courses, preliminary job training. We also
17 work with the Commissioner on literacy and
18 my place initiative to offer educational
19 services.

20 And an example of those wrap-around
21 services that we've been piloting, we have a
22 Second Chance Act from the Department of
23 Justice. And when I say we, it's a joint
24 effort between the City, the Defender, the
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1 DA and also, of course, the Courts to help
2 us determine individuals that can go into
3 this program. And then it's a comprehensive
4 wrap-around service that includes a housing
5 pilot which is something that we haven't
6 done before to evaluate the efficacy of
7 providing housing directly knowing that this
8 is a major challenge for a lot of
9 individuals coming out of incarceration.
10 And a significant need especially to help
11 them get and retain employment.

12 In addition, there is the Philadelphia
13 Reentry Coalition which while coordinated by
14 the City, actually represents individuals at
15 all levels of government as well as service
16 providers, activists, community
17 stakeholders, some of the leadership is here
18 today. And they just completed last fall a
19 strategic planning process for what reentry
20 should look like in Philadelphia throughout
21 the entire city, not just City government.
22 And so, they are addressing a lot of those
23 same areas and issues we touched on before:

24 Education, employment, housing,
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1 understanding the need for behavioral health
2 services, trauma, addiction services and how
3 we can coordinate better as an entire system
4 to address these challenges and barriers.

5 MS. BRADFORD-GREY: Thank you, Julie.
6 Sounds like we have the making of the Red
7 Hook model with what you are doing already.
8 Seems like we have combined those efforts
9 and look at data reporting centers as a
10 viable option. We may be able to make a
11 huge impact.

12 I think now we are done with our panel
13 presentation. And so, questions. I see
14 Councilman Johnson's light.

15 COUNCILMAN JOHNSON: Thank you. First,
16 I want to thank all my panelists -- thank
17 all of the panelists for your very
18 informative presentations and also thank you
19 for moderating and keeping the dialogue and
20 discussion moving forward as well as my
21 colleague, Chairman of Public Safety
22 Councilman Curtis Jones and also Co-chair --
23 going to say Deputy Commissioner Bethel.
24 It's not the case anymore, but glad to have
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1 you back in this capacity, as well, and all
2 the panelists.

3 One -- one aspect that I just wanted to
4 touch on that I'm always looking at is the
5 issue of reentry as a matter of public
6 safety. I'm always running into young men,
7 old and young, who come home and they are
8 struggling to stay on the right path. They
9 may not have the support system. They are
10 trying to figure out first and foremost how
11 to put money in their pocket because they
12 may be staying with a young lady. Young
13 lady say, hey, you stay here, you have to
14 pay bills. They go out, try to find a job.
15 You know, scared to say they have a criminal
16 background and maybe work a little bit and
17 then get fired after there is a background
18 check or -- that can be discouraging. If
19 you don't have the proper support system to
20 keep you motivated, then it's easy when
21 somebody come up and say, hey, we can run up
22 in this person house and take, you know,
23 something from them or we can go rob or do
24 something that you shouldn't be doing to

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1 make money.

2 And so, when we look at the employment
3 barriers and begin looking at thinking
4 outside the box, maybe more entrepreneurship
5 programs for young men who come home. I am
6 always proud when I see young guys at 25th
7 and Passyunk selling waters, right? And I'm
8 like, at least they are selling waters as
9 opposed to crack to be quite frank with you.
10 They are taking the entrepreneurial spirit
11 and trying to do something positive as
12 opposed to something negative.

13 But separate from the employment
14 component, I want to make sure we continue
15 to always look at mental health, right?
16 There is a mental health and drug addiction
17 component. Lot of these young guys self
18 medicate before they actually do certain
19 crimes or they just always self-medicating.
20 And that plays off until when a conflict
21 happens, they just respond as opposed to
22 thinking because you are high on either PCP
23 or some type of pills. But the mental
24 health component is something definitely

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1 that we can -- I would like to at least stay
2 on the radar as we talk about reentry and
3 look at criminal justice reform. But also
4 making sure as we move -- I know we talk
5 about the state.

6 But a federal discussion. Because often
7 if you come home and you take a training
8 program in penitentiary. And you come home
9 and on the right path and want to go back to
10 college, you can't get financial aid if you
11 have a felony. You are excluded from going
12 and filing -- you are excluded from pursuing
13 your higher education because you can't get
14 financial aid. So, that is something that
15 has to be addressed on a federal level.

16 Same thing with housing. Certain types
17 of public housing, you are just disqualified
18 from. And you meet old individuals who need
19 public housing that men and women have come
20 to my office who have felonies who are
21 struggling, living house to house, living
22 with friends. And that also perpetuates
23 that cycle of crime and violence which is a
24 public safety issue. Because if you aren't

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1 given the opportunity to rebuild your life,
2 then you'll go back and continue doing
3 something that's negative.

4 And so, very informative discussion to
5 Mr. Lerner. I'm very interested in seeing
6 how we will move forward with the grant from
7 the MacArthur Foundation. I think that's
8 great. I think the City of Philadelphia
9 should be applauded for being picked. And
10 hopefully, this will become a model for
11 other cities to follow. And at some point
12 in time, we will have to look at how we just
13 housing individuals as opposed to really
14 focusing on rehabilitation and proper
15 treatment of individuals who we turn back to
16 the communities.

17 And so, just thank all of you for your
18 dedication and service on this critical
19 issue. Thank you very much.

20 MS. BRADFORD-GREY: Thank you very much,
21 Councilman Johnson. We are going to take
22 questions. I just want to quickly respond
23 to some of the things you said.

24 When you talk about reentry, we are not
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1 just talk about providing tools and
2 resources for programming, we need to be
3 talking about the psychology that people
4 have. And I think that we have embarked on
5 a very -- I feel like it's going to be a
6 positive initiative in mentoring using the
7 churches in a way that they understand
8 poverty and the psychology that comes with
9 poverty so that the mentality of who you
10 need to hang with or what you need to do or
11 should you be living with this woman if you
12 know you don't have the opportunity to
13 deescalate your anger.

14 COUNCILMAN JOHNSON: But if you got
15 kids, you have --

16 MS. BRADFORD-GREY: Well, I mean,
17 sometimes you have to -- you can still be a
18 father.

19 COUNCILMAN JOHNSON: Because I -- we can
20 also look -- we in agreement, so we talking
21 about the same thing. I'm just giving real
22 life anecdotes of what I see. But you do
23 the same work actually on the ground more
24 than I do. You would say child support,
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1 right, you should take care of your
2 responsibilities, so I'm all for that,
3 right.

4 But you got some guys that may have done
5 two, three, four, five years. And the young
6 lady they have a child with is on public
7 assistance. So automatically when you come
8 home, it's called in arrears. You are
9 already 10,000/20,000 in debt as soon as you
10 come.

11 MS. BRADFORD-GREY: Sure.

12 COUNCILMAN JOHNSON: And then you have
13 decisions to make. That puts pressure on
14 the person. Not securing away the
15 responsibility. I'm always going to say you
16 should man up and address your
17 responsibilities. But however, in terms of
18 the system, the system also put individuals
19 who are in those type of circumstance who
20 may have done time, want to come home and
21 get their lives together and they say, well,
22 wow, I oh the government \$20,000/\$40,000.
23 And the little bit of money that I'm making,
24 they taking half of my checks. And if I

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1 miss one or two payments, then you put me in
2 prison. And then so, that's the whole
3 mentality kicks in. Well, which way do I --
4 how do I address this in terms of surviving
5 and still being a productive member of
6 society.

7 And so, we're saying some of the --
8 we're saying the same thing. When you talk
9 about the psychology, also, I want to -- I
10 don't want to keep going on and on, but
11 reentry starts before the individual comes
12 home. Reentry starts -- that's why we go to
13 Graterford like every other month or every
14 two to three months because we try to
15 prepare some of the individuals who will be
16 coming back home, the mentality of what to
17 expect once they arrive back in the streets.
18 In this particular case, the City of
19 Philadelphia.

20 But that's just my two cents on it.

21 MS. BRADFORD-GREY: What we have seen
22 with the mentoring in partnering with
23 churches, is that they have the ability to
24 address the mentally in real life situations
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1 not away from their community or friends or
2 relationships, but while they're dealing
3 with the relationships that often have the
4 adverse effect of putting them back in the
5 same situations.

6 I think we should explore equipping
7 churches and community organizations to
8 understand how to help people with decision
9 making -- with decisions on what you do when
10 you feel desperate enough because you owe so
11 much money. How do you deal with that in a
12 realistic way?

13 There are ways that you can go an ask
14 someone to be reasonable about the financial
15 burden that is placed on you and what you
16 have, but people don't often follows those
17 paths. Instead they do nothing or they go
18 back to the point of desperation.

19 We as criminal justice stakeholders
20 don't have a way to deal with that in real
21 life. But people in the community,
22 especially mentoring and partnering with
23 churches do, because they can offer a real
24 analysis of what's going on in that

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1 community. I would suggest that we do more
2 with that.

3 And I see someone's --

4 MR. PODGUSKI: Yeah. When I think about
5 the things like that, I think about hardware
6 and software, right? And when I talk about
7 hardware, I talk about those things that
8 every offender needs when they come back to
9 a community. They are going to need a place
10 to live. They are going to need a job.
11 They are going to need benefits. They are
12 going to need treatment.

13 But then I also talk about software. I
14 talk about those needs that are the primary
15 drivers of crime. The antisocial values,
16 the companions, the criminal thinking errors
17 that puts a person in the frame of mind that
18 believes it's okay to engage in criminal
19 behavior when they are responding to
20 something that maybe an external force.
21 And.

22 I think we need to be real careful when
23 we talk about things and not confuse
24 responsivity issues which are important, but
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1 they are not criminogenic needs and they are
2 not the primary drivers of crime. Drug
3 treatment and employment are criminogenic
4 needs, but they are not the primary drivers
5 of crime. They are important and they need
6 to be considered.

7 So we just -- as we proceed with these
8 discussions, we need to really, really keep
9 in mind the research and what are the
10 primary drivers of --

11 COUNCILMAN JOHNSON: So, and I don't
12 want to dominate this conversation. I need
13 you to clarify that statement for me.
14 Because when we talk about most crime being
15 in high areas of high poverty where people
16 have a lack of education, there is a lack of
17 employment, there is a -- elaborate on me
18 the actual -- if you're saying that there
19 are actually needs but not prime drivers,
20 just elaborate on what the actual drivers
21 would be.

22 MR. EL-SHABAZZ: And where the research
23 is coming from and how old the research is
24 and who the research --

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1 MS. BRADFORD-GREY: We're going to --
2 wait a minute, because after this we have to
3 go to Mr. Rojas and Mr. Cobb.

4 MR. PODGUSKI: What I'm talking about is
5 the cognition and how people think. I'm
6 talking about the criminogenic thinking
7 eras. I'm talking about the antisocial
8 values, the antisocial beliefs that people
9 have that drive the criminal thinking.

10 COUNCILMAN JOHNSON: Psychologically?

11 MR. PODGUSKI: Yeah. Yeah. That's what
12 I'm talking about. I'm talking about the
13 cognitions. Because someone is employed,
14 because someone has a place to live,
15 although it's an important thing to have,
16 it's going to like which comes first, the
17 chicken or the egg? Every offender needs
18 those things when they come back and they're
19 important. But it's the thinking errors
20 that drive the recidivism. It's not the
21 fact that the person is well off
22 socio-economically or has a place to live.
23 Although, they are important and do
24 contribute, they are not the primary drives.

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1 COUNCILMAN JOHNSON: Understood.

2 MR. PODGUSKI: And I would suggest that
3 if we look for research, we would look to
4 the University of Cincinnati with Dr. Ed
5 Latessa's work in that area.

6 MS. BRADFORD-GREY: Can I go to --
7 Mr. Rojas, you have extensive work in the
8 community. I know you had a question or a
9 statement. Please feel free.

10 MR. ROJAS: A just want to first of all
11 thank Madam Chair for conducting this
12 meeting.

13 MS. BRADFORD-GREY: Thank you.

14 MR. ROJAS: Kept everybody in line. A
15 lot of important information was imparted.
16 I want to go back to something that was said
17 earlier by Mr. Lerner in terms of cultural
18 competency. Right now is an issue in this
19 City and this country that it's them versus
20 us. And them versus us is driven by
21 policies. And the mindset is, if you're not
22 at the table, you're usually on the menu.

23 And a lot of our kids feel they are on
24 the menu when it comes to the criminal

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1 justice system. My question and my
2 challenge to everyone on this panel is, what
3 are we doing? What kind of strategies are
4 we using for that funnel? If you look at a
5 funnel and certain people get through that
6 funnel to the end, what do we do to broaden
7 that funnel so that more persons of color
8 are getting jobs on the front end which is
9 the Police Department and the Judges, and on
10 the back end in the Probation Department.

11 The prisons is fine. We are --
12 diversity is really working in the prison.
13 Our kids need to see a mentor, they need to
14 see a role model that is part of the policy
15 making decisions in our system.

16 And my question to each one here is
17 really take into consideration bringing
18 people to the table that are from minority
19 backgrounds that can bring that cultural
20 competency that's happening on the judicial
21 side across the board to all the departments
22 of criminal justice system.

23 MS. BRADFORD-GREY: Thank you so much,
24 Mr. Rojas. And may I mention briefly an
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1 initiative that we began and we are looking
2 at now is a mentoring partnership with Big
3 Brother Big Sister to service our youth when
4 they are charged or even caught with
5 committing an offense that's, we would say,
6 more so immature in nature and they can grow
7 out of it with the right mentoring and
8 guidance.

9 We are using more like the a grass roots
10 initiative for people in their own
11 communities to deal with these kids and to
12 provide them with that space and opportunity
13 to grow and make mistakes in a healthy
14 manner.

15 This is a -- it is a great program.
16 It's not one that has gotten a lot of
17 attention yet, but it's one that I have seen
18 personally work really well to address the
19 needs of youth coming into our juvenile
20 justice system. I would recommend that we
21 really strongly look at that model that is
22 still going today. It's going on in
23 Montgomery County. Ted Qualli was a very
24 big factor in helping bring that to

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1 fruition. It's a good program that's
2 helping kids way more than what the
3 resources in Juvenile Justice System we have
4 to do as far the psychological effect.

5 Mr. Cobb, you had a question.

6 MR. COBB: Good afternoon. Thank you
7 Chairperson. I think I just want to start
8 by saying thank you to Councilman Jones for
9 realizing that people who have been impacted
10 by the criminal justice system need to be a
11 part of bringing forth valuable solution.

12 As a person who has served six and a
13 half years in prison for robbery,
14 kidnapping, criminal conspiracy and
15 violation of Uniform Firearms Act, I want to
16 add some -- a different perspective to how
17 we actually drive this effort.

18 What's lacking thus far, and we're only
19 getting started, is looking at the humanity
20 of each and every individual in which we're
21 talking about. I know we're talking about
22 systems and we're talking about number and
23 it's very abstract. Some of the language
24 that we are using are driving subliminal

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1 thoughts and subliminal biases by calling
2 individuals offenders or inmates or felons.

3 We're people. And if we all have the
4 ability to keep that in mind as we lead an
5 effort to reform our criminal justice
6 system, our humanity will help us produce
7 very valuable outcomes.

8 Just really briefly, so I am an expert
9 on criminal justice reform as it is actually
10 my job. I have been leading criminal
11 justice reform throughout the nation for
12 about 15 years now. Much of what is coming
13 out of Washington, DC is being led by people
14 who are formerly impacted. President Obama
15 has made it his mission, his legacy to
16 ensure that the people closest to the
17 problem who are closest to the solution are
18 literally at the table and no longer on the
19 menus.

20 So with saying that, I just have a
21 question in regards to probation and parole
22 and whether or not we have identified ways
23 to reduce the number of people that are
24 reintroduced into the system that has not

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1 been able to be implemented for any reason,
2 whether it's financial, whether it's a lack
3 of human resources? Is there something else
4 that's on the table? Because I think all of
5 us are talking about reform when we're
6 talking about reducing the number. So, I
7 just want to know if there is something that
8 you guys have that you just haven't been
9 able to do for any reason?

10 MR. PODGUSKI: What I can talk about is
11 I can talk about a couple of things. I can
12 talk about our ASCR Agents. And you might
13 know some of them here in town. We have
14 five ASCR agents. They are called
15 Assessment Sanction Community Resource
16 Agents headed by a very, very good man, very
17 good manager called Christian Stevens here
18 in town. And they are parole agents that --
19 state parole agents that do not carry case
20 loads. But they are tasked with being in
21 the community, developing community
22 resources, identifying the community
23 resources, understanding what they are and
24 making them available and known to our state
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1 parole agents as they -- as they make
2 referrals.

3 I can also talk about what ASCR Agents
4 do in terms of running cognitive
5 intervention groups with offenders. We run
6 groups of medium and high risk offenders who
7 have demonstrated need in terms of
8 possessing those antisocial values and
9 beliefs and cognitions that are the primary
10 drives of recidivism. And we intervene and
11 run those groups inside each of our district
12 offices and other places around the City of
13 Philadelphia and statewide.

14 Our issue, I would say, is capacity.
15 Our capacity of, you know, five state parole
16 agents in the -- in the City of Philadelphia
17 and about 30 statewide gives us a challenge
18 to reach a population of 40,000. We need
19 more community providers that provide this
20 sort of intervention. This sort of
21 cognitive intervention like thinking for a
22 change, like the NCTI curriculum that we run
23 whether it's breaking barriers. It's those
24 sorts of cognitive interventions that we
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1 need more support in my estimation from the
2 community. Because frankly, although it's
3 done within the state prison to a large
4 degree, our issues and our challenges are
5 mainly dosage, the amount of time we have to
6 work with someone and the capacity to
7 respond to that need. Frankly, if those are
8 two wish list items, I would certainly give
9 you those two.

10 I also want to talk about a program that
11 we have started at the state level. It's
12 called EPICS, Effective Practice In
13 Community Supervision. It is a model of
14 parole supervision that changes the paradigm
15 of how you interact with a person. It asks
16 parole agent to conduct what I will
17 characterize as a structured parole
18 interview. That interview looks like this.

19 There are four components. There is a
20 check in. There is review. There is an
21 intervention, and then there is homework
22 assigned. Now that check-in period covers
23 the enforcement and compliance issues that a
24 parole agent traditionally needs to cover.

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1 A review portion will cover the issues that
2 were addressed at the previous session, at
3 the previous meeting with the parolee, with
4 the offender. The intervention stage is an
5 actual cognitive intervention.

6 A short -- it's not intended to be
7 treatment, but it's intended to be a short
8 intervention that addresses a particular
9 area of criminogenic need. Whether it's
10 site by site friends comparison, whether
11 it's a cost-benefit analysis, whether it's
12 some sort of cognitive restructuring that is
13 engaged. But it's a short intervention.
14 And then there is homework assigned to the
15 offender.

16 That model is an evidence-based model
17 that has been proven to work up in Canada.
18 And it's a model that is promoted and
19 trained by University of Cincinnati. It is
20 something that is about the development of a
21 skill set for a parole agent. Now that's
22 something that I think needs to be stressed.
23 It's development of a skill set that allows
24 an agent to intervene with a person

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1 differently during their parole contacts.

2 And what we have found thus far, because
3 all I get sometimes --

4 MS. BRADFORD-GREY: We have five more
5 minutes. I just want to make sure that one
6 of our chairs gets a chance to talk.

7 MR. PODGUSKI: Just what I get is what
8 I'd like to do, that evidence-based practice
9 stuff if I had the time. And you know what,
10 what we have found is that the agents who
11 have been trained and the agents who are
12 employing the model which takes time to
13 learn the skills, have remained the same in
14 the amount of time they spend with a person,
15 but they have gotten better, they have
16 gotten more proficient at delivering the
17 model and delivering the intervention.

18 It's not type of training, like I said,
19 it's not the type of stuff that you can just
20 go for three days and learn it. It's
21 something that needs practice, that needs
22 coaching because it really, really changes
23 the paradigm of how we interact with people.

24 And I think it's going to produce some
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1 positive results, but it's not an overnight
2 change. It's not an overnight change.

3 It's about the development of a skill
4 set for our parole agents. Frankly, that's
5 challenging.

6 MS. BRADFORD-GREY: Thank you so much.
7 And I agree with you, you're right. Some of
8 the language that we use does help to keep
9 the labeling and the kind of public
10 perception going. I know as far as
11 juveniles go, we used to call young girls
12 who are charged or who are found at the --
13 in violation of kind of performing sex acts,
14 we used to call them prostitutes. Now we
15 have changed that thought that we should not
16 be calling young girls who are 10 and 11 and
17 12 years old prostitutes. We need to be
18 calling them victims. And that has changed
19 the way we look at what we do with them even
20 by sticking them in the system or by giving
21 them services.

22 So, some of the things that we say need
23 to -- do have an adverse effect. And we
24 really need to examine some of our language.

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1 I am going to let this discussion close
2 out with our Co-Chair, Tariq El-Shabazz.
3 After that, I want to thank everyone for
4 participating.

5 And, Tariq, that stage is yours.

6 MR. EL-SHABAZZ: Thank you. First of
7 all, I want to thank everyone for --

8 AUDIENCE MEMBER: But I'd like to say
9 something after he speaks.

10 MR. EL-SHABAZZ: First, I want to thank
11 everyone for participating in something that
12 I believe is very, very important. But I
13 want us to remember at least three things as
14 we gather together to try to come up with a
15 solution to a problem that didn't create
16 itself overnight and that has many facets
17 and many factors. And I began by saying
18 many facets and many factor because it's not
19 one thing. It's not the person that's just
20 unable to pay the bills or the person that
21 is behind because they were in prison and
22 child support or the person that has the
23 drug addiction. But there are different
24 factors and different reasons why people do
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1 the things that they do. And if we
2 understood it from a psychological or
3 psychiatric, from a social standpoint, we
4 wouldn't be in the condition that we are
5 now. That's the first thing.

6 The second thing is Judge Lerner said
7 something that I thought was tremendously
8 important and thought it's very important
9 for people in this Committee. Absolutely
10 important for people in this Committee. He
11 said, you know, what I found when I went to
12 the judges' diversity, I would say,
13 workshops is that, you know, those that felt
14 they were liberal weren't as liberal as they
15 are; and those that thought they were
16 conservative was probably more liberal than
17 they were conservative or maybe ven more
18 conservative than they were.

19 What that says is that we have to be
20 open, open enough to relieve ourselves from
21 ideas of institutionalized socialization
22 since we want to use big words or just being
23 indoctrinated in what we are talking about.
24 Open enough to listen to somebody different

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1 who may be a little different than us and
2 the experience maybe a little different than
3 our experience. And if we put those
4 experiences together as a collective group,
5 we will come up with some solutions that
6 we'll be able to identify. And that gets to
7 my last point.

8 We talked about communication. That's
9 all you were talking about. And that's all
10 my brother behind me was talking about as,
11 well. We can't begin to have a conversation
12 with someone who only understands Italian by
13 speaking to them in English. We have to
14 first understand Italian, then we can have a
15 conversation with them. So in order to
16 understand why someone does what they do, we
17 need to kind of find out where they come
18 from. I think that was said by many members
19 of the panel. So, we can't begin to use
20 language that is offensive to some but when
21 we look at it in our institutions of higher
22 learning, it's how we learned and what we
23 found.

24 For example, offensive -- offenders.
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1 People are offended by that behind the wall.
2 I know what it means. Other people know
3 what it means. But when you talk about
4 putting somebody else behind the wall, that
5 is an issue. The conversations we need to
6 begin to have is why does someone do what
7 they do. One of the best ways to find out
8 about it is go where they are. Talk to
9 them. Talk to people that know them or
10 people that are in those communities.

11 When I asked about the research and
12 where the research was from, that's because
13 that research you cited in Cincinnati is
14 different from the research Bedford-Stuyves
15 in Brooklyn, New York; in Red Hook,
16 Brooklyn, New York; in North Philadelphia;
17 in West Philadelphia and Northwest
18 Philadelphia and South Philadelphia.
19 Research needs to be done there because they
20 are community of people who have some things
21 to say but no one is listening. And
22 sometimes it's because the way they are
23 articulate what the issue is, is not being
24 received because they are speaking Spanish

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1 and people are only understanding Italian.

2 And so what I ask us to do is be open to
3 everyone's particular position, to be open
4 and receptive to receive the information
5 that they give us so that we can use their
6 information with our education and our
7 information to come to a group solution.

8 And we can only do that by being conscious
9 of what we say, how we say it, how we
10 demonstrate it and what we really here to
11 do.

12 And that's the only final comments that
13 I had to say with respect to that. I think
14 this is a great start, but it didn't happen
15 overnight. Folks it's not going to be -- it
16 is not going to be solved overnight. This
17 is an age-old problem that we allowed to get
18 out of hand. And now we have to begin to
19 peel away the banana peel to get to the
20 fruit.

21 That's it. Thank you.

22 COUNCILMAN JONES: Madam Chair, so under
23 our format, are we doing public testimony
24 Monday or are we allowing some today? Which
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1 one?

2 THE CLERK: Public testimony on Monday.
3 We are going to recess this hearing for
4 lunch and resume with a continuation of
5 expert testimony beginning at 2:00 p.m.

6 COUNCILMAN JONES: Okay. I think I
7 understood. There is a general open mic on
8 Monday.

9 THE CLERK: Yes.

10 COUNCILMAN JOHNSON: We have scripted --
11 okay. We have folk that are going to
12 testify as experts in the field to put it on
13 the record today at 2:00.

14 So again, Madam Moderator, I'm going to
15 turn it over to you. What are we doing?

16 MS. BRADFORD-GREY: The next panel
17 discussion is going to be on prevention.
18 And however, for public testimony as related
19 to this topic, will be held on Monday.

20 MR. EL-SHABAZZ: I do believe we have
21 some experts coming at two o'clock on the
22 expert panel.

23 MS. BRADFORD-GREY: Yes. As far as for
24 prevention strategies and short term goals.

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1 MR. EL-SHABAZZ: Yes.

2 COUNCILMAN JONES: Thank you, Madam
3 Moderator.

4 We are recessing this hearing until
5 2:00 p.m. today in these chambers.

6 Thank you all very much.

7 (Special Committee on Criminal Justice
8 Reform recessed at 1:06 p.m.)

9 - - -

10 (Committee reconvened at 2:17 p.m.)

11 COUNCILMAN JONES: We're ready to
12 convene the Special Committee on Criminal
13 Justice Reforms. And we had an exciting
14 morning, and we look forward to a
15 informative afternoon.

16 Will the clerk please read the title of
17 the resolution just to refresh those in the
18 television audience.

19 THE CLERK: Resolution 160101:
20 Appointing members to the "Special Committee
21 on Criminal Justice Reform," who will
22 conduct public hearings examining the
23 Philadelphia criminal justice system for the
24 impact of current policies, and offer
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1 recommended strategies for reform that are
2 in the best interest of public safety and
3 the public good.

4 COUNCILMAN JONES: So, I would
5 reintroducing Chairwoman Grey or is
6 that -- would you like to take your
7 platform? You did such wonderful job this
8 morning. So for you to keep us on track --
9 you stood up the whole time, you know to
10 press the button there. I forgot you were
11 standing up there. You can sit up here.
12 That's the prerogative of the Chair.

13 MS. BRADFORD-GREY: Thank you,
14 Councilman Jones.

15 COUNCILMAN JONES: And the clerk will
16 also read the first panel to testify. You
17 have to hit your button, Madam Chair.

18 THE CLERK: Cheryl Logan, Chief Academic
19 Officer, Philadelphia School District;
20 Deputy Commissioner Susan Slawson, Parks and
21 Recreation; Timene Farlow, Deputy
22 Commissioner, Juvenile Justice Services,
23 Division of DHS.

24 COUNCILMAN JONES: Will you please
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1 approach the witness table.

2 Commissioner Slawson, you are a veteran
3 so you know to state your name, title and
4 then in any order you'd like, begin your
5 testimony. Thank you guys for your
6 patience.

7 (Panel approaches Table.)

8 MS. SLAWSON: Are they waiting for
9 someone from the School District, sir?

10 COUNCILMAN JONES: We're waiting for
11 you, Commissioner.

12 MS. SLAWSON: Susan Slawson, Parks and
13 Recreation, First Deputy Commissioner.
14 Councilman Jones and Members of the Special
15 Committee on Criminal Justice Reform, I am
16 Susan Slawson, First Deputy Commissioner for
17 the Parks and Recreation Department. And
18 accompanying me here is -- today is Terri
19 Kerwawich, Program Director for Parks and
20 Recreation. Thank you for the chance to
21 share with this Committee the youth
22 opportunities our department offers.

23 Parks and Recreation offers a myriad of
24 activities focused on youth to fulfil part
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1 of our mission which is to help
2 Philadelphia's children and other residents
3 grow by connecting them to the natural
4 world, to each other and to have fun,
5 physical and social opportunities, as well.
6 I'll highlight three areas in my remarks
7 today.

8 Programs and activities. Over 700
9 educational and cultural programs are
10 offered for youth each year. They are
11 offered in neighborhoods throughout the City
12 at 150 recreation centers and playgrounds as
13 well as 143 neighborhood parks. The
14 majority of our youth program activities are
15 captured in the following categories:

16 Afterschool program, top rec program, summer
17 camp, arts and culture, and sports and
18 athletics. In addition, we partner with
19 various organizations as well as, you know,
20 law firms, and Girl Scouts to offer an
21 additional 1600 events and programs.

22 For example, this is a fifth year that
23 we are providing a Citywide skateboarding
24 competition. And last year we hired six of
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1 those young people that were part of the
2 skateboard competition. And those young
3 people go around to our facilities and they
4 trained over 900 youth on how to ride a
5 skateboard safely. We partnered with the Ed
6 Snider Youth Hockey Foundation to provide
7 seven-day a week ice skating programs.

8 During the 2015 eight-week summer pool
9 season, we offered almost 15,000 swim
10 lessons and well over 800,000 visits to our
11 pools. We hosted three triathlons with over
12 120 young people participating. In
13 addition, Parks and Recs is the largest
14 service provider of out of school time
15 programming for youth in Philadelphia
16 serving upwards of 10,000 young people
17 annually in our afterschool program and
18 summer camps. Programming focuses on five
19 wellness areas: Fitness and healthy habits,
20 environmental awareness, outdoor activities,
21 sport and athletics and the arts. Success
22 is measured by participation, connectedness
23 to peers and staff as well as volunteers.

24 Every year we host neighborhood day
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1 camps that are offered five days a week, six
2 hours per day for six weeks. In addition,
3 we offer specialty camps at 40 locations
4 that are focused on rowing, visual and
5 performing arts, the environment and special
6 needs camps. Last summer over 1500 youth
7 participated in these camps. We also host
8 what we call Kids Fest where we provide an
9 opportunity for young people, about 1200
10 young people, to come to the Dell Music
11 Center at 33rd and Ridge for a minimal cost.
12 And if they are not able to pay, there's no
13 cost. And we set up water park
14 opportunities. We set up opportunities for
15 them to get on rides. Some young people
16 won't get an opportunity to get out of the
17 City. And so, we provide a little play area
18 an amusement park right on the Dell grounds.
19 We also have an opportunity for them to be
20 involved in environmental events while
21 they're out during that event. That's a
22 one-time event every year, but it's an event
23 that they look forward to annually.

24 For the past four years, we have
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1 introduced a number of our teens to outdoor
2 activities such as zip lining, biking as
3 well as kayakings. Other outdoor activities
4 as well such as fishing. We do that in
5 partnership with DC&R and fishing boat
6 commission as well as the Water Department.

7 Residents can find all these
8 opportunities and more on our website. They
9 can start with our facility and camp
10 websites, which helps residents find
11 programs of interest and when and where
12 they're happening.

13 Our Workforce Development Program.
14 Philadelphia Parks and Recreation operates a
15 citywide workforce that connects thousands
16 of youth and young adults to seasonal
17 opportunities, internships and employment
18 annually. We offer over 700 positions to
19 youth. And that 700 number is just for our
20 pool system. Year round work experiences.

21 For example, the career advancement
22 project is one of our workforce
23 opportunities is a three-step industry
24 pipeline model designed to connect youth and
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1 young adults ages 13 to 24 to permanent
2 careers. Career advancement aims to prepare
3 youth to public sector employment within
4 Parks and Recreation, the City of
5 Philadelphia or related industry. The
6 nine-month work experience will provide
7 career exposure, programming through
8 customized career pathways designed to build
9 skills and support project-based learning.

10 Youth and young adults will receive a
11 six to nine month seasonal position within
12 the department and transition through a
13 pathway that provides access to information
14 related to the Parks and Recreation
15 industry, exposure to career pathways within
16 the department, and a structural service
17 driven experience promoting service
18 leadership.

19 The Center for Employment Opportunities,
20 CEO is a 501-C3 that provides comprehensive
21 employment services to men and women with
22 recent criminal convictions. Parks and
23 Recreation along with state and
24 philanthropic funding has partnered with CEO
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1 to pilot a program in Philadelphia for 400
2 individuals ages 18 to 25 over two years.
3 The pilot is in its first year. And to
4 date, 64 participants have been trained and
5 work on a transitional job site. And 20
6 have verified full-time unsubsidized job
7 placements as a result of this program.

8 In addition, we support the Work Ready
9 Program with its citywide strategic strategy
10 designed to coordinate year round and summer
11 work experiences for young people ages 14-21
12 by providing funding as well as work sites
13 for work for any participants. The summer
14 of 2015, we hired 1,562 young people through
15 PYE.

16 Our summer meals program, there are over
17 1,000 sites through the City of Philadelphia
18 that we serve. 860 of those sites we serve,
19 Parks and Recreation, free summer meals and
20 snacks to youths ages 18 and under as well
21 as students and older enrolled in a
22 qualifying program. If you're 19 years old
23 and you have a special need, you can still
24 be a part of this food program. But you

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1 have to have a qualifying need. These sites
2 may be found at recreation center, parks,
3 churches and even on neighborhood blocks.
4 No ID or registration is required.

5 For instance, in the Calendar Year 2015,
6 Parks and Recreation served 2,874,842 meals
7 during the summer alone; and 374,452 during
8 our afterschool program. We applaud City
9 Council for seeking to unpack the strategies
10 and activities City government offers for
11 youth during the summer. And I'm happy to
12 answer any questions you may have.

13 COUNCILMAN JONES: So if I may, because
14 it's not the first time I've heard your
15 testimony, but it's not just testimony.
16 It's words and deeds actualized.

17 When you first came on, you walked --
18 did a tour with me of my recreation
19 facilities. The difference between what
20 they look like then and what they look like
21 now is night and day, so I wanted to thank
22 you for that. So there is no question in my
23 mind and to my colleagues, they are the real
24 deal.

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1 The question is, how do we expand what
2 you do and what are the programs that -- for
3 example, the Recreation Department at
4 Shepherd Recreation Center which is often a
5 challenge community, blew up a screen, put
6 out lawn chairs and we watched movies at
7 night during those critical hours before
8 curfew and were able to do these cost
9 effective little things that take the
10 tension out of a neighborhood and create a
11 communal existence. So, I thank you.

12 So you do PAL, work with PAL. How
13 effective are those programs? And of the
14 programs, do they still do boxing? Because
15 at Shepherd when the Mayor came out and took
16 a tour of the boxing program in the
17 basement, was his pride and joy. He wanted
18 to spread that around the City and create a
19 traveling team to go against, you know,
20 lesser cities like New York.

21 And that's -- and so, tell me if you
22 versus a midnight basketball or whatever,
23 what are the three programs we could empower
24 you to do that you think will have the
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1 greatest impact on reducing violence?

2 Chairwoman Grey talks about two prongs.

3 One, taking the -- stopping the bleeding
4 this summer, and then long term approaches.

5 What would you recommend?

6 MS. SLAWSON: If I can, just to comment
7 on the Police Athletic League, they are
8 here, so I am not going to talk about PAL.
9 What I will say is that PAL does not offer
10 boxing anymore. So if you are going to be
11 -- no, they don't.

12 Years ago, the Board decided that
13 because of the health liability and the
14 liability to the Police Athletic League,
15 they were no longer going to offer boxing.
16 I just wanted to kind of put that in and say
17 I was going to stay away from Police
18 Athletic League because they are here.

19 As far as three programs that I would
20 suggest that we would offer for our young
21 people, the first program that I would
22 suggest is a program that involves parents.
23 We often expect our youth to manage
24 themselves, and that's why their children

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1 and that's why they have parents. And I
2 believe some of the oweness of what we're
3 doing, one of the things that I did at
4 Martin Luther King Recreation Facility, I
5 had a listening session.

6 And I involved the students and the
7 parents. And young people want to be
8 involved in music industry. Young people
9 want to be able to do what they see on
10 television. I wouldn't -- I don't think
11 that we are in a position within our system
12 to offer facilities that have the
13 opportunity for our kids to come in at this
14 point, that may happen some time in the
15 future, to offer them opportunities to make
16 music because there's a lot of work that
17 needs to be done in our facilities.

18 But I believe first and foremost when I
19 talked with the parents, the few parents
20 that came out to our communities, that the
21 disconnect -- there is a disconnect with our
22 young people and parents being involved. So
23 if there's a program that -- at the top of
24 my list, it would be something that involves
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1 our youth and our parents participating.

2 That's number one.

3 What I believe that we currently offer
4 is supervised afterschool programming that
5 is essential from that three to six, seven
6 hour which statistics say are the critical
7 hours for young people after school where
8 there are no parents, there is no one around
9 to watch them. What we need would be more
10 funds so we can manage more young people in
11 our facilities.

12 The other thing that we need, okay, we
13 need better facilities. If my -- if our
14 young people are going to these facilities,
15 and I applaud Mayor Kenney for what he's
16 doing. If our young people are going to go
17 to these facilities and we want them to make
18 this home and we want them to want to be
19 there, we need to build these facilities
20 where our children, my children, your
21 children, you wouldn't mind dropping them
22 off and knowing that they are going to be
23 safe. It's a beautiful environment inside
24 and outside. That's number two.

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1 Number three, I started a program over
2 at Martin Luther King Jr. in North
3 Philadelphia where we've been able to
4 partner with Mastery Charter. And we have
5 been able to gain resources, financial
6 resources for them because the afterschool
7 program is running so well that they came
8 over to find out where all their kids were
9 going. Their parents are now involved in
10 the afterschool program. The challenge that
11 I had the year before I pushed this is that
12 most of these kids were going to summer
13 school. That's a problem. It's not -- our
14 kids aren't supposed to be going to summer
15 school every summer. And so, we started our
16 afterschool program.

17 The next year, out of 20 kids that went
18 to summer school the year before, we only
19 had seven. And what we have to put in
20 place, we have to place in our facilities
21 people that care enough about our kids that
22 are going to have homework completion. And
23 that's how we partner with the school. They
24 are not just coming there hanging out and

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1 having fun Monday through Friday during the
2 school year. They are coming because some
3 of the kids, the only help they're going to
4 get for homework will be in our facility.
5 And so for me, because if we are educating
6 our kids, if they are passing their grades,
7 we are dealing with some of this crime issue
8 that we are talking about.

9 So those are the three things I'd put
10 out there. I'm not sure if I had all that
11 time to talk either.

12 MS. BRADFORD-GREY: Good afternoon. Can
13 I ask you a quick question? I love the
14 programs that you described. Some of the
15 things that I see that kind of stunt people
16 from going into these programs are
17 transportation issues. There is not a lot
18 of viable means of transportation outside of
19 the neighborhood to get to these programs.

20 And I don't know, are there services
21 available or things that could be provided
22 to make sure that kids are actually bused
23 from school to afterschool programs that are
24 not within their distinct school

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1 neighborhood area?

2 MS. SLAWSON: So with us having 150
3 facilities throughout the City of
4 Philadelphia, most of our young people are
5 within walking distance of one of our
6 recreation centers. And out of our 152
7 facilities, 98 of them offer afterschool
8 programs. So if there is a transportation
9 problem, the partnership that I have with --
10 at King, one of the schools, they drop their
11 young people off. The bus actually -- the
12 school bus drops the young people off at
13 Martin Luther King. And I believe that's an
14 opportunity for us to partner with the
15 school. That if we know there's a school
16 and they're looking for a location for the
17 young people to go to get some afterschool
18 assistance, we can have the school bus -- we
19 can be one of the dropoff locations.

20 MS. BRADFORD-GREY: There are some
21 school buses that won't go outside certain
22 zones. So if a kid goes to a charter school
23 outside their neighborhood and they want to
24 go to an afterschool program within their
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1 neighborhood, I know the public school
2 transportation because my children take it,
3 they will only take you but so far within
4 the zone that you have signed up with.

5 Are there avenues or opportunities to
6 have more transportation to do -- to deal
7 with the kids who are not within that
8 immediate area that go to school outside of
9 their neighborhood and want to take
10 advantage of their programs?

11 MS. SLAWSON: Parks and Recreation does
12 not have a budget for transportation. So
13 our young people either walk to our
14 facilities, parents drop them off, they are
15 usually going to go to a facility that's in
16 their neighborhood because we don't have the
17 funds to cover that.

18 MS. BRADFORD-GREY: Thank you.

19 MR. EL-SHABAZZ: I have a couple
20 questions.

21 COUNCILMAN JONES: State your name for
22 the record.

23 MR. EL-SHABAZZ: I'm sorry. For the
24 record, Tariq El-Shabazz, the Co-Chair of
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1 this particular section of the committee.

2 You already addressed one of them by
3 indicating that the PAL is here, and that
4 was an aspect with respect to boxing which
5 was major. I grew up in New York City and
6 Brooklyn, 81st precinct.

7 COUNCILMAN JONES: And then he made a
8 come up by coming to Philly.

9 MR. EL-SHABAZZ: And then we had boxing
10 back then, and I will address that with
11 them.

12 I only wanted to address it because you
13 indicated -- the Councilman indicated that
14 there was a facility that you toured that
15 actually had a gym facility in the basement.
16 I will address that with PAL when they get
17 there.

18 MS. SLAWSON: Recreation does have
19 boxing.

20 MR. EL-SHABAZZ: You do.

21 MS. SLAWSON: We have boxing. The
22 Police --

23 MR. EL-SHABAZZ: How many facilities do
24 you have the boxing available?

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1 MS. SLAWSON: I want to say we have
2 seven facilities that we -- I may be a
3 little off one or two. Six or seven
4 facilities that we still have boxing.
5 Recreation has a very, very active boxing
6 community.

7 MR. EL-SHABAZZ: Okay. Is there other
8 venues within Parks and Recreation that has
9 the space available for boxing to be placed
10 in those venues, as well?

11 MS. SLAWSON: So, that would depend on
12 the current activities that are going on in
13 that facility and whether or not we could --
14 of course there's space. But it's what
15 we're doing with the space currently,
16 whether or not we can give up that space.

17 COUNCILMAN JONES: We did this -- we had
18 a fight, not boxing.

19 MR. EL-SHABAZZ: You had a fight?

20 COUNCILMAN JONES: But there was a
21 conflict between space utilization at
22 Roxborough.

23 MS. SLAWSON: Yes. Yes.

24 COUNCILMAN JONES: It was a perfect
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1 example of competing interest. We had to
2 make a commitment to renovate some space to
3 move another program where a ring could be
4 put in. When you do that, everybody wants
5 their space.

6 MR. EL-SHABAZZ: Right. And I
7 understand that. One of the reasons why I
8 bring that up is that what effects a lot of
9 our young folk that we are finding out is
10 conflict resolution. And I know that people
11 want to deal with conflict resolution in a
12 thousand different ways, but we are not
13 going to play chess out of the testosterone
14 or aggression of young men growing up
15 through their teen years. But through
16 supervised, the science of boxing, for
17 example, not only you teach the respect for
18 that particular sport, if you will, but it
19 also is a way to resolve conflict. And it's
20 a way that when people learn to fight,
21 normally they don't fight.

22 MS. SLAWSON: Right.

23 MR. EL-SHABAZZ: They resolve it in
24 different ways. So, I was interested in
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1 that. You also talked about a lot of
2 afterschool programs that I applaud you on.

3 I'm more concerned about what's getting
4 ready to happen at the end of the school
5 year, that is this summer. I think you said
6 700 jobs available in swimming alone. Does
7 Park and Recreation have any other jobs
8 available to youngsters that are going to be
9 let out of school very, very soon with
10 nothing to do and no money in their pocket?
11 And if they do, what are the numbers in
12 terms of how many jobs are available? And I
13 will give you even a better nugget on that
14 one.

15 What will it take financially? What
16 type of financial commitment would it take
17 from City Council to ensure that you can
18 increase your number of summer jobs for the
19 young folks that are going to be getting out
20 of school very, very soon?

21 MS. SLAWSON: So there -- we actually do
22 have a number. Philadelphia Youth Network,
23 we hired that 1,562 additional youth on top
24 of the 700 that I mentioned that was just
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1 for our pool assistance. So, we hire over
2 2,000 people every summer. And that's our
3 youth. And we hire another 800, usually 20
4 and older. They are called RSIs,
5 Recreational Specialty Instructors, to
6 assist us with our programming during the
7 summer, as well.

8 And so, PYN, I would actually have to
9 ask Terri the number because she oversees
10 that. And she would be able to give you a
11 closer number than I could about what it
12 would cost to hire additional, but we do.

13 I believe we are probably the largest
14 agency during the summer that hires
15 1500-plus youth separate from that 700 that
16 I mentioned for pool. So if I could ask her
17 to come up so I could answer that question
18 for you.

19 MR. EL-SHABAZZ: Please. In addition, I
20 will throw another question at you. In
21 addition, I would like to know if you have
22 the capacity -- what is the capacity you
23 have to hire additional, over the 2,000?

24 MS. SLAWSON: Okay.
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1 MR. EL-SHABAZZ: If the capacity is
2 5,000, that sounds great to me. The more
3 the merrier. But absolutely, if she can
4 step up and address that.

5 COUNCILMAN JONES: Please state your
6 name for the record.

7 MS. KERWAWICH: Hi. Terri Kerwawich,
8 Program Director, Philadelphia Parks and
9 Recreation.

10 So as Commissioner Slawson said, last
11 year we hired 1562 kids through the
12 Philadelphia Youth Network. The capacity to
13 increase that is kind of dependent on the
14 funds that the Philadelphia Youth Network
15 secures because it is a federal funded
16 program plus some partnerships with private
17 companies that they get money for, so they
18 allocate slots to us. And then we fill
19 pretty much whatever they give us. We have
20 the kids to be able to fill.

21 We actually started our processing for
22 the summer season last Saturday, and we have
23 processing again tomorrow, next Saturday and
24 Saturday, May 7.

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1 MR. EL-SHABAZZ: Is there ever a time,
2 for example, last year where you had 1500
3 slots? However, when you went through the
4 vetting process or the interview process,
5 you had 2500 kids that -- I shouldn't say
6 kids, young people, that were ready, willing
7 and able to work and you had to cut that
8 off?

9 Do you have any statistics with regard
10 to that?

11 MS. KERWAWICH: We -- we enrolled more
12 than 1500. But because we were limited by
13 what they were able to provide us, there
14 were some kids that didn't get jobs. If
15 that happens, we try and refer them to some
16 of the other providers that Philadelphia
17 Youth Network also works with to see if any
18 of them are still looking for kids to fill
19 positions. So, this way they have an
20 option.

21 MR. EL-SHABAZZ: So if we were able to
22 supplement the federal funding and the
23 private funding that you guys receive for
24 the programs that you have in place, that
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1 will enable you to do, give me an estimate?

2 It can be a large one.

3 MS. KERWAWICH: If I can just side step
4 that just a minute because you asked about
5 what you can do, like, as far as increasing
6 positions.

7 MR. EL-SHABAZZ: Yes, ma'am.

8 MS. KERWAWICH: Years ago for the summer
9 season, with Parks and Rec, we had in our
10 budget money to hire young people. They
11 were called recreation aid trainees. And I
12 don't think the exact number. I want to say
13 we were able to hire maybe 200, 250.

14 MR. EL-SHABAZZ: It's too low. You have
15 to give me a big number.

16 MS. KERWAWICH: But unfortunately, back
17 I think in like 2008 or 9 when the budget
18 crunch hit, those positions were eliminated
19 from our budget. So you know, and all those
20 kids they helped out at the rec centers
21 either working in the summer camps or
22 helping out with sports leagues and art
23 programs and things like that. I am sure we
24 wouldn't have any trouble filling them if we
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1 were able to get that money back in the
2 budget.

3 MR. EL-SHABAZZ: If you can give us an
4 estimate of what you would be able to fill,
5 and let us know that and what, in fact,
6 their hourly wage would be that information,
7 I am sure that I can get that to Councilman
8 Jones and we can see what we can do.

9 One of the things we are attempting to
10 do, remember is a two-prong approach. One,
11 we are trying to prepare for the summer.
12 And because we are trying to prepare for the
13 summer, we are trying to give these young
14 adults something to do whether it's camp or
15 sports or work. And because we are trying
16 to do that and we see in the little days
17 that we had that were two months ago that
18 were warm, how the increase of
19 testosterone -- I want to call it that as
20 anything else -- has increased in violence
21 or maybe disagreements because people don't
22 have anything to do. Want to try and do
23 that.

24 So if you can give us those numbers --
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1 and I know I caught you off guard. We
2 definitely can -- Councilman Jones' line is
3 available, the hotline. You see I'm putting
4 him on the spot. His check book is open.
5 And it's something that we would need to
6 address immediately because you're already
7 beginning to do your process. And I think
8 you said one is RSI. That's the --

9 MS. KERWAWICH: The RSIs have to be at
10 least 18. So, they would -- normally, they
11 are the 18.

12 MR. EL-SHABAZZ: And other ones are in
13 training?

14 MS. KERWAWICH: The Philadelphia Youth
15 Network kids that we hire are 14 to 18. The
16 other position that we don't have any longer
17 in the budget, it was called Recreation Aid
18 Trainee.

19 MR. EL-SHABAZZ: And the age of those
20 were?

21 MS. KERWAWICH: They were generally like
22 14 to 17 year olds.

23 MR. EL-SHABAZZ: One other question,
24 because I know it seems I have you in the
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1 hot seat. And I'm really not trying to do
2 that.

3 The RSIs, the 800 RSIs, is that a
4 part-time job or just a summer job?

5 MS. KERWAWICH: There is both. I mean,
6 we have RSIs that we hire strictly for the
7 summer and they work with the summer camps.
8 But then there are some specialty RSIs who
9 will work anywhere from six to nine months
10 during the year in the given specialty.

11 MR. EL-SHABAZZ: How many for the ones
12 that six to nine months during the year?

13 MS. KERWAWICH: In afterschool, there is
14 close to a hundred afterschool programs, so
15 there is -- they all have at least one. And
16 the larger sites will get two for that. I
17 would estimate about 150 there. And I'm
18 just guessing -- estimating here, I would
19 say probably about another hundred or so
20 through the different specialty programs
21 whether it's the sports program, the art
22 program, the parks program.

23 MS. SLAWSON: I think she's right on the
24 number. I think it's about 250 total RSIs
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1 that we would hire.

2 MR. EL-SHABAZZ: Do you need anymore?

3 MS. SLAWSON: Of course, sir.

4 MR. EL-SHABAZZ: What I would like to do
5 is this because I'm asking a lot of
6 questions that are unfair to ask especially
7 when you don't tell people to come here and
8 give me these numbers. And I'm throwing
9 around money like I'm writing the check
10 myself. I would like to get more
11 information so we can supply it to the
12 committee. And in fact, try to get funding
13 for it with respect to the RSIs, with
14 respect to the ones in training that was cut
15 out. I don't know why it was cut, but it
16 was cut out of the budget for budgetary
17 reasons.

18 MS. KERWAWICH: Yeah.

19 MR. EL-SHABAZZ: And then we just
20 shifted that money from paying them to work
21 to incarcerating them, but we'll talk about
22 that another time.

23 Additionally, with respect to the
24 facilities, if in fact there are facilities
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1 that you may be able to shift some other
2 activities, one specifically I'm thinking
3 about is boxing, and that's a long
4 conversation not for this Committee, and you
5 can let us know about that. We will greatly
6 appreciate it. Sooner you can get it to us,
7 the better can be, the better we can address
8 it.

9 And can you send it to -- you're sending
10 it to Councilman Jones, but he's really not
11 doing anything. Stacey does all the work.
12 Send everything to Stacey. But if you send
13 it to Stacey, you'll get a quick response.

14 MS. KERWAWICH: Okay.

15 MR. ROJAS: First off, I want to thank
16 you for your service. My name is Wilfredo
17 Rojas. And I'm a retired Director of the
18 Community Justice and Outreach in the
19 Philadelphia Prison System.

20 One question that I have, I'm all for
21 recreation. My daughter's boyfriend is the,
22 what is it, lightweight champion of the
23 world in boxing. But what kind of
24 educational component do you have or life
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1 skill component to your program? And if you
2 don't, can that be weaved in?

3 Not everybody is going to be a
4 quarterback or a running back or a famous
5 baseball/football player.

6 MS. KERWAWICH: So, we have a program
7 that's started this year. It's part of our
8 workforce development program like
9 Commissioner Slawson was talking about. And
10 I oversee the in-school kids, so I have the
11 14 to 17 year olds. And that was one of the
12 big things that we tried to get across to
13 them. That everybody is not going to be the
14 star player or whatever. So, we wanted to
15 try and build their skills now rather than
16 kind of wait until after they get out of
17 school and try and find a job or try and
18 build their skills at that time.

19 We have -- they've been working with us
20 since October. And they -- part of their
21 program, they do an internship working in
22 the rec centers kind of building their
23 leadership skills. But then they also come
24 in for two days a week of training. We have
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1 different folks come in that we partner
2 with.

3 And they have done -- so far they had
4 done sessions on conflict resolution, anger
5 management, financial literacy. They had a
6 presentation when Philly goes to college on
7 how, you know, to start looking if they are
8 interested in going to college, what to look
9 for. How to kind of pick a school that
10 would be a good fit for them. Right now
11 they have someone that's teaching them
12 etiquette training on if they go out to eat,
13 how to, you know, look at the place settings
14 and things like that, know what to do there.
15 And then they get -- like I said, they get
16 the chance to go out into the rec centers
17 and some partner agencies that we're working
18 with to pick -- like they have pick like
19 what they think they are interested in.

20 This gives them six-week session to try
21 and see do I really like this. Is this
22 something I want to devote more time to or
23 should I start looking for something else.

24 MR. ROJAS: The Commissioner also talked
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1 about involving the parents. What are you
2 doing to involve the parents or caregivers
3 while -- with the tools to handle any
4 difficulties that their children may be
5 facing?

6 MS. SLAWSON: That's a tough answer
7 because you have certain areas in the City
8 where parents are involved. You have other
9 areas in the City where parents are not
10 involved. Our afterschool program would be
11 our program that you're going to find most
12 parents involved because you have younger
13 people, but we need our parents involved all
14 the way up to 18. So, they're involved in
15 the afterschool program because they usually
16 have to bring their kids. They have to pick
17 them up. They are involved in our summer
18 program because they have to come, they have
19 to register their kids. And if there is a
20 fee, they have to pay.

21 We have different meetings that, you
22 know, whether it's our afterschool or summer
23 school program where we invite our parents
24 to participate. Of course, our parents are
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1 usually involved in the sporting events
2 whether it's a basketball game or it's a
3 football game or a soccer game. And you
4 know what, that's really important as long
5 as they're showing up.

6 You do have some parents. And it may
7 just be athletics and that's important. But
8 what our goal is to try to get them involved
9 in all the activities that their young
10 people are participating in, in our
11 facilities.

12 MR. ROJAS: And my last question, how do
13 you evaluate the effectiveness of your
14 programs? Do you have any kind of tools you
15 use to evaluate the effectiveness?

16 MS. SLAWSON: We actually have a survey.
17 We have done a survey in our afterschool
18 programs. And we -- we didn't do it last
19 year, but we did it two years in a row. We
20 have been evaluating our programs, the young
21 people that come to our programs, we have
22 been evaluating them.

23 MR. ROJAS: Okay.

24 MR. EL-SHABAZZ: Chair recognizes Bill
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1 Cobb.

2 MR. COBB: William Cobb. Bill is fine.

3 MR. EL-SHABAZZ: No, I don't want to cut
4 you short. William Cobb.

5 MR. COBB: First of all, thank you for
6 your contribution to the Department of Parks
7 and Recreation. As a lifelong
8 Philadelphian, I know the value that it had
9 on my life and all of my peers and
10 colleagues, so thank you.

11 MS. SLAWSON: Thank you.

12 MR. COBB: My question is a question
13 about budgets and effectiveness.

14 For the record, I'd like for you to
15 state what the current budget is and kind of
16 sort of make a statement about your
17 effectiveness. And then if you are
18 operating at full capacity, what your
19 effectiveness would be.

20 Kind of sort of for the record so we can
21 say that the City of Philadelphia currently
22 gives the Department of Recreation X-amount
23 of dollars. And as a result, we provide
24 X-amount points of service. In the event
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1 that the Department of Parks and Rec
2 received full funding which is X-amount of
3 dollars, we'd be able to provide this many
4 points of service.

5 MS. SLAWSON: So in order for me to give
6 you an accurate -- an accurate number, I
7 would have to do some math. But our current
8 budget -- and I would really prefer to get
9 back to you with the actual numbers.

10 MR. COBB: That's perfectly fine.

11 MS. SLAWSON: As opposed to sitting here
12 and giving you an estimate on what it would
13 take to get our budget up to where it could
14 be and where, you know, I believe every
15 agency within the City of Philadelphia could
16 use additional funds.

17 You know, so I'd like to let that be one
18 of the responses that I give to Stacey if
19 that's okay.

20 MR. COBB: That is perfectly fine. Then
21 I have a second question regarding your
22 partnership with CEO.

23 You indicated that this year 64 people
24 who have returned from prison in that
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1 program have been employed within your
2 partnership. And that 20 have found
3 permanent jobs.

4 So is the program currently going to hit
5 the benchmark of the 200 people this year,
6 and then the 200 people next year?

7 MS. SLAWSON: The goal is to hit that
8 benchmark. For this to be our first year
9 and for us to have 64 people that have
10 been -- that have already gone through this
11 process, as long as -- see, what we're doing
12 is ensuring that people that wouldn't
13 otherwise have an opportunity to have
14 employment, they have employment. And we're
15 trying to give them skills so they can go
16 someplace other than Parks and Recreation to
17 work. Because if we could hire them all, we
18 would. But other people have to be willing
19 to hire ex-convicts.

20 MR. COBB: I agree with that. What I'm
21 asking is that with the 64, are there any
22 barriers or road blocks that we should know
23 of that would prevent you from actually
24 getting to that specific number?

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1 Is everything going as scheduled is what
2 I'm asking?

3 MS. SLAWSON: The road blocks would be
4 people deciding not to hire them. Because
5 Parks and Recreation will not be able to
6 hire the entire 200. We are depending on
7 people that have businesses outside of
8 government to hire some of the people that
9 we are currently providing skills.

10 MR. COBB: I get the answer that I
11 asked. I think I asked the wrong question.

12 MS. SLAWSON: Okay. Maybe I'm answering
13 it wrong.

14 MR. COBB: No, no. You provided a
15 perfect answer. My question is, is the
16 targeted amount, do they work with you for
17 the limited amount of time? Or are you
18 saying you guys actually have hired people
19 long term? I thought the partnership was
20 kind of sort of like they get a training
21 with you for a limited period of time and
22 then they transition into permanent
23 employment elsewhere.

24 I'm just asking --
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1 MS. SLAWSON: It's limited. It is
2 limited. We have them for a limited period
3 of time. And then they transition hopefully
4 into employment with whether it's us, Parks
5 and Recreation, or another City agency or
6 somebody else picks them up that's outside
7 of government.

8 MR. COBB: Great. Great answer. I am
9 just going to drill down on this a little
10 bit more again to be clear for the record.

11 So will you hire the 200 people
12 temporarily, or is that in partnership with
13 other departments in the City of
14 Philadelphia as well? Just for the
15 temporary part.

16 MS. SLAWSON: We will hire them just for
17 the temporary time period that we go into
18 contract with them.

19 MR. COBB: Excellent. And so, we are
20 under contract and it's working. And you
21 anticipate that all 200 will get through
22 this year and all 200 will get through next
23 year; and there are no impediments or
24 barriers to that permanently?

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1 MS. SLAWSON: Right now. Will we keep
2 all 200? If positions are available.

3 MR. COBB: Well, that's even better.
4 Not the question that I asked, but that
5 would be even better if you can provide full
6 time employment.

7 Thank you.

8 MR. EL-SHABAZZ: I think my colleague to
9 the far right on the end. Introduce
10 yourself. I think you have some questions,
11 as well.

12 MR. COSLEY: Good afternoon. My name is
13 Jason Cosley. I appreciate the work you're
14 doing Commissioner just to tackle the 18 to
15 24 population, they are among one of the
16 highest unemployed populations within the
17 City.

18 With respect to those potential road
19 blocks that may occur in terms of employers
20 who are unwilling to hire folks with
21 criminal backgrounds, what efforts, if any,
22 have been undertaken by your department to
23 reach out to other businesses to see if they
24 are willing or have job opportunities

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1 available?

2 Also, has there been any effort to
3 connect with the local workforce board in
4 terms of attracting citywide other employers
5 that can contribute to this initiative?

6 MS. SLAWSON: Well, I do know that there
7 are other employers that are hiring just
8 like we are trying to ensure that they --
9 the people that are coming in have jobs.

10 As far as a list, we don't have a list.
11 I don't know what other agencies are doing.
12 I do know that the Streets Department, they
13 work with Power Corp, as well. It's not an
14 isolated opportunity that we have. It's
15 also other City agencies. The only one that
16 I know for sure that's working with Power
17 Corp and they work with Power Corp even
18 prior to Parks and Recreation was the
19 Streets Department.

20 As far as knowing other companies that
21 will say yes, I don't know of them. I do
22 know that our people are getting hired. One
23 of the -- I can give you a couple examples.

24 I had a couple guys that were working
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1 for the Dell Music Center this past summer.
2 And they're a part of our 18 to 24 year in
3 that age group. And I asked a couple of
4 companies, one huge lighting company,
5 another sound company. And I asked if they
6 would be willing, the program that we are
7 offering, holding these young people for an
8 additional six months. Because after three
9 months, they no longer have a job. So we
10 held them for an additional six months.

11 And I said would you mind -- we are
12 paying them. Would you mind allowing them
13 to come and work for you? We are taking all
14 the liability so they can learn this skill.
15 As a result of that, those two young men
16 have been hired. And so, that's our goal.

17 We are giving them what we have. We are
18 reaching out. We are reaching out to
19 companies and asking. A couple of the
20 companies said no. A couple of the
21 companies said yes. Doesn't stop me from
22 asking. I will keep pushing. And if it
23 means that these young men or these young
24 women are going to eventually end up with
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1 jobs, it's worth me hearing no a couple
2 times.

3 MR. COSLEY: Just another point or
4 question rather.

5 Do you know what types of trained
6 credentials these participants are receiving
7 by virtue of going to the program? And sort
8 of what -- for the folks who have been
9 placed, do know what the long term retention
10 numbers are? Are they six months? Ninety
11 days? I know you are first year in.

12 MS. SLAWSON: I don't have those
13 statistic yet. It is the first year in. I
14 know the young people couple I'm talking
15 about in Power Corp is pretty new as well
16 for us. CEO, we are just in that first
17 year. We don't have any data about how many
18 actually got jobs and how many were able to
19 retain those jobs.

20 We will have that in a couple years or
21 next year.

22 MR. COSLEY: All right. Thank you.

23 MR. EL-SHABAZZ: Thank you. Any more
24 questions of Deputy Commissioner Slawson?
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1 MR. ROJAS: If you were to put a price
2 on each individual student, how much money
3 would that come out to?

4 MS. SLAWSON: I'm sorry?

5 MR. ROJAS: If you were to put a price
6 spent on each individual participant, how
7 much would that be a year?

8 MS. SLAWSON: I will have to check on
9 what we're paying them an hour and give you
10 an answer to that.

11 MR. ROJAS: All right.

12 MR. EL-SHABAZZ: There being no more
13 questions for Deputy Commissioner Slawson
14 from Park and Recreation, thank you so much.

15 We have Deputy Commissioner Timene
16 Farlow from the Juvenile Justice Service
17 Division, Philadelphia Department of Human
18 Services. You have testimony you'd like to
19 present?

20 MS. FARLOW: Thank you, sir. Good
21 afternoon, Councilman Jones and Members of
22 the Special Committee on Criminal Justice
23 Reform. My name is Timene Farlow. And I'm
24 the Deputy Commissioner for Juvenile Justice
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1 Services Division at DHS.

2 I'm here today to testify as to the
3 array of programs and services that DHS
4 invests in to prevent and respond to youth
5 violence in our City. Like you, we are
6 keenly aware that with the approaching
7 warmer weather and in the absence of
8 meaningful pro-social activities, many youth
9 across the City may be at increased risk for
10 involvement in delinquent behaviors. In
11 some cases, this behavior has the potential
12 to result in arrests and participation in
13 the Juvenile Justice System. DHS is
14 committed to year round investigating in
15 programs that divert young people away from
16 such entry recognizing that the collateral
17 consequence of such contact can be life long
18 and devastating to a young person's future.

19 DHS' continued investment in sound
20 prevention and intervention programs to
21 support the healthy development of at-risk
22 young people is something of which we are
23 especially proud. I would like to share
24 with you here just a sampling of what is
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1 available.

2 By way of these contracted programs, we
3 aim to engage young people in meaningful
4 activities which contribute to their overall
5 well being and set them on positive
6 trajectories toward completing school,
7 avoiding delinquency and contributing in
8 substantive community service projects that
9 make our City more sustainable. These
10 program serves as critical resources for
11 young people in the summer months.

12 One of the primary programs we support
13 is called the Intensive Prevention Services
14 Program. IPS provides site-based
15 programming three weeknights a week and
16 Saturday mornings combined with family
17 counseling to work with at-risk youth. Case
18 managers and counselors also make home
19 visits to work with the parents or guardians
20 to help remediate issues that might be
21 causing truancy or delinquent behavior. The
22 program work with youth and the families
23 referred by the Philadelphia Police School
24 Diversion Program or by the Philadelphia
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1 Department of Human Services and its
2 contracted Community Umbrella Agency.

3 Families across the City are eligible
4 and may also self refer. The target
5 population is youth between the ages of 10
6 and 17 with one or more of the following
7 characteristics: Chronically truant,
8 suspended from school three or more times,
9 or expelled in the last twelve months,
10 arrested within the past twelve months,
11 history of running away.

12 The program seeks to prevent truancy to
13 steer youth away from delinquency by
14 offering positive role models, improve
15 school performance and, in many cases, to
16 help family relationships through individual
17 family counseling and constructive
18 activities. The program also seeks to
19 enhance life and social skills.

20 There are six centers in total each
21 serving a different geographic region of the
22 City. Areas of the coverage include west
23 and southwest, Overbrook, South
24 Philadelphia, Germantown, Mt. Airy, North
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1 Philadelphia, Kensington and Frankford and
2 the far northeast. It is important to note
3 that though the programs are funded by DHS,
4 participation in them does not result in
5 formal involvement or the opening of a case
6 with a child welfare system. Participation
7 generally lasts up to six months and can be
8 extended under special circumstances at the
9 family's request.

10 A typical IPS program has the following
11 core program components: Academic support,
12 social and emotional competency building,
13 mentoring, recreation, work ready
14 programming, community service engagement
15 and parental involvement. Ultimately, the
16 program seeks to preserve and strengthen the
17 family's capacity to navigate, utilize and
18 advocate for resources that serve to support
19 their child's success in school and in
20 communities. An end goal would be that even
21 when the IPS intervention ceases, families
22 have strong enduring supports that sustain
23 them for years to come.

24 Additionally, the department provides
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1 support for the Youth Violence Reduction
2 Partnership, YVRP. Since its inception over
3 15 years ago, the DHS through its Juvenile
4 Justice Services Division, has been the key
5 funder of the Youth Violence Reduction
6 Partnership overseen by the Managing
7 Directors Office, the main components of a
8 YVRP include designation of youth at
9 greatest risk of killing or being killed,
10 intensive supervision by police and
11 probation officers, connection to various
12 community supports and programs, graduated
13 sanctions for noncompliance; and five, the
14 suppression of firearms.

15 The participants in the YVRP are
16 identified by any of the partner
17 organizations including the District
18 Attorney's Office, Police Department, Adult
19 and Juvenile Probation Departments, the
20 School District of Philadelphia and DHS.
21 Serving youth between the ages of 14 and 24,
22 YVRP combines two strategies -- intensive
23 support and intensive surveillance -- to
24 help these young people get to their 25th
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1 birthdays as productive and responsible
2 citizens. As part of that effort, DHS
3 invests in summer employment opportunities
4 through Philadelphia Youth Network for YVRP
5 participants on active juvenile probation.

6 The Philadelphia school -- Police School
7 Diversion Program. In the spring of 2014,
8 the Department's Juvenile Justice Services
9 Division partnered with the Philadelphia
10 School District, Philadelphia Police
11 Department, the District Attorney's Office
12 and numerous other stakeholders to develop
13 and implement the Police School Diversion
14 Program. A strategy for addressing the
15 school to prison pipeline, the program
16 diverts first time low level offenders in
17 schools to DHS-funded intention prevention
18 services programs that address a myriad of
19 underlying issues which may have contribute
20 to the youths offending. This unique
21 strategy allows for the avoidance of not
22 only the traumatic arrest and processing
23 experience for these youth, but also formal
24 participation in the juvenile justice

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1 system.

2 Given the collateral consequences
3 associated with young people having formal
4 arrest records, this second chance program
5 has had an enormous positive impact for both
6 kids and communities. Since its inception
7 in May of 2014, over 800 students have been
8 successfully diverted with less than 5
9 percent of these youth having since
10 committed new school-based offenses. The
11 program has received national recognition as
12 well considerable funding support by the
13 Office of Juvenile Justice and Delinquency
14 Prevention. And Dr. Naomi Goldstein and her
15 research team from Drexel's University's
16 Department of Psychology are the Police
17 School Diversion Program research partner.
18 They are evaluating the program's
19 effectiveness including academic behavioral
20 and well being outcomes at the individual,
21 school and district levels.

22 DHS has been a longstanding systems
23 partner with the Philadelphia Youth Network
24 to implement both year round and summer
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1 employment strategies for youth connected to
2 the Juvenile Justice System. Through this
3 partnership, DHS investment provided more
4 than 400 youth with summer employment
5 experiences and we plan to continue with
6 this partnership for summer 2016. This is a
7 critical tool to keep youth active and
8 engaged in the summer.

9 Also in 2015, we developed a pilot Rapid
10 Attachment Employment model designed to take
11 youth connected to the Juvenile Justice
12 System through a program that accelerates
13 their connection to unsubsidized employment.
14 The first year of the pilot proved
15 effective, and the second is currently
16 underway with a plan for scaling and
17 sustainability to be developed in 2017.

18 For the past ten years, DHS has invested
19 in the E3 Centers which serve 1000 youth who
20 are disconnected and serve as a service hub
21 for youth returning from out of home
22 placement. The services of the E3 Centers
23 are comprehensive in nature and serve as a
24 designate place for academic advancement and
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1 employment readiness. This partnership has
2 proven to be a productive resource to keep
3 youth engaged.

4 Lastly, we are proud to be an active
5 member of the Philadelphia working group on
6 disproportionate minority contact along with
7 a number of other juvenile justice
8 stakeholders and led by George Mosee, First
9 Assistant District Attorney, Philadelphia
10 became the first of five counties in
11 Pennsylvania to sponsor minority youth law
12 enforcement forums. The forums which have
13 taken place within public and charter
14 schools, residential treatment facilities
15 for delinquent youth, churches and in
16 communities serve as powerful tools for
17 bringing together law enforcement officers
18 and minority youth to talk frankly and
19 openly about the problems on the street and
20 the troubled relationships between youth and
21 law enforcement.

22 By opening a dialogue between these two
23 groups, we hope to reduce the number of
24 volatile interactions between youth and
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1 officers on the street, to decrease
2 unnecessary arrests of minority youth, and
3 to diminish the chance of injuries to
4 officers and youth during their encounters
5 within the community. Several such forums
6 have successfully been held within the
7 City's secured juvenile detention facility,
8 the Juvenile Justices Services Center.

9 With support of the MacArthur
10 Foundation, DMC Network in 2007, the
11 Philadelphia Work Group in close
12 collaboration with minority youth, the
13 Philadelphia Police Department, the Office
14 of the District Attorney and many other
15 stakeholders created a curriculum which
16 beginning in 2009 and by permission of then
17 Philadelphia Police Commissioner Charles
18 Ramsey is now used in one-day training for
19 Police Academy cadets, all of whom will have
20 arrest powers upon their graduation. The
21 training not only includes opportunities for
22 cadets and minority youth to interface
23 directly with one another in a
24 non-threatening environment, but serves to
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1 instruct on adolescent development and youth
2 culture.

3 Cadets learn about adolescent brain
4 development, concepts of hypervigilance and
5 hyper-masculinity as well as distinctive
6 characteristics of coping strategies for
7 youth who may have had prior traumatic
8 experiences. Cadets discuss the
9 environmental, physical and biological
10 reasons for why teenagers think and behave
11 the way they do, and how adolescent
12 responses to authority differs from adult
13 responses.

14 In a separate session, youth are taught
15 to identify how environmental influences,
16 peer pressure and issues of respect impact
17 their behavior with law enforcement. And
18 they discuss options that can contribute to
19 safe and positive interactions with police.
20 By training officers to recognize the
21 difference between potentially criminal
22 conduct and normal adolescent behavior and
23 by working with youth to emphasize
24 responsible decision making and appropriate

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1 respect and response to law enforcement
2 authorities, the Philadelphia Working Group
3 believes it is making a difference in the
4 quality of life for both youth and law
5 enforcement and making Philadelphia a safer
6 and more viable City for all its residents.

7 Thank you for this opportunity to
8 testify before you today and to share with
9 you just a few highlights of our efforts to
10 address youth violence in our City and how
11 we are preparing for this upcoming summer.
12 We remain strong in our commitment to the
13 prevention and early intervention of
14 delinquency in the lives of Philadelphia's
15 most vulnerable young people and our ongoing
16 pursuit of partnership with others around
17 this critical issue.

18 I am happy to answer any questions
19 should you have them. Thank you.

20 MR. EL-SHABAZZ: First of all, I would
21 like to thank you Deputy Commissioner Farlow
22 for the excellent testimony and report.
23 Just have two questions before I turn it
24 over to my colleagues who may have some
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1 questions, as well.

2 You indicated in the initial stages
3 about introducing the youth to role models.

4 MS. FARLOW: Yes, sir.

5 MR. EL-SHABAZZ: Question is, where do
6 those role models come from? How are they
7 selected? How many role models do we have?
8 And what role do they actually play other
9 than do they just communicate with them on a
10 one-week basis? Do they talk to them every
11 other day? Do they taken them out? That
12 would be the first question.

13 The second question is, you talked about
14 stakeholders and the diversionary programs.
15 Is the Defender Association of the
16 Philadelphia one of those stakeholders that
17 participated?

18 MS. FARLOW: Yes, they are. They are
19 key stakeholder. Absolutely.

20 MR. EL-SHABAZZ: Well, you answered that
21 one first. The role model is the only
22 question after that.

23 MS. FARLOW: Okay. When I talked about
24 mentoring, I was referencing the mentors
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1 that are available within the Intensive
2 Prevention Services Programs. Those mentors
3 are often the staff who are employed by the
4 various providers. As I mentioned, there
5 are six providers located geographically
6 across the City of Philadelphia. And
7 because the program runs anywhere from 60
8 days to nine months for the young people who
9 are involved, kids get the benefit of having
10 those relationships with the staff who are
11 employed there at the center over the course
12 of that length of time. And so, it doesn't
13 extend beyond the time when the program
14 ends. But they do have mentoring during the
15 course of their involvement in those
16 programs.

17 MR. EL-SHABAZZ: That was my question.
18 I will turn it over to my colleagues.

19 MR. ROJAS: Yeah. I have two questions.

20 Number one, have you ever encountered
21 any children or youth presenting with any
22 type of drug abuse or teenage pregnancy?
23 And if so, what kind of interventions have
24 you used to address it?

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1 MS. FARLOW: I missed the first part of
2 your question. I did hear the latter part.

3 MR. ROJAS: Have you encountered any
4 youth working within your program that
5 present with drug abuse or teenage
6 pregnancy?

7 MS. FARLOW: Certainly.

8 MR. ROJAS: What strategies have you
9 used to address it.

10 MS. FARLOW: So by way of the Intensive
11 Prevention Services Program, again, there
12 are case managers attached to those programs
13 all of whom are at least bachelor's
14 prepared. Young people are referred to an
15 array of resources that are located
16 geographically within the communities they
17 come from.

18 We have strong partnerships with
19 Community Behavioral Health and Dr. Evans
20 with the Department of Behavioral Health and
21 Intellectual Disabilities. So that when we
22 identify that a young person may be
23 struggling with substance use, we can make a
24 referral for them contingent upon that

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1 family having the appropriate insurance.

2 As to teenage pregnancy, we certainly
3 deal with that as well. Not as much as we
4 do young people who are struggling with
5 substance use. We also have an array of
6 resources that we can refer those teens to
7 when we identify a pregnant teen. We use
8 programs that are run through the "I Matter
9 Program" was one. We also partner with the
10 School District to ensure that young people
11 who are expecting children of their own get
12 the appropriate healthcare and other array
13 of resources that will be needed to help
14 them become strong parents.

15 MR. ROJAS: Thank you.

16 MS. FARLOW: You're welcome.

17 MS. BRADFORD-GREY: Good afternoon,
18 Deputy Commissioner Farlow. I wanted to
19 just follow up with some of the things you
20 said. With respect to your programs, I see
21 the program where we are talking about
22 Police School Diversion Program has
23 partnered with research in order to evaluate
24 the effectiveness of that program.

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1 Have you done that with any of your
2 other programs, particularly the Youth
3 Violence Reduction Partnership? Have you
4 evaluated the effectiveness? If so, how are
5 you -- what measures have you taken to
6 understand the effectiveness of that
7 program? And I mean, are there any research
8 components to those things? Because
9 obviously, that's what we're dealing with
10 right now.

11 MS. FARLOW: So, the Youth Violence
12 Prevention Program is a program that DHS is
13 a funding contributor for. We don't manage
14 the program. It's actually run out of the
15 Mayor's Managing Director's Office. And so,
16 I know that for some years there was a
17 relationship that they had with Public
18 Private Ventures. And they were the
19 organization that did all the evaluative
20 work with regard to the program's efficacy.

21 I do know that there is a history of
22 documentation as to the success or lack
23 thereof with regard to their interventions
24 and specific police districts. I believe
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1 that John Delaney who currently heads up
2 that program out of that office would have
3 that data. But I regret that I don't have
4 it and I'm not familiar with what the
5 evaluative results indicated.

6 MS. BRADFORD-GREY: What about the CUA
7 Program, your Community Umbrella Agencies
8 and the effectiveness of that program? I
9 know we all work in some capacity with the
10 CUA agency.

11 But have we evaluated the effectiveness
12 of that program given that it's a huge
13 responsibility in directing or diverting
14 people into much needed services?

15 MS. FARLOW: CUA is -- the Department of
16 Human Services has multiple division. The
17 Children and Youth Division is the division
18 most impacted with the CUAs, the Community
19 Umbrella Agencies. And so, that is really
20 work around young people who are at risk or
21 involved with abuse or neglect. That's not
22 the Juvenile Justices Services Division over
23 which I have responsibility. I regret that
24 I'm not as familiar with those programs.

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1 I will say, however, that because this
2 is such a new transformation for the
3 Department of Human Services, I don't
4 believe that we have completed any
5 evaluative work. I know that Mayor Kenney
6 indicated as part of his new administration
7 that it would be one of the things he would
8 really want to take a close look at. To my
9 knowledge, that work has not yet started.
10 But Commissioner Shapiro, who is our acting
11 commissioner, I am certain she could respond
12 more in depth to that kind of an inquiry.

13 MS. BRADFORD-GREY: Thank you.

14 MR. EL-SHABAZZ: Not seeing any more
15 questions from the Committee, I want to
16 thank you on behalf of the Committee, Deputy
17 Commissioner Farlow, for that fine
18 testimony.

19 MS. FARLOW: Thank you, sir.

20 MR. EL-SHABAZZ: That will conclude the
21 first panel.

22 Madam Clerk, can you please call up the
23 next panel for testimony.

24 THE CLERK: Lieutenant William Eddis,
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1 Commanding Officer PAL; Ted Qualli,
2 Executive Director, PAL; Cheryl Logan, Chief
3 Academic Officer, School District of
4 Philadelphia.

5 (Panel approaches Table.)

6 MR. EL-SHABAZZ: As soon as we situated,
7 want to begin with ladies first.

8 MS. LOGAN: Thank you. Appreciate that.
9 I have class. I'm missing class right now.

10 MR. EL-SHABAZZ: I don't want you to
11 miss class.

12 MS. LOGAN: Good afternoon, everybody.
13 I'm Cheryl Logan. I am Chief Academic
14 Officer for the School District of
15 Philadelphia. I am here today to provide an
16 overview of the summer programs that will be
17 provided by the School District, and also to
18 report on the numbers for out-of-school time
19 as we have them for today that are done in
20 our schools, but are -- they are run by the
21 Department of Parks and Rec.

22 So we have several programs this year.
23 We do have some funding sources. And unlike
24 the last several years, we will be able to
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1 offer some summer programming for our
2 students. We are very excited about that.
3 I'm just going to go through those very,
4 very quickly. If you have any questions,
5 I'm happy to take them.

6 The first is the Summer Bridge Program
7 for incoming ninth graders. And to all 20
8 of our neighborhood comprehensive high
9 schools. Neighborhood comprehensive high
10 schools are defined as those high schools
11 that have a catchment area. And any student
12 residing in the catchment area who is high
13 school age can attend those schools. There
14 is not any admission criteria. We will
15 offer a summer bridge program where students
16 will review and be exposed to what are the
17 necessary attributes to have a successful
18 transition to high school, improve the
19 quality of relationship to new students
20 teachers and staff and to create a college
21 going culture embraced by students prior to
22 enrolling in the fall. That is 100 students
23 per school. And there are 20 schools for a
24 total of 2,000 students.

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1 In addition, every summer we have --
2 even throughout the worse days of the
3 financial crisis, it's my understanding that
4 we have been able to provide credit recovery
5 for graduating seniors so that seniors who
6 are within two credits of graduating can
7 take two courses and graduate at the end of
8 August. So, we are continuing to do that
9 for 500 seniors. However this year, we will
10 be able to expand that to 11th grade
11 students and allow 11th grade students who
12 are also two credits -- who need an
13 additional two credits, can also have an
14 opportunity to get back on track for their
15 senior year for a total of 1,000 students.
16 That will happen at Ben Franklin High School
17 in Center City. I have some handouts if you
18 would like to see.

19 In addition, this is a continuing
20 effort. We have a program. 410 students of
21 immigrant children and youth,
22 English-language learners in grades four
23 through seven, rising to five through eight
24 who are new to the country. This new being
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1 defined as less than three years. It's a
2 morning program. It offers enrichment in
3 art, music and drama. The courses are
4 facilitated -- that is also facilitated
5 through some of our community-based
6 organizations who also partner with us on
7 that effort.

8 We have extended school year, which is
9 ongoing for all students who qualify based
10 on IDEA, Individuals With Disabilities Act,
11 for an extended school year. These are
12 students for whom we provide more than
13 180-day school year to provide a free and
14 appropriate public education so that they do
15 not -- so they can retain those skills that
16 they learn during the year. These students
17 are identified based on the fact that their
18 cognitive disabilities will probably include
19 them losing more knowledge than would be in
20 their typically developing peers. For that
21 reason they are provided an extended school
22 year.

23 And last, we have our largest effort
24 which is to -- almost 3,000 students will be
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1 offered a opportunity for -- in grades who
2 are currently in grades K through 7. And
3 our turnaround schools, our priority
4 schools, who need additional support to
5 maintain their academic gains as well for
6 students who are greatly impacted --
7 un-impacted by an unfilled teacher vacancy
8 when that vacancy occurred due to lack of
9 teacher or whether their teacher was on long
10 term leave. We don't distinguish that.
11 Either student needs the support.

12 Also, students available to are eligible
13 for this program are English-language
14 learners, our special education students who
15 do not qualify for ESY and any student who
16 is performing below grade level. Again
17 that's 2,890 students from July 6 to
18 July 28. We are very excited about that
19 summer enrichment program.

20 In addition to the programs that I just
21 went over, I also gave you a spreadsheet of
22 every program that we have in the City for
23 young people whether it's a academic program
24 or out-of-school time provided by Parks and
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1 Recs and the location of those programs
2 district wide.

3 That concludes my testimony.

4 MR. EL-SHABAZZ: Thank you very much.

5 It was, in fact, a quite extensive and quite
6 quick. I know we holding you late for
7 class. I do have maybe one question before
8 I open the floor for my colleagues on the
9 Committee.

10 The K to seven summer program,
11 approximately 3,000 students. But in
12 listening to the testimony and reading the
13 handout, it indicates that there's
14 transportation that will not be provided.
15 So how is it that these students that may
16 not live in the general facility of the
17 school in which this program is --

18 MS. LOGAN: We looked at the school
19 locations for geographic diversity. So to
20 the degree possible, we have programs
21 located in every sector of the City so that
22 students won't have to travel far. However,
23 we don't have resources to provide students'
24 transportation. So if this committee has
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1 any resources that they would like to make
2 available to the School District, I am
3 pretty sure we would gladly accept and make
4 sure those young people -- since I've been
5 in the game a little while -- that we would
6 gladly accept it. It's an excellent
7 questions.

8 MR. EL-SHABAZZ: That's why we ask those
9 questions.

10 MS. LOGAN: I know. It's an excellent
11 question. And it didn't -- it wasn't
12 something that we didn't consider. So when
13 we originally, when we started looking at
14 the sectors of the City where we had the
15 largest concentration of students who would
16 be impacted by having this program be
17 eligible, they were very concentrated in
18 central east Philadelphia, West Philadelphia
19 and certain sectors of north. So what we
20 did was -- and a little bit in south.

21 So what we did was expanded the programs
22 to a few more schools so that we could -- so
23 that students would only have to travel a
24 certain distance in order to be eligible for
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1 these programs. In addition, I should say
2 that we do have several schools that offer
3 very small programs. They don't really
4 advertize. They are just for their own
5 students that I am aware of. As a former
6 principal, I know it's something I did. So
7 it's -- if a student -- if we have a student
8 who comes to us and says there's absolutely
9 no way they can get there, but they really
10 want to come, I guarantee you we will find a
11 way to make sure that student gets there.
12 Whether it's -- if it's an older student, a
13 sixth or a seventh grader who can
14 potentially take -- use a transpass, that
15 could probably be something.

16 But typically, when those issues arise
17 for us, we always find a way. We are not
18 going to turn a student away. We will find
19 a way to make sure that the student gets
20 there. There is a lot -- there are a lot of
21 other kinds of options that we can think
22 about. And there be may be other programs
23 that are not necessarily sponsored by the
24 School District that are academic that we
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1 can refer those families to.

2 It's an excellent, excellent question.

3 MR. EL-SHABAZZ: Thank you very much. I
4 think that concludes my question, but my
5 colleague --

6 MR. ROJAS: I just have one question can
7 you repeat what you said about students who
8 present with special needs?

9 MS. KERWAWICH: So there are two
10 programs. This year -- we typically have
11 one program that we guarantee for all
12 students who have special needs who have
13 individualized education plan. If their
14 cognitive disability is such that they are
15 going to not retain a certain amount of
16 information, that would be -- would not be
17 typical of what normal summer laws would be.
18 Typically, those students qualify what's
19 called extended school year.

20 And it's a six-week program. We have it
21 every year. It's a federal requirement.
22 It's not something that's new. We have had
23 it every year. And so, those students --
24 and many of whom have physical and more

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1 involved cognitive disabilities, do get
2 transportation. I didn't even think about
3 that. So those ESY students always get
4 transportation. I just included them just
5 so you would have a comprehensive look at
6 all of the programs that are being offered.
7 That's a program that's always offered.
8 It's not something new because we have some
9 additional resources available.

10 MR. ROJAS: The names of those students
11 communicated to the schools where they will
12 be attending?

13 MS. LOGAN: The ones that I just
14 mentioned?

15 MR. ROJAS: Yes.

16 MS. LOGAN: Yes. The process for
17 identifying students with ESY is a very
18 involved process. It happens in -- some
19 time between December and February. Those
20 students know who they are. Typically, they
21 are continuing. This is something that they
22 have done every year. The transportation
23 and all of that is communicated to them
24 through their -- through their current --
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1 whoever their current service provider is at
2 their school. And the information around
3 the transportation for those students is
4 given to those families well in advance.

5 And then we have a core team of folks
6 who work throughout their 12-month employ.
7 Even though some of them are teachers, they
8 work an additional amount of team to ensure
9 that those families are ready to go. It's
10 one of our -- I would say, it's one of the
11 more pleasant and always positive story
12 programs because in addition to academic
13 exposure that those students get, there are
14 opportunities for them to engage in social
15 and -- more social and emotional outdoor
16 activities that they wouldn't necessarily
17 get to do during the school year because
18 there's a lot more freedom.

19 They go horseback riding. They swim
20 more often, those kinds of things in
21 addition to their academic activities.

22 MR. ROJAS: The reason I ask it is
23 because my wife is a psychologist at some of
24 these schools.

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1 MS. LOGAN: Okay.

2 MR. ROJAS: She brings it home with her.

3 MS. LOGAN: Okay. All right. I'm sure
4 she's a wonderful lady. She married well.

5 MR. EL-SHABAZZ: Are there any more
6 questions because we are actually holding up
7 an educator from a class?

8 MS. BRADFORD-GREY: I have one last
9 comment. I know Co-chair El-Shabazz asked
10 you about transportation. I think you said
11 we can make do. I think one of the problems
12 that I see, obviously, is that
13 transportation is a hindrance for many
14 people to participate in some of these
15 excellent programs. If there is some, you
16 know, understanding of how that -- how much
17 of a hindrance that is, then we would like
18 to know. Not to just make do, but really to
19 maximize the efforts of people to
20 participate in these wonderful programs that
21 you have outlined.

22 I do see that a lot with parents who if
23 it's from 8:30 to 12:30, that's a really
24 tough time for people to drop off and pick
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1 up.

2 MS. LOGAN: Excellent point. One of the
3 things we do is we partner with our
4 out-of-school time partners. Any schools
5 where we have these educational programs, we
6 partner with the out-of-school time partners
7 so the kids can leave at 12:30, the program,
8 the educational program, and go to the
9 out-of-school time which is little bit more
10 campy. And they stay there until the end of
11 that program which typically is around 4:30.

12 We make the arrangement and work
13 directly with our Office of Strategic
14 Partnerships work with Parks and Rec to make
15 sure that we -- it's two issues. One, if
16 I'm parent and I have to work and I would
17 like to have my child have this academic
18 opportunity, but I got to work, right? So I
19 might say, well, you know, they are going to
20 go to this out-of-school time because it's
21 from 8:00 to 4:30. And I'm going to be --
22 be able to cover my entire work day.

23 So we take that in -- we are all
24 parents, so we all take that into account.

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1 We took that into account and we worked with
2 the partners. And they --

3 MS. BRADFORD-GREY: Provide
4 transportation?

5 MS. LOGAN: Yeah. With that
6 transportation piece, we consider it. We
7 have to make some choices that, you know,
8 are difficult around where our programs are
9 going to be placed. And what we -- like I
10 said, what we did was expand our programs
11 out so -- to geographical regions that we
12 probably might not have touched so that we
13 can ameliorate that to the best of our
14 ability.

15 MR. EL-SHABAZZ: I know I said that we
16 were finished, but I have one other
17 question.

18 MS. LOGAN: Sure.

19 MR. EL-SHABAZZ: Does these fine
20 programs extend to charter schools as well
21 or just to public school?

22 MS. LOGAN: That's a good question.
23 Typically, our students enroll through their
24 current school. These are district
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1 students. ESY extends to all special
2 education students. If they are in a
3 charter school, it doesn't matter. They
4 qualify for ESY. They probably will go to a
5 district ESY program because we work with
6 our students who have the most significant
7 cognitive needs so that they also
8 participate in our ESY.

9 Our special education programs with our
10 most cognitively challenged students are the
11 most connected with our charters.

12 MR. EL-SHABAZZ: And these programs are
13 available at no cost to the parent?

14 MS. LOGAN: None of these programs have
15 a cost. They aren't any costs. And
16 breakfast and lunch are served at all
17 programs.

18 MR. EL-SHABAZZ: Well, if there aren't
19 any more questions, I want to thank the
20 Chief Academic Officer Cheryl Logan for
21 sharing her time with us. We extended it a
22 little bit longer. I apologize for that.

23 MS. LOGAN: That's fine.

24 MR. EL-SHABAZZ: Thank you very much.
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1 MS. LOGAN: You're welcome. If you have
2 any questions, you know where to reach me.
3 Thank you and have a great weekend.

4 MR. EL-SHABAZZ: You do the same.

5 I don't want you gentleman to think that
6 we left you last because you are on the hot
7 seat because I want to ask about boxing, but
8 that absolutely is true. Whenever you're
9 ready.

10 LIEUTENANT EDDIS: All right. Good
11 afternoon, Committee Members of the Criminal
12 Justice Reform. I am Lieutenant William
13 Eddis, Commanding Officer of the Police
14 Athletic League. Thank you for allowing me
15 the opportunity to testify about the Police
16 Athletic League of Philadelphia. A role we
17 play in ensuring Philadelphia's
18 neighborhoods are safe for our young people.

19 The mission of the Philadelphia Police
20 Athletic League is cops helping kids. We
21 aspire to be the premier youth serving
22 organization in the City by reducing crime,
23 promoting character development, and
24 improving educational outcomes. We do this
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1 by having Philadelphia police officers
2 supported by our civilian staff offering
3 recreational, educational and cultural
4 opportunities to our youth in 18 centers
5 located throughout the City. The majority
6 of our centers are located in the City's
7 highest crime and lowest income
8 neighborhoods.

9 PAL Centers are safe havens offering a
10 variety of programs and other events to
11 attract, engage and develop more than 18,000
12 of Philadelphia's youth between the age of 6
13 to 18. PAL is both a unit of the
14 Philadelphia Police Department and a 501-C3
15 nonprofit organizations. I will testify on
16 the police side of the organization. And
17 Ted Qualli sitting to my left, PAL's
18 Executive Director, will testify on the
19 nonprofit side.

20 The current complement of the PAL unit
21 includes 27 officers, 2 sergeants and 1
22 Lieutenant. Many officers in this unit
23 share a similar background to me. Growing
24 up, I was a PAL kid. I spent time playing
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1 at Gibbens PAL Center and always saw it as a
2 safe place to have fun with my friends.
3 What kept me coming back to my PAL centers
4 as a kid above and beyond sports was my PAL
5 officer. I knew he cared about me and my
6 friends and could trust the man-to-man
7 advice he gave to us when we needed it most.
8 That happened pretty often to be honest. I
9 value the mentor and relationship and think
10 that is the key piece that distinguishes
11 PAL.

12 As a member of the Philadelphia Police
13 Department, I have been assigned as an
14 officer and a supervisor to numerous police
15 districts and narcotics unit. During my
16 20-year career in law enforcement, I worked
17 in some of the City's toughest neighborhoods
18 encountering the issues we are here to talk
19 about today. Unfortunately, in these areas,
20 violence and drugs were and are a
21 commonplace. This is part what led me to
22 PAL. Like many officers, I grew tired of
23 showing up after the crime had occurred. At
24 that point, it was most often too late to
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1 try and direct someone to the resources
2 outside the criminal justice system. In
3 many cases poor decisions, addiction and
4 lack of resources created a negative impact
5 on many lives.

6 PAL is an alternative. It is proactive
7 community policing at its best. By design,
8 we seek to operate centers in the City's
9 highest crime and lower income neighborhood.
10 We currently operate 18 PAL centers and 11
11 different police districts located
12 throughout the City of Philadelphia with
13 multiple centers in the 2nd, 15th, 19th,
14 22nd and 24th Police Districts. We are
15 currently in the process of opening two new
16 centers: Greys Ferry PAL in the 17th
17 District located at 32nd and Reed at the
18 Salvation Army, and the new Tucker PAL at
19 the 18th district at 4040 Ludlow in
20 partnership with the University of
21 Pennsylvania Division of Public Safety.
22 This will replace a center located at 46th
23 and Woodland inside the Wilson School which
24 was closed and subsequently sold by the
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1 School District of Philadelphia.

2 Consider what has transpired in two
3 Philadelphia neighborhoods in recent years.
4 After PAL opened centers at Harrowgate,
5 which is located at 851 East Tioga and
6 Oxford Circle which is located at 1267
7 avenue. East Cheltenham Avenue, juvenile
8 arrests within a six to eight block radius
9 of centers dropped the following year beyond
10 citywide trends which was 39 percent decline
11 in juvenile arrests around Harrowgate versus
12 6 percent citywide for the period of
13 May 2010 to June 2011. 16 percent decline
14 around Oxford Circle versus 10 percent
15 citywide for the period of August 2010 to
16 September 2012.

17 Most youth are drawn to PAL because of
18 our sports program which basketball being
19 the most popular choice followed by flag
20 football. To promote youth engagement and
21 healthy competition, we hold citywide
22 tournaments at the end of our sports
23 seasons. With that said, PAL is more than
24 simply a place to participate in sports.

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1 PAL also provides youth with academic
2 support and character building programs.
3 All PAL centers provide daily homework help,
4 and nearly all the centers offer computer
5 lab and computer education clubs. We take
6 kids outside the neighborhood for special
7 events and outings including to college
8 campuses for tours as well as to watch the
9 home team.

10 During the school year, PAL operates 1
11 p.m. to 9 p.m. Monday through Friday. This
12 is to counter the peak and juvenile violence
13 that occurs afterschool hours of school
14 days. As the City of Philadelphia public
15 schools conclude instruction for the year,
16 officers assigned to PAL Centers transition
17 from working a 1 to 9 p.m. tour of duty to a
18 9 a.m. to 5 p.m. tour. This shift is an
19 operation hours is done so that we can
20 conclude to provide services to PAL youth
21 throughout the day and deliver interesting,
22 engaging and structural program during
23 summer recess.

24 Our police and civilian staff is working
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1 to enhance and expand opportunities through
2 additional sports clinics and leagues,
3 educational and cultural program as well as
4 new and expanded external partnerships.

5 Some of our recurrent summer program
6 includes Monday after school lets out, PAL
7 will kick off the summer with a PECO day at
8 the zoo for 200 children. The next day our
9 citywide sports program begins partnering
10 with Legacy Youth Tennis and education and
11 providing three hours of tennis instruction
12 daily for more than 400 kids. This program
13 operates for eight weeks and has held at
14 various tennis sites throughout the City.

15 Partnering with Kids On The Hill Golf
16 and First Tee, PAL provides an eight-week
17 golf program three days a week for
18 approximately 200 kids at a variety of golf
19 locations in the Philadelphia region.

20 Baseball will take place in the afternoons
21 on Monday through Thursday for a six-week
22 period and will involve more than 250 boys
23 and girls. Unique part of baseball program
24 is the Kickoff which involves kids from

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1 every center in a home run derby the with
2 the Philadelphia Phillies.

3 One special highlight of the summer is
4 when hundreds of PAL children and volunteers
5 participate in the City annual Wawa Welcome
6 America Go Forth and Learn Celebration.
7 August is camp month. We run two separate
8 week long education camps. One of which is
9 focused on Stem. We also run boys and girls
10 basketball camps and numerous field trips to
11 museums and parks. Again, each of these
12 activities is overseen by care and committed
13 PAL officers.

14 We have and will continue to provide
15 fun, safe and free opportunities for
16 children of Philadelphia. This will keep
17 our young people active, involved and most
18 importantly out of trouble. We have done
19 this for close to 70 years in this great
20 city and will always strive to be the best
21 youth program and organization.

22 Last year for the first time, the police
23 department authorized overtime to officers
24 allowing PAL to extend our summer hours,
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1 offering Friday evening hours from 5 p.m. to
2 9 p.m. and Saturday hours from 1 p.m. to
3 9 p.m. In the 15 centers where we offered
4 these hours, we have 6,000 visits from kids
5 during the nine-week program. The overtime
6 cost to the City was just shy of \$100,000.
7 The nonprofit side of PAL covered the
8 non-police related costs associated with
9 these increased operations.

10 This partnership between the City, the
11 PAL Board and the nonprofit makes efforts
12 like this possible and, frankly, the envy of
13 every PAL organizations across the country.
14 As we work on plan for this summer, I have
15 briefed the Police Department's new
16 leadership team on last year's success and
17 the attendance patterns we saw. Following
18 that review, preliminary approval has been
19 granted for PAL to implement a similar
20 extended hours plan this summer.

21 Additionally, both civilian and police
22 staff at PAL is working to enhance summer
23 program this year as part of the
24 implementation of our new five-year

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1 strategic plan. With that being said on
2 that note, let me introduce you to Ted
3 Qualli, the Executive Director of the
4 nonprofit side of PAL.

5 Thank you.

6 MR. QUALLI: Thank you, Lieutenant
7 Eddis. My name is Ted Qualli, and I serve
8 as the Executive Director which is a
9 nonprofit organization that exists solely to
10 support a single unit of the Philadelphia
11 Police Department. So the PAL nonprofit
12 501-C3 exists for one purpose, to support
13 this unit of the Police Department in our
14 collective mission, cops helping kids. We
15 do this with a Board of Directors of more
16 than 100 people from the business community
17 and a staff of about 21 civilians to provide
18 the resources and support necessary for the
19 men and women of the PAL unit to do what
20 they do best, and that is to mentor, guide
21 and support Philadelphia children within the
22 safe confines of PAL centers.

23 This is a pretty exciting time as
24 Lieutenant Eddis said for PAL as we are in
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1 year one of a five-year strategic plan that
2 is aligned with the goals of the City and,
3 frankly, the goals of this Committee. In
4 short, we are working to serve more children
5 in more PAL centers for longer periods of
6 time. And we are trying to do so even
7 better than we have done in the past. So,
8 we are enhancing our programs to produce
9 measurable impact on crime, character and
10 education.

11 Prior to joining the Police Athletic
12 League, I worked for the City of
13 Philadelphia for about four years. Worked
14 with the Department of Human Services and so
15 was able to work with some of the folks that
16 testified earlier and see and be a part of
17 be involved with a lot of programs. After
18 that I worked with Big Brothers Big Sister
19 for seven years, arguably the preeminent
20 one-to-one mentoring organization in the
21 country and had the benefit with working
22 with Keir on the Back On Track Program.

23 I would submit to you today that Police
24 Athletic League and the unit of police
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1 officers that we have is not only a
2 preeminent youth serving organization in
3 Philadelphia, but arguably the one that is
4 best positioned to make a significant impact
5 on these issues at scale.

6 We have 18 centers across the City of
7 Philadelphia, about to be 20. And we are
8 about 19,000 children enrolled. While
9 simply opening a PAL center in a
10 neighborhood does not immediately translate
11 into a drop in crime, the relationships
12 developed by the police officer with the
13 kids, their parents and the larger
14 community, they can and they do. I would
15 welcome the Committee and beg the Committee
16 to come and visit the Harrowgate PAL Center
17 in Kensington. We're a former recreation
18 center that was frankly largely forgotten
19 and underutilized five years ago. Has been
20 transformed into a thriving community hub
21 that is filled with volunteers and kids.

22 Wawa has a team of volunteers that
23 drives from Delaware County twice a week to
24 spend time with these children and the
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1 police officers mentoring these kids,
2 reading to these kids, helping them with
3 their homework and playing sports. Social
4 workers from DHS CUAs net being the one in
5 that area stop by to look at the children on
6 their case load and also to interview them,
7 to observe their interactions. And youth
8 from the Philadelphia Youth Advocate Program
9 spend time four days a week with Officer
10 Rivera as part of their mentoring program.

11 The Department of Recreation supports
12 PAL by providing us the building, and then
13 we cover all the operational and maintenance
14 and programmatic costs. Our building that
15 promotes safe communities frankly is unique
16 because we have a police officer that
17 oversees each of these PAL Centers. And
18 more importantly, we are poised to do even
19 more.

20 In support of our plan and separate from
21 what the Lieutenant just said, we have
22 increased summer programming budget by
23 \$31,000 this summer. That's a 35 percent
24 increase over last summer. This will make a
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1 real difference from what we are able to do
2 for and with PAL kids and teens this summer.
3 But this isn't a one-time effort, and that's
4 what I really wanted to bring home today.

5 Over the next five years, the plan that
6 you all have calls for us growing on every
7 front. We aim to open seven new PAL Centers
8 and increase our enrollment from 15,000 when
9 we started to 20,000 children. And most
10 importantly, to double the average number of
11 youth attending our centers on a daily
12 basis. Success will be evident in the
13 transformative effect that PAL has on the
14 lives of those highly engaged youth,
15 consistency. You had mentioned earlier in
16 the mentoring conversation how often are
17 they seeing them? Consistency. When kids
18 come to PAL centers, that is when we have
19 that ability to transform lives.

20 Our ambitions are to more than double
21 the number of youth who are annually coming
22 enough, the dosage, 200 hours or more a year
23 for us to have that impact. That dosage
24 level is rooted in research. To be

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1 successful, we are going to need support
2 from inside and outside the organization.
3 The PAL Board of Directors is motivated to
4 drive this plan and has stepped up already
5 in many ways from increasing their personal
6 and corporate support to galvanizing
7 resources to support our efforts.

8 One example, and you may have noticed
9 this, is a bilingual public service campaign
10 airing right now on every local television
11 station, almost every radio station. It's
12 on Philly.com and many other local websites
13 which has led to an increased enrollment
14 since September of 2500 children. Good
15 news, we are going to hit that 20,000
16 enrollment goal pretty soon. Bad news, we
17 are going to have to move that needle. We
18 are going to have to move that goal.

19 In addition to the Board, Josh Harris,
20 managing owner of the 76ers has made a
21 significant impact on our organization over
22 the past two and a half years. First
23 providing us the resources to do the
24 strategic planning, to really sit down and
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1 do the hard work, to look at the programs
2 that we should be delivering, those that
3 perhaps we offered in the past and got away
4 from, what our funders think we should be
5 delivering and really what we can deliver
6 and hold ourselves accountable to. And so,
7 we built that plan. And then he provided a
8 multi-year gift to help us operationalize
9 that plan.

10 This support has helped us implement a
11 state of the art metrics program which will
12 allow us to measure the impact and youth
13 data to help us form and improve PAL
14 programming. It also allowed us to create a
15 couple of positions. An outcomes and
16 evaluations manager Kate Fennerty is here
17 today with us. And she is overseeing all
18 our data collection as well as two
19 coordinator positions, Mubar and Nabir are
20 here as well today to support the officers
21 in their delivery of services. Simply put,
22 we are poised to scale our presence across
23 the City, but the pace of expansion is
24 limited by two primary factors: Adequate
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1 facilities and available funds.

2 Facilities. On the facilities front, we
3 need a gymnasium, a space for the officer to
4 have his or her desk, a classroom or two
5 homework room, computer room. We don't need
6 the Taj Mahal, we need Motel 6. Finding
7 Motel 6 in the City of Philadelphia,
8 especially in the neighborhoods that need it
9 most is a difficult challenge. It's an old
10 city. Many of these buildings have --
11 they're old and they have a lot of
12 challenges to them.

13 For example, we have about \$750,000 in
14 identified but unmet capital needs across
15 our current centers. And so as we add
16 centers and grow, we aim to upgrade our
17 existing facilities and, when appropriate,
18 seek out new facilities to meet our growing
19 needs. To paraphrase Mayor Kenney, PAL kids
20 just like any child in the City of
21 Philadelphia shouldn't feel like a second
22 class citizen based purely on the ZIP code
23 or the neighborhood they live in.

24 On the funding side as a nonprofit, our
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1 job is to ensure that the police officers
2 have the tools that they need to deliver
3 best in class programming and to be the
4 safe, consistent and caring presence that
5 PAL kids deserve and need. We have an
6 aggressive and diverse fundraising plan
7 which is going to require a lot more work,
8 right? Sharper focus on corporate donors,
9 high networth individuals, private
10 foundations and support from some public
11 out-of-school time funders such as the
12 Philadelphia Department of Human Services.

13 The Mayor's Office and City Council has
14 been very supportive of our efforts to find
15 facilities. In fact, the Salvation Army
16 facility which will be staffed by police
17 officer starting Monday is a testament to
18 that approach by City Council, Councilman
19 Kenyatta Johnson, it's in his district, and
20 Mayor Kenney brought us together with the
21 Salvation Army to open this site.

22 So in closing, PAL stands ready to be a
23 part of the solution. We are a partner. We
24 hope you will embrace us as a partner, so
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1 that we can create safer neighborhoods and
2 hopefully reduce the burden on both the
3 juvenile and criminal justice systems. And
4 if I can add one component that I haven't
5 heard here today, and it is part of that
6 strategic plan, it is that we are also
7 committed to doing a better job for the
8 young ladies in the City of Philadelphia.

9 When I worked at DHS, 12 or 13 years
10 ago, I know that young ladies were the
11 fastest growing population into the juvenile
12 justice system. We had a program, a seminar
13 I believe it was called Girl Talk to try to
14 figure out how to address those -- those
15 needs. I am very proud to say that the
16 Police Athletic League is committed to doing
17 more for young ladies in the City of
18 Philadelphia. Part of our enhancement this
19 summer is to do just that. The girl's
20 basketball camp is fantastic, and I hope you
21 guys can make it out to Harrowgate PAL.

22 MR. EL-SHABAZZ: He just know that you
23 like basketball.

24 MS. BRADFORD-GREY: I do.
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1 MR. EL-SHABAZZ: Well, first of all,
2 thank you very much. I really appreciate
3 the testimony and presentation. I have a
4 couple questions, not going to be long. And
5 then I am going to open the discussion for
6 the Committee because I'm sure that they
7 are -- Keir is writing a letter over here.
8 I'm sure that there are questions.

9 I have one major concern. According to
10 my arithmetic, 27 officers, I think 2
11 captains and -- or 2 lieutenants or three --

12 LIEUTENANT EDDIS: Two sergeants.

13 MR. EL-SHABAZZ: We are talk about 30
14 personnel from law enforcement that has been
15 designated to oversee what maybe 18,000 or
16 so what your anticipated as to children --
17 well, not children young adults. Well, that
18 causes a problem because the understaffing.
19 And I know that that's a problem anyway
20 because Commissioner Ross just talked about
21 the understaffing of the Police Department
22 as a whole.

23 One, are there any goals to try to have
24 more individuals recruited from law
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1 enforcement as police officers to be getting
2 engaged in these PAL centers especially in
3 light of the fact it's growing so rapidly?
4 That's the first thing.

5 Secondly, are there any summer jobs
6 available to teenagers that can come in
7 during the course of the summer to assist
8 the PAL officers on two fronts. One, assist
9 them in the day-to-day operation of the camp
10 and the sports and the tutoring, et cetera,
11 but also assist in role modeling and
12 building a liaison relationship between the
13 community and between PAL? I think one of
14 the most important parts of PAL, at least it
15 was back in a long time ago when I was a
16 child in Brooklyn, New York, and I talk
17 about it all the time -- is the relationship
18 that we developed with the officers that
19 were involved in PAL assisted in anything
20 that occurred in the neighborhood. We were
21 able to resolve issues. We were able to
22 deal with problems that people had. In
23 resolving issues and dealing with those
24 problem, I think it brought crime down. I

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1 have question about that, as well.

2 How are PAL officers recruited would be
3 the third part of that question? Trained
4 and how are they compensated?

5 I am going to stop there because I got
6 more questions, but people see -- I can't
7 forgot the one question that I'm going to
8 stop at is boxing. People are telling me
9 about the liability of boxing, but the same
10 concussions you can get in boxing you can
11 get in soccer. If you look at the
12 statistics, get it more in soccer than even
13 in football. Anyway, we're not gong to go
14 into statistics. But boxing as a way of
15 conflict resolution as a way of
16 understanding what's going on, as a way of
17 dealing with conflict.

18 What are your suggestions or your
19 answers with regard to that? I am pushing
20 boxing, so we got to let everybody else know
21 that.

22 LIEUTENANT EDDIS: Okay. As far as
23 resources go, be my dream to see that every
24 PAL center be staffed by two Philadelphia
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1 police officers. And why I say that is
2 this. When an officer takes kids to an
3 event, the most you can take in a van our
4 transportation, we have a fleet of 25 vans,
5 is 14 kids. So then once that officer
6 leaves that center, that center shuts down.

7 If we're able to keep that center open,
8 we can still service hundreds of kids or 50,
9 60 that day versus taking 14 somewhere. So
10 resources, yes.

11 As far as the span of control and the --
12 as far as so many kids being in one center,
13 we count on our volunteers. We do hire
14 people within the community, for example,
15 homework club, computer club, positive
16 images, Boys to Men. Jobs that we hire a
17 small stipend, we want that in the
18 community. Because who knows the community
19 best than the community members in the
20 community. We do hire people for that.

21 But we do rely on volunteers. That
22 being said, in some communities you will get
23 a lot of volunteers. In other communities
24 you don't get many volunteers. That is a
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1 issue that we're addressing. And also with
2 the civilians, have been more engaged with
3 different jobs like Ted said with metrics
4 and all. We hire -- that is hired by
5 community member that tracks people in and
6 out. So, we do try to encompass everything
7 as far as resources, spanning control more
8 eyes on the youth. Because it does get a
9 little challenging of 50, 60, 70 kids at one
10 center at one time.

11 Now grant it, my officers do structure
12 their programs pretty much around the age
13 groups. I would say 6 to 12 is earlier, say
14 from the three to six period; and then the
15 12 to 18 is from the six to nine period. If
16 you let any one youth stay in the PAL
17 center, they will stay there from three to
18 nine. So we want that youth to get home, to
19 get fed, to get showers, to get ready for
20 school the next day. We gauge it based on
21 the span of control a structured program.
22 And how I know that, I'm a former PAL
23 officer, so I did this type of work as a PAL
24 officer, as well. So that's how I get away
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1 from -- of not so many people at once.

2 So the resources question, I hope I
3 answered it. As far as another one was
4 boxing, I believe -- and I said this for
5 many years -- the best boxers come out of
6 the City of Philadelphia. Under Deputy
7 Commissioner Sue Slawson at the time,
8 Commanding Officer Sue Slawson is the same
9 thing what she said is absolutely true from
10 what I'm being told is the liability is why
11 we don't go down that road anymore because
12 of the violence and the liability in our PAL
13 Board really do not want to go down that
14 avenue. That's why they got rid of it. I
15 don't even know how many years ago. I think
16 it's at least --

17 MR. EL-SHABAZZ: It's a shame.

18 MR. QUALLI: Let me, if I could backfill
19 a little bit on some of these. Let me
20 start with boxing. Decision made before
21 either one of us were in these positions,
22 happy to go to the Board and find out let's
23 get some clarity on that issue. Happy to do
24 so.

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1 Training and vis a vis a little bit of
2 boxing here, the PAL unit has a bunch of
3 different trainings that they put the
4 officers through to learn how to run a
5 basketball program, to do -- you know, how
6 to structure your positive images, how to
7 control the gymnasium much like a teacher
8 controls a classroom. We also have a
9 partnership with an organization called Up
10 To Us focused on sports-based youth
11 development. And this training really is
12 about how do we maximize the opportunities
13 available to us through sports to build some
14 of those attributes like discipline? So
15 while hitting that bag is going to take out
16 that frustrations perhaps, and there's a lot
17 of lessons to be learned there, some of the
18 training that we are making available to the
19 officers, I hope, can also avail similar
20 outcomes as perhaps a boxing program. But
21 again, happy to ask the Board about that.

22 Two officers in the center, that's a
23 dream. It's in this plan I shared with you.
24 There is a couple of ways for us to get to
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1 that. One of which is through partnerships.
2 We currently have a partnership with the
3 University of Pennsylvania. They detail an
4 officer to the police -- to the PAL unit.
5 And so one our centers, the Tucker PAL
6 center out at 4040 Ludlow is one of the two
7 new ones opening and existing. It was
8 closed because the building was knocked
9 down. Now we found a replacement. That's a
10 two officer center. It's a two officer
11 center at the cost of one to the City of
12 Philadelphia. One Philadelphia police
13 officer, one University Penn police officer.
14 We'd love to explore additional partnerships
15 be they with Drexel, Temple, SEPTA, public
16 housing, whoever it may be, a municipal
17 police officer is a municipal police
18 officer. We have the best here. But if we
19 can get two for the price of one, that's
20 part of our plan to try to find ways to do
21 that.

22 The youth-to-adult ratio, you certainly
23 hit on that very quickly. 18,000 kids to
24 20-some adults, that's crazy. We support
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1 the officers through a host of adults in the
2 center. The reason I mentioned the
3 Harrowgate PAL center, because on any given
4 day you're going to see 12, 15, 25 adults in
5 that center. They're parents, they're
6 community members, they're social workers,
7 they're folks from Wawa coming to volunteer.

8 When PAL is at its best, there is a host
9 of adults in that center supporting the
10 officer so that he or she is free really to
11 focus on those kids with that one-on-one
12 time that they need -- they really need and
13 can benefit from. And so, we do have a
14 about 75 what we call support staff or
15 seasonal support staff members. They are
16 basically high schools students, some
17 college students and community members.
18 Ten-dollar an hour positions doing a host of
19 different things within our centers.

20 We by and large let them go for the
21 summer. And so, one thing that I could
22 submit to you and I would like the
23 opportunity to run the numbers is
24 maintaining them, those 75 people, for the
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1 summer. And in fact, when we testified
2 before the youth commission, one of the
3 young men on the youth commission looked at
4 me and he said, so wait a minute, we need
5 jobs in the summer and that's when you let
6 go of everyone. That's just the unfortunate
7 reality. Maybe there is something we can do
8 on that. I don't know what those numbers
9 would be, but happy to look at it because we
10 have those folks already hired. And they're
11 in roles to support the officers.

12 MS. BRADFORD-GREY: Ted, can I ask you
13 to -- dove tails into this. We want to
14 focus on some of the compensation that you
15 are able to give your officers for their, I
16 guess, either volunteering or -- I guess
17 volunteering is not a good word when we talk
18 about compensation. For their involvement
19 in your PAL program, are you able to provide
20 the compensation that you need for police
21 involvement in this program?

22 MR. QUALLI: The City of Philadelphia
23 donates the officers' salaries and benefits
24 in kind contribution of services to the
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1 nonprofit. So we, the 501-C3, does not pay
2 the police officers. That is a donation of
3 services by the City of Philadelphia. It's
4 approximately \$3 million in value. And our
5 total budget is approximately 6 and a half
6 to 7 million.

7 MS. BRADFORD-GREY: So you're saying,
8 they don't compensated. It's really like
9 voluntary community service hours?

10 MR. QUALLI: No. This is their job to
11 full time. They are not driving patrol
12 Monday, Wednesday and Friday and
13 volunteering at PAL. Their beat, if you
14 will, is PAL.

15 LIEUTENANT EDDIS: They're assigned to
16 the PAL unit.

17 MS. BRADFORD-GREY: All right.

18 MR. EL-SHABAZZ: With the same
19 opportunity to get overtime as another
20 officer or just a day or night shift?

21 LIEUTENANT EDDIS: They can get
22 overtime. They have the same rights
23 absolutely. Overtime is 40. They
24 absolutely get overtime.

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1 MS. BRADFORD-GREY: Thank you.

2 LIEUTENANT EDDIS: And the other
3 question just to follow up, how do you
4 screen applicants that come into the unit
5 was one of the other questions.

6 What I personally look for, they go
7 through the transfer process to come to the
8 unit. There's two things that I look for,
9 little bit of sports background and
10 education. That's the two main things.
11 Also, one of the things you got to be
12 looking at which is tough, one to nine, nine
13 months of the year is tough on officer and
14 officer's family. I encourage all my
15 officers to get their kids, grandkids
16 engaged. But I'm very honest in my
17 interview process, which they say citywide
18 is the longest. It's about half hour
19 interview. And I sit on every one of them
20 because I believe that's where it starts is
21 getting the right officer to really have to
22 pick the right officer for this job.

23 It's not like working a regular
24 district. You have to have a passion for
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1 this job working with youth every day, five
2 days a week, 365 days a year. So that being
3 said, that's the two things I look for is
4 education and some of type of athletic
5 background.

6 MR. ROJAS: I have a question.

7 Neighborhoods that have a large number of
8 residents leaving for or returning to prison
9 suffer the kind of destabilization that
10 undermines the development and trust and
11 interdependence among neighbors. And you
12 know, the combined efforts of all of this
13 detracts ex-offenders from their ability to
14 participate constructively in community
15 life. So a lot of time they have sanctions
16 they prevent them from participating in the
17 community. And that pretty much goes to the
18 detriment of the ex-offender or to the
19 overall detriment of the neighborhood in
20 which they are concentrated.

21 How are you navigating that?

22 LIEUTENANT EDDIS: We follow the laws on
23 what the criminal background checks require.

24 With our organization, we run everybody
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1 through a criminal background check. And
2 depending on that is whether they can be
3 around kids or not.

4 MR. ROJAS: What about if they -- has
5 nothing to do with children? For example,
6 if they were arrested for drugs, can they
7 participate, can they volunteer?

8 MR. QUALLI: Yeah. And this is, I
9 think -- I hope you will hear a similar
10 answer for many youth serving organizations.
11 There are certain offenses outlined in the
12 Child Protective Law that precludes people
13 from working with children. And so when the
14 Lieutenant mentions law, that is what we're
15 held accountable to. Other offenses, we
16 look at the type of offense and the recency,
17 so when was it.

18 For example, in working with a support
19 staff recently the question was he had a
20 record. And when we looked at it, it was
21 like, okay, it's not one of those offenses.
22 So he's eligible to work within a PAL
23 facility. When was it, right? And the
24 question that the Lieutenant asked, which I
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1 new was a good one because I looked at the
2 offenses, people make mistakes and hopefully
3 they learned from it. How old was this
4 person when he made that mistake?

5 In this instance, he was a lot older
6 than he should have known better, right? In
7 that instance, the thinking maybe we will
8 pass and go to the next person. But so long
9 as it's not an offense that's specifically
10 detailed within the Child Protective
11 Services Law, we have some level of
12 discretion and that is where we will look at
13 the recency, the attitude towards risk. You
14 think about back to the programs where you
15 are matching a mentor with a mentee. It's
16 those attitudes towards risk that you can
17 discuss in a interview process to get a
18 sense if this person will be appropriate for
19 the organizations in this specific role.

20 But it's not a blanket, you know, X, Y
21 or Z and you're out unless it's one of those
22 detailed in the legislation.

23 MR. ROJAS: I'm familiar with PAL and
24 you guys do a great job bringing the
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1 community together. But the question is,
2 bringing community together that work. And
3 lot of them happen to be ex-offenders.

4 MR. QUALLI: If there is data on those
5 neighborhoods in particular where there is
6 large numbers of people going to and
7 returning from incarceration, we would love
8 to see that data because we look primarily
9 at high crime/low income. Sadly, that's a
10 lot of neighborhoods in the City of
11 Philadelphia. We are looking for population
12 of juveniles, proximity to schools and
13 things like that when we try to find a place
14 for a PAL center. That additional piece of
15 data would be something for us to look at,
16 as well.

17 MR. COBB: William Cobb.

18 Gentleman, thank you for your
19 contribution to the city. As a kid, I
20 attended PAL. My relations with police were
21 extremely positive. And I looked up to
22 other individuals and also the institution,
23 so my question is related to that.

24 Are there any formal programs that you
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1 conduct that deal with police and community
2 relations for the youth that attend your
3 facilities?

4 MR. QUALLI: I think -- go ahead. I was
5 going to say no. The short answer I think
6 is no unless, I mean, Police Explorers
7 perhaps or something like that but.

8 LIEUTENANT EDDIS: Yeah. I mean, we do
9 work with the Police Explorers. Even
10 outside of the 6 to 18, I encourage all the
11 captains in the City of Philadelphia. They
12 hold like police service area community
13 meetings there. The community is coming
14 down to engage the community more and
15 bridging that gap amongst everybody. So, we
16 do work on that, as well.

17 MR. COBB: My question is kind of sort
18 of piggy backing off my Co-Chair's response
19 in regards to the incredible opportunity
20 that you have to engage what the children
21 are experiencing. As we all know that
22 police and community relations are getting
23 tighter each and every day. And these youth
24 are interacting with you and having very

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1 positive interactions. And then as a result
2 of their area in which they live in where it
3 may be high crime, where it may be high
4 arrest rates, it presents an opportunity for
5 you to actually do something formative that
6 can have a profound impact on how they
7 actually feel about individuals who are in
8 the community protect and serve.

9 MR. QUALLI: I think that makes a lot of
10 sense. Frankly, I think the CUA meetings
11 are one of those places where we can sort of
12 bridge that gap. You know, they are set up
13 based on police districts. And you know, we
14 have a unit in the Police Department. I
15 think we can probably become more formalized
16 there, but there is somewhat off.

17 Again, you look at a Harrowgate that is
18 running on all cylinders. It's happening
19 there very well. Then you go to perhaps
20 Ford in South Philadelphia and it's not as
21 dialed in. There is room for improvement.

22 MR. COBB: Thank you, gentleman.

23 MR. COSLEY: Jason Cosley. This is a
24 question specifically for your Harrowgate
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1 Center. So piggybacking off of Wilfredo's
2 comments about how you are able to negotiate
3 with specifically for returning offenders,
4 that Harrowgate area is one of the highest
5 high crime, high poverty area in the City of
6 Philadelphia where all but two halfway
7 houses are located in the City of
8 Philadelphia.

9 So at the core of reintegration is the
10 offender returning from incarceration
11 reintegrated with his family. How are you
12 able to negotiate that in Harrowgate in
13 terms where, you know, you have some
14 discretion as to what folks you can allow to
15 volunteer and participate in your center?
16 And have you had any support from the
17 halfway houses, community corrections, also?

18 MR. QUALLI: I don't know the answer. I
19 would have to ask Officer Rivera who runs
20 that center. I mean, you may know.

21 LIEUTENANT EDDIS: I think it's a case
22 by case basis. And even if we can't get
23 them engaged around children because of
24 their criminal record, we try to do other
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1 things.

2 For example, community service or
3 helping out, maybe dressing up the field or
4 whatever the case may be. We try to get the
5 community engaged as much as we possibly can
6 but also keep in mind of the stipulations
7 with all the laws that come with that, too.

8 It's a two-fold type of question. We do
9 try to -- main thing about community
10 policing is bridging that gap, is getting
11 the community involved. So we do it within
12 the guidelines we are allowed to do it.

13 MR. COSLEY: So with respect to this
14 Committee here, what resources can we
15 contribute to sort of assist you in
16 accomplishing that? If we can maybe bring
17 together some type of advisory board that we
18 can field questions with that regard, you
19 know, bring on a lot of the halfway houses
20 are contracted through City agencies, state
21 agencies. And so, sort of get participation
22 from community stakeholders within that
23 area. That area has a high concentration of
24 employment and training agencies, youth

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1 serving agencies. If there is something
2 that this committee can do, I can definitely
3 try to push our Co-Chair and Councilman
4 Jones in trying to accomplish that.

5 MR. QUALLI: I think we would like to
6 get back to you on that. It's interesting
7 because that particular center happens to be
8 one of our absolute best centers, which
9 proves to me there is a way to bridge this a
10 little bit, right? And so, it's just
11 because it happens to be in one of those
12 neighborhoods where there are perhaps a lot
13 of people leaving and coming back from
14 incarceration does not mean it can't have a
15 vibrant volunteer core because it does. I
16 mean, this center is firing on all
17 cylinders. And so, I would like to get back
18 to you.

19 It would, to the Lieutenant's point I
20 think, vary center by center. The last time
21 I was in Harrowgate PAL center and asked
22 Officer Rivera what he needed if he could
23 have anything, what would it be? He said I
24 would like to have someone in here working
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1 on literacy with these kids. I can't tell
2 you how many of those children are behind in
3 reading and/or can't read. Now, if we were
4 to ask the same question of Officer Elerby
5 at Ford PAL, he might have a completely
6 difference answer.

7 So if it's okay with you, I'd like to
8 get back to you on that. Because if there
9 is a role for this Committee to play, we'd
10 would certainly like to make that ask. I'm
11 not going to let that question go maybe
12 without underling a couple other things that
13 I think, you know, certainly PAL can benefit
14 from.

15 So resources, financial. We certainly
16 need financial resources to try to do what
17 we're trying to do. Again, I think we have
18 the ability to go to scale. Our cost per
19 child is about 400 to 450 dollars per year.
20 The City is essentially through the -- their
21 salaries and benefits covering half of that.
22 It's pretty cheap in the use -- sort of the
23 per diem. This isn't -- I would love to
24 tell you that we are packed to the point
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1 where I have to turn people away. We're
2 not. Some centers are more crowded than
3 others. I think we are doing a good job
4 across the board, but we can do better. We
5 have capacity.

6 Facilities, as I said. And earlier
7 today I ducked out of this for a few hours
8 to go downstairs and talk to some folks on
9 two different floors about facilities. The
10 City is really trying to help us identify
11 facilities, but I don't think I can say it
12 enough. It's a major challenge for us.

13 And you know, two officers in every
14 center. That's a game changer for us.
15 Absolute game changer.

16 MR. ROJAS: One of the things that we
17 did, we actually sponsored a team. Inmates
18 had an account, and we sponsored a team in
19 the community that was called the Holmesburg
20 United. And they played the Leprechauns
21 from down there in Port Richmond in the city
22 championship. But they were sponsored by
23 inmates. Inmates have accounts and they put
24 this money towards the children in the
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1 community. That might be an angle you might
2 want to explore.

3 MR. EL-SHABAZZ: The other thing is you
4 indicated that in getting, speaking with one
5 of my colleagues, that you would get back to
6 us with respect to the needs of particular
7 PAL centers because if they are located in
8 different parts of the city, there are
9 different needs. We are not looking for one
10 need if it's five needs.

11 MR. QUALLI: Understood.

12 MR. EL-SHABAZZ: We might not be able to
13 give all five, but maybe we can give two or
14 three or four or maybe all five. But as
15 much as you can give us to -- some things to
16 work with to take to Council so that Council
17 can look at what's going on and what's
18 happening, it puts us in a better position
19 to try to do those things.

20 MR. QUALLI: Thank you. Thank you for
21 what you're doing, too. We appreciate it.

22 MS. BRADFORD-GREY: Thank you, Ted.

23 MR. EL-SHABAZZ: Thank you gentleman.

24 Madam Clerk, I believe we are finished
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1 with this second panel. Would you please
2 call up the next panel.

3 THE CLERK: Siobhan Reardon, President
4 and Director, Free Library of Philadelphia;
5 Ricardo Calderon, Commissioner, Youth
6 Commission.

7 (Panel approaches Table.)

8 MR. EL-SHABAZZ: Good afternoon.

9 MS. REARDON: Good afternoon. How are
10 you today?

11 MR. EL-SHABAZZ: Whenever you're ready
12 start your testimony.

13 MS. REARDON: Members of the Special
14 Committee on Criminal Justice Reform, I am
15 Siobhan Reardon, President Director of the
16 Free Library of Philadelphia. And I
17 appreciate the opportunity to be here this
18 afternoon to share with the Committee the
19 work we do to provide our children with
20 meaningful and productive activities,
21 particularly over the summer and also our
22 special initiatives for the incarcerated and
23 their families.

24 The Free Library has a historical
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1 commitment to meeting the literacy needs of
2 our children. It is among the highest
3 priority in our strategic plan and part of
4 our staff's work every single day. We are
5 committed to building the skills of our
6 young people and working with them toward
7 their academic and life success.

8 Our afterschool program began as an
9 crime initiative to keep children off the
10 street during the most dangerous hours a
11 day. We continue to serve tens of thousands
12 of children in this program at every single
13 neighborhood library in the City each year.
14 Part of the program involves hiring local
15 youth who we call Leap Leaders as part of
16 the homework health mentor program
17 throughout our library system.

18 With the summer close upon us, staff are
19 focusing on summer reading. One of the most
20 important ways we keep children engaged and
21 stave off some of the so-called summer
22 slide. Combating literacy lost is
23 particularly critical in Philadelphia where
24 literacy levels are already below average.

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1 Additionally, research has shown that
2 reading for fun can lead to improved
3 academic achievement. Summer reading
4 provides a safe positive place for young
5 people to be engaged and productive during
6 the summer months. We expect to reach
7 nearly 35,000 children in the coming season
8 which launches on June 5 and runs through
9 August 5.

10 In addition, Philadelphia Youth Network
11 provides an additional 75 to 100 teens to
12 support this program, so we hire that many
13 teens in addition to the Leap Leaders. In
14 order to attract more children and test
15 ideas that could even be more beneficial, we
16 are running three small pilots this summer.
17 And they include a Spy Club. Children will
18 be engaged as secret agents, given mysteries
19 to solve, clues will lead them to literacy
20 and steam tasks that will help them solve
21 the challenge.

22 We have Healthy News Works. The Free
23 Library is partnering with this nonprofit
24 organization to teach children journalistic
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1 skills, how to ask questions, determine
2 reliability and writing and conclude with
3 the production of a health focus newspaper.
4 Our Reading Buddies Program, this pilot will
5 pair adult volunteers with children to read
6 one-on-one several hours a week. It will
7 give children a meaningful relationship with
8 a trusted adult while building their
9 vocabulary. City Council members are often
10 invited to participate in this program over
11 the summer, as well.

12 Continuing for the second year is Jump
13 Start, an intensive back to school program
14 that prepares children to be ready to return
15 to the classroom in the fall. Tested at
16 three libraries this past summer, the
17 results are strong. 90 percent of the
18 children held off the summer slide and we
19 hope to expand the program to eight
20 neighborhood libraries this summer, whereby
21 almost tripling the number of children that
22 we reach.

23 Read by Fourth Campaign, which the Free
24 Library manages, is a citywide effort to
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1 significantly increase the number of
2 students reading on grade level by the time
3 they reach fourth grade. Summer camps can
4 be a key ingredient in success and the
5 campaign is committed to helping summer
6 camps and fun filled literacy activities in
7 their programming. Over a hundred camps
8 have contacted us requesting age-appropriate
9 books for the summer. And unfortunately, we
10 only have funding for 80 of the 100 camps.

11 Another Free Library initiative that
12 will be of special interest to the Committee
13 is Prison Literacy Outreach. We have opened
14 small libraries and cell blocks and Curran
15 Fromhold and Riverside Correctional
16 facilities and the alternative and special
17 detention unit. Not only do prisoners have
18 access to the range of materials, but we
19 also train prisoners to manage the loans and
20 return processes. Other city and federal
21 facilities have expressed interest in
22 replicating these services and would welcome
23 the opportunity to expand both in bringing
24 the literacy to the incarcerated as well as
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1 to provide valuable job skills.

2 Additionally, we have launched Story
3 Alive, a program that benefits both the
4 incarcerated and their children. A key
5 factor that leads to a decrease in
6 recidivism is connection to family. In
7 response, the library has created a program
8 that allows incarcerated parents to read to
9 their children through a Skype-like
10 technology while their children are in one
11 of our libraries. We provide the children
12 with a copy of the book that the parent has
13 read to them. In addition to reading -- in
14 addition to reading, parents have used the
15 time to practice spelling, discuss school
16 projects and sing. This program runs
17 through December and we hope to be able to
18 continue to offer it afterwards.

19 The library is also -- has also compiled
20 a resource guide for returning citizens, a
21 copy of which is available for each of you
22 and will be made to your offices created by
23 the program in this guide. And we'll be
24 happy to make sure you all get a copy. And
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1 we commend City Council and the Committee
2 for seeking strategies to reduce the City's
3 rates of incarceration and recidivism. The
4 Free Library is proud of its efforts in this
5 regard and stands ready to support your
6 further deliberations.

7 I'll be happy to answer any questions.

8 MR. EL-SHABAZZ: First of all, thank
9 you. That's excellent. I didn't know the
10 majority of things that you talked about,
11 and I was really impressed.

12 MS. REARDON: Libraries are a big
13 surprise to everybody.

14 MR. EL-SHABAZZ: Really impressed with
15 the Story Alive and the Skype-like
16 technology. How long have that program
17 been going on?

18 MS. REARDON: It's a grant that we
19 received from the federal government through
20 their Library and Services and Technology
21 Act. And so, we launched the service, I
22 want to say, in February. It's in -- the
23 incarcerated speaks to children in three of
24 our libraries. At the Widener Library at
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1 28th and Lehigh, our Kensington Library on
2 Dauphin, and I believe it's our Holmesburg
3 Library up in the northeast.

4 MR. EL-SHABAZZ: And are these library
5 have special hours during the summer? Do
6 they increase in hours?

7 MS. REARDON: Actually, what happens in
8 the summertime, we run a five-day Monday
9 through Friday service. We are actually
10 closed on the weekends in most of our
11 libraries during the summer.

12 MR. EL-SHABAZZ: Only questions I have.

13 MR. COBB: William Cobb. I actually
14 want to piggyback off of his line of
15 question.

16 I want to know what number of facilities
17 are participating? And how many
18 incarcerated parents are able to participate
19 currently?

20 MS. REARDON: We are just getting
21 started. It's three -- where we have the
22 program right now, the funding for the
23 program right now is in three of our
24 library. It's our Widener Library, our
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1 Holmesburg Library and our Kensington
2 Library. And what happens is that this
3 typically occurs on Saturday mornings. It's
4 actually eleven o'clock on Saturday
5 mornings. And we have a number of
6 incarcerated, they sign up to be on the
7 roster of -- it's getting the connection.

8 MR. COBB: They do that through the
9 current facilities that they're housed in?

10 MS. REARDON: Yeah.

11 MR. COBB: Are they all the City or
12 state prisons?

13 MS. REARDON: No. They are Curran
14 Fromhold and Riverside are the two
15 facilities.

16 MR. COBB: So CFCF and Riverside only?

17 MS. REARDON: Exactly. Exactly. It's
18 predominantly men who are actually signing
19 up versus the women in Riverside, which is
20 really fascinating. And we're -- there is a
21 waiting list of people wanting to be able to
22 read and be able to have that connection to
23 their families. What's been interesting
24 also, you know, I was listening to the
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1 conversation about transportation which is
2 fascinating on many levels because -- so the
3 inmate will sign up to read to the their
4 child. But if the weather is bad and the
5 family can't make it, they miss that time.

6 We are trying to figure out how it is we
7 make sure that the connection between the
8 parent and the child is improved.

9 MR. COBB: Could you please share with
10 the Committee the cost to currently conduct
11 that program?

12 MS. REARDON: It's currently a \$25,000
13 grant. And most of the material is material
14 we have goes -- we provide the material to
15 the cell blocks. But it's the technology
16 mostly that's going into connecting the
17 inmate with his or her family in the
18 libraries.

19 MR. COBB: Wow.

20 MS. REARDON: I can give you a much more
21 detail on the grant.

22 MR. COBB: Greatly appreciate that. As
23 a person who has been in conflict with the
24 criminal justice system and served six years
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1 in prison and is a parent of a lovely
2 12-year-old girl and who is avid reader and
3 we frequent our library nearly every day.

4 MS. REARDON: Great.

5 MR. COBB: Thank you for what you're
6 doing. And I just think this is an
7 incredible opportunity to really maintain
8 the link between families during an
9 incarceration. I was unaware of it. I am
10 so excited about it. Thank you for offering
11 your testimony to the Committee.

12 MS. REARDON: My pleasure. Thank yo.

13 MR. ROJAS: One of the questions I have,
14 when I worked at the prison and we had
15 organization that serviced the prisons like
16 the Philadelphia Arts -- Mural Arts Project,
17 these inmates that are being trained, are
18 you actually actually looking to recruit
19 some of them for employment? We have
20 relaxed a lot of the rules.

21 MS. REARDON: Sure. Anyone of the folks
22 are eligible when they -- upon their
23 release. We have a -- there's also
24 something I want to give offer you, as well.

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1 As long as you take the -- we are civil
2 service agency. As long as you pass the
3 civil service exam, you get on the list.
4 You are qualified for a job at the Free
5 Library f Philadelphia. Mostly probably in
6 any range of either a library assistant or
7 clerk in the library or custodian in the
8 library, that sort of thing. I mean, you
9 can't be a librarian, you have to have your
10 degree. You could be.

11 MR. ROJAS: Some have their degrees.

12 MS. REARDON: I would have something to
13 say if you don't.

14 MR. ROJAS: Let me, will you look to
15 expand that program? If that program --

16 MS. REARDON: If we have the funding for
17 it, we would be happy to expand it for sure.
18 We are concerned about the fact that it
19 sunsets in December because it is federal --
20 it was a one-year grant that we received
21 from the federal government to do this.

22 MR. EL-SHABAZZ: Which grant are we
23 talking about? The 25,000-dollar grant?

24 MS. REARDON: Yes.
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1 MR. EL-SHABAZZ: You said it ends in
2 December?

3 MS. REARDON: Yes.

4 MR. EL-SHABAZZ: To keep it going
5 \$25,000 carries you for one year?

6 MS. REARDON: For one year in three
7 libraries.

8 MR. EL-SHABAZZ: And limited the number
9 of libraries to do it?

10 MS. REARDON: Yeah. Uh-huh.

11 MR. EL-SHABAZZ: Do you have an estimate
12 or if you do at this particular point, can
13 you get the Committee an estimate that would
14 try to expand it from the three libraries to
15 more, because if we expand it to more, than
16 we can reach out to more.

17 Also, I'm curious as to how it can be
18 expanded to state facilities?

19 MS. REARDON: We are getting lots of
20 questions from the state and federal
21 facilities to bring our program whether it's
22 the Collections on the Cell Blocks or the
23 Stories Alive. And it's all about our
24 capacity to deliver. Right now it is one
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1 young man who in his own time is actually
2 produced this program. His name is Titus
3 Mulethar. He's one of our social services
4 librarian the Central Library. We are
5 trying to -- we would love to be able to
6 expand the program so there's a permanent
7 prison services staff that can do much more
8 outreach to all of the facilities.

9 MR. EL-SHABAZZ: If you can provide that
10 information to Stacey as soon as possible, I
11 would greatly appreciate that. I think that
12 is something that I'm very interested in.
13 If I look down the line, I can see that it's
14 more.

15 MS. REARDON: You know, that you come
16 from Brooklyn. I also worked at the
17 Brooklyn Public Library.

18 MR. EL-SHABAZZ: That's why it works.

19 MS. REARDON: They have extensive prison
20 services programs which we don't have here.
21 It was kind of a surprise when I got here to
22 see that. You should know one of the things
23 that we are working with Department of
24 Corrections is that we have acres and acres
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1 and acres of property around the library.
2 They do have a landscaping program for the
3 inmates. We are looking to see if we can
4 create a program where those that are ready
5 for reentry want to begin to learn how to
6 landscape. Because we have more property
7 that they can help us clean up and keep
8 tidy. We are working with the Department of
9 Corrections on that program as well.

10 MR. COSLEY: I just have -- Jason
11 Cosley. I have one quick question. You
12 mentioned that transportation was a barrier
13 you are experiencing currently. Are there
14 any other barriers that you would like to
15 make us aware of?

16 MS. REARDON: You know, when I was
17 speaking to Titus before, I said what were
18 some of the challenges. He said that was
19 one. Just disappointing the families
20 couldn't make it to the library to be part
21 of the session with the inmate.

22 MR. COSLEY: This Skype-like equipment
23 you are using, is that sort of the optimal
24 type of equipment?

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1 MS. REARDON: Right. We want it as, you
2 know, as clear as possible because it is the
3 dad or the mom reading, literally holding up
4 the book. So they can see each other and
5 they can follow the words together. The
6 clarity of the screens had to be
7 significant. It is a high resolution
8 opportunity between the connection between
9 the two organizations.

10 MR. COSLEY: One last question. Why
11 were the locations that currently have this
12 program selected as opposed to any other in
13 the city?

14 MS. REARDON: I think it has something
15 to do with doing a survey of where we knew
16 that we had high levels of -- one parent
17 incarcerated or another. These were the
18 three areas that -- Holmesburg was picked
19 because of its location to either facility.
20 Kensington and Widener were selected because
21 of their -- the ratio of incarcerated
22 parents.

23 MR. COSLEY: Thank you.

24 MR. EL-SHABAZZ: Well, if there aren't
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1 any more questions, I definitely want to
2 thank you. And we look forward to that
3 information being forwarded to Councilman
4 Jones through the able arms of Stacey so
5 that we can actually try to get something.

6 MS. REARDON: Sure. That would be
7 wonderful actually. Thank you.

8 MR. EL-SHABAZZ: With that, that will
9 conclude that testimony. Ladies and
10 gentlemen, the hearing is now adjourned
11 until Monday, April 18 approximately one
12 o'clock p.m. in City Hall Room 400.

13 Public comments will be heard at that
14 time. If you would like to testify or
15 submit written testimony to this Committee
16 on Criminal Justice Reform, you can
17 absolutely get in contact with Stacey or you
18 can present it here on the, I think, the
19 18th or email your request to participate as
20 a witness to Criminal Justice Center --
21 Criminal Justice Reform, that's one word.
22 CriminalJusticeReform@Philadelphia.gov.

23 This hearing is now recessed. Thank
24 you.

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Special Committee On Criminal Justice
April 15, 2016

1 (Hearing recessed at 4:47 p.m.)

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C E R T I F I C A T I O N

I, hereby certify that the proceedings and evidence noted are contained fully and accurately in the stenographic notes taken by me in the foregoing matter, and that this is a correct transcript of the same.

ANGELA M. KING, RPR
Court Reporter - Notary Public

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