COLLABORATING FOR SUCCESSFUL REENTRY:

A PRACTICAL GUIDE TO SUPPORT JUSTICE-INVOLVED YOUNG PEOPLE RETURNING TO THE COMMUNITY

February 2019

Acknowledgements

This publication was made possible through the generosity and support of the Annie E. Casey Foundation. The Annie E. Casey Foundation is a private philanthropy that creates a brighter future for the nation's children by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow. For more information, visit www.aecf.org.

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Suggested Citation: De Nike, M., Shelden, R., Macallair, D. & Menart, R. (2019). Collaborating for Successful Reentry: A Practical Guide to Support Justice-Involved Young People Returning to the Community. San Francisco: Center on Juvenile and Criminal Justice.

Introduction

Every year, thousands of young people are released from juvenile correctional institutions nationwide. When released, they face immediate challenges as they attempt to reintegrate into the community where they confront significant barriers to success. Many researchers have noted how difficult it is for young people to change their lives after a period of justice system involvement.[1] Many youth are sent to out-of-home placement for misdemeanors, non-violent offenses, and status offenses, which are behaviors that are unlawful due to a person's status as a minor and include violating curfew, skipping school or running away from home. For example, in 2014, U.S juvenile courts petitioned 100,100 status offense cases, and 4,200 involved secure detention.[2] Youth confinement, which occurs when youth are charged as juveniles and sentenced to juvenile facilities, and/or incarceration, which occurs when youth have been sentenced under the adult criminal justice system, disrupts their lives and removes them from families, schools, and communities. During a period of confinement or incarceration, youth are disconnected from school which often results in falling further behind their peers academically. The removal from one's school community and extracurricular activities uproots a young person from their support system. The disconnection from one's family, friends, and community impairs the potential for successful reintegration following a period of out-of-home placement or institutional confinement.[3] For young people, these challenges are complicated by the already trying transition from adolescence to adulthood.[4] Whenever possible and appropriate, youth should remain at home and in their communities where they can receive relevant support.

Understanding how to support youth when they are returning from a period of confinement requires understanding the harm it inflicts upon a young person during this crucial period of development. Confinement or incarceration exposes youth to trauma, creates forced dependency, excludes them from educational opportunity, offers few prospects for skill development, and often results in diminished psychological health. For young people who have spent years in institutions, the opportunity to learn the skills necessary to live on their own may be nonexistent. Within these institutions, they must adjust to an environment where daily decisions are made for them, including when to get up, when and what to eat, and what to wear. The institution is, in effect, their "home" and the managers of such institutions are their "parents." Upon release, they go from a tightly structured and regimented institution to communities where their lives are relatively unstructured and independent.[5] Furthermore, many young people are exposed to traumatic experiences while confined, including frequent violence and sexual assault, with high percentages showing posttraumatic stress symptoms.[6]

While confinement in a juvenile correctional facility can have detrimental impacts, alongside all instances in which a young person is separated from their family and community, it is important to see hope in a justice-

involved young person's present situation and future potential. Young people reentering the community have strengths, assets, and aspirations, just like their non-justice-involved peers. Reentry supports that tap those reserves have tremendous potential to make a difference in the long-term outcomes of reentering youth. Research has shown that reentry interventions aligned with an adolescent development focus are effective, particularly when they involve the family in treatment and target higher-risk youth.[7] [8] [9]

This practical guide lays out information for practitioners to meet the needs of young people reentering the community, to help remove barriers to success, and to increase young people's chances for more positive outcomes. This guide discusses the philosophical orientation associated with more effective reentry services and provides detailed information on promising supports and programs.

Doing Less Harm, More Good

There is increasing recognition within the fields of juvenile and criminal justice that the very institutions and services designed to "correct" criminal behavior and activity, in fact, do harm. Confinement, for example, has itself been shown to be criminogenic.[10] [11] Placing low-risk offenders in programs designed to address criminality has been shown to actually increase their risk.[12] [13] [14] Punitive responses to juvenile behavior and offending have been shown to cause psychological harm and actually increase recidivism.[15] [16] [17] In fact, the juvenile justice system is rife with risks for any young person who enters it. For this reason, systems should reassess placement decisions and lengths of stay, recognizing that the best form of reentry is no reentry and returning youth to the community as soon as possible. This section outlines: 1) the importance of identifying youths' needs before providing interventions,[18] 2) why practitioners should adopt a strengths-based rather than correctional lens,[19] and 3) why services and supports should draw upon and leverage community-based and research-based resources. [20] [21]

Meeting Identified Needs

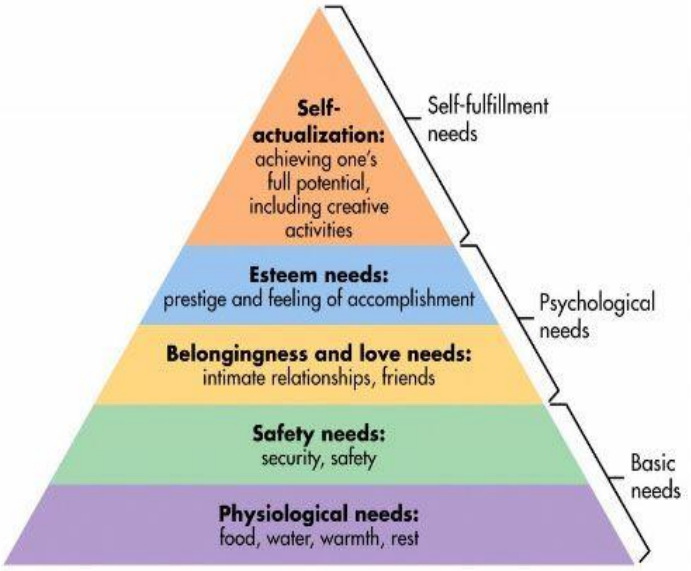
Extensive research in juvenile and criminal justice has established the need for practitioners to thoroughly assess the needs of youth coming out of confinement prior to applying any services, supports, or treatment interventions.[22] [23] [24] [25] [26] It is important to recognize that an individual's needs differ from the services and supports they may receive. It is vital that aftercare planning processes meaningfully engage youth and their families in identifying their needs. Practitioners, after considering the specific needs present, can shed a one-size-fits-all approach and provide effective support. For example, a youth who is struggling academically may need to experience success in school, and the supports that follow may include tutoring or a quiet space to study. Here, the need is not "tutoring" or a "quiet study space" but an underlying need identified by the youth and their family.[27] One of the prevailing models in the field of juvenile justice is the risk-need-responsivity (RNR) model, wherein every young person in the system is supposed to be assessed for criminogenic need, and programmatic supports are to be applied accordingly. In this model, the emphasis is on serving youth assessed as high-risk, and minimizing contact with youth who are assessed as low-risk.[28] [29] This is generally a giant leap forward from traditional, punitive, and one-size-fits-all approaches, but to be effective the RNR model must be applied assiduously to avoid bias, especially the tendency to associate people of color with higher risks, which can cause harm to youth, their families, and their communities.[30][31]

The juvenile justice system has a long history of misapplying "remedies" to youthful offending and misbehavior, including over-programming youth whose needs do not merit highly-restrictive or invasive programs.[32] Young people returning to the community are sometimes burdened with elaborate schedules of therapeutic appointments, supervision meetings, mandated classes, and other obligations that compete with job schedules or other life commitments which are equally important for their success. Jennifer L. Skeem, Ph.D., University of California at Berkeley psychologist and expert on the use of juvenile risk assessment points out that

"Over-programming their lives may interfere with their work, their social networks and other protective factors they would otherwise have in place."[33]

Sometimes services are incongruous to youths' needs. The individualized needs of a young person must be considered when developing aftercare plans and reentry supports. Some decision-makers' preoccupation with Evidence Based Programming (EBP)[1] and the tendency to send all youth to Multisystemic Therapy (MST) or Functional Family Therapy (FFT) regardless of their appropriateness do a disservice to young people and their families and may be counterproductive. A 2004 study of probation officers in Maricopa County, Arizona, and their views of the young women in their care demonstrated how the services prescribed by the supporting adults can be completely mismatched for the probationer's needs. For example, a girl whose family was homeless was slapped with probation violations for not attending drug treatment and for not staying in contact with her probation officer. The probation officer suggested counseling services which were so distant from her neighborhood that they were essentially inaccessible. Another young woman who was pregnant and had no stable place to live was referred to community service work and parenting classes – neither of these things would help her with her most immediate needs, and without those needs met, she was unable to be successful in the well-intentioned but misguided "supports" that were being mandated.[34]

Whether they are reentering from facilities near or far, public or private, as minors or as young adults, into families or independent living situations, young people coming back into the community have needs that fall along Maslow's hierarchy of needs.[2] While practitioners are urged to address key criminogenic needs such as antisocial attitudes,[35] common sense dictates that basic needs be addressed first. It is simply not possible to make significant steps toward a brighter future until one's basic needs, like shelter and safety, are established. For this reason, the first focus of reentry supports must be housing and income. Thereafter, social skills, education, and other supports should be identified and supplied as needed.



Maslow's Hierarchy of Needs

Coordinated Care

Lack of coordination among service agencies and providers can overburden youth, resulting in inefficiencies and duplicative services.[36] This can ultimately confuse and disillusion a young person and generate resistance to what could otherwise be valuable supports. Youth with complex needs may have open cases with multiple agencies, including probation, child welfare agencies, behavioral health agencies, and community-based organizations, each of which provides the young person with a case manager. This is in addition to the young person's probation or parole officer, who may also be taking on the role of service-broker or case manager.[37] While each case manager may be well-meaning, an excess of case managers can feel overwhelming from the perspective of the youth, particularly if he or she is required to meet with each case manager on a separate schedule, is being referred by multiple case managers to multiple services and supports, or is receiving contradictory messages from various service providers.

[1] To learn more about the challenges of Evidence Based Practices, and a distinct alternative approach made through the EBP+ Collaborative (made up of fourteen primarily base-building organizations from various states), see https://impactjustice.org/wp-content/uploads/2018/03/ebp.policy.brief_.28mar2018.formatted.pdf.

[2] This graphic is excerpted from Simply Psychology at https://www.simplypsychology.org/maslow.html, based on: Maslow, A. H. (1943). A Theory of Human Motivation. Psychological Review, 50(4), 370-96.

Juvenile justice and social service practitioners are urged to minimize the confusion for youth by ensuring that care is coordinated among all service-providing agencies, ideally by a single case manager. If the reentering young person is on parole or probation and is vulnerable to re-incarceration, it is particularly important that case management services delivered outside of that authority be closely coordinated with court orders and probation/parole officer requirements. While this can be difficult, there are models that show that it can be done successfully. In San Francisco, for example, the Center on Juvenile and Criminal Justice (CJCJ) participates in the Juvenile Collaborative Reentry Unit (JCRU), which comprises the probation department, the court, the public defender's office, and CJCJ itself.[38] Reentry planning begins upon disposition, includes the young person and family members in every decision, and blends together all service plans from all agencies with which the young person is involved. When the youth reenters the community, there is a coordinated and comprehensive plan in place. CJCJ delivers most of the supports directly, but also brokers access to outside programs and supports that correspond to the youth's needs, strengths, and interests.

Insight from the Juvenile Collaborative Reentry Unit (JCRU)

Established in 2009 as a Second Chance Act National Demonstration Project Site, JCRU aimed to address historically high recidivism and failure rates of youth exiting out-of-home placements in San Francisco. Through an intentional partnership of key stakeholders, including the youth and their family members, JCRU provides comprehensive case planning and aftercare services for high-risk youth returning to the community.

Strengths-Based Lens

Traditionally, young people involved in the juvenile justice system are approached by service providers with a deficit orientation. Be they agents of the juvenile justice apparatus (e.g., probation officers, court school personnel), or community-based service providers (e.g., social workers, case managers), the adults in a position to guide and support these young people tend to be oriented toward their shortfalls, their failures, and their crimes. While young people in the juvenile justice system undoubtedly have deficits in need of remedy (as do all human beings), this focus on the negative can prevent us from recognizing the assets that these young people possess and minimize their sense of self-worth in the process.[39] It can also lead to an emphasis on control, rather than skill-building and asset-development. A more productive mindset when supporting youth involved in the juvenile justice system adopts a Positive Youth Justice (PYJ) perspective, uses a trauma-informed lens, and focuses on building skills rather than pathology and punishment. Furthermore, reentry service providers should consider restorative justice practices that focus on repairing harm collaboratively within the community.[40] Approaches should be gender-responsive and culturally-responsive, with a recognition of the racial disproportionality that plagues the juvenile justice system, and an understanding of the impact that systemic racial bias may have had on the young people who have been subjected to it.

Positive Youth Justice: Positive Youth Development (PYD) is a comprehensive approach to adolescent development with its foundation rooted in the recognition of youths' strength and hinged on the presence of a consistent, trusted and caring adult for the young person. It has been recognized as an effective approach for young

people in non-correctional settings for years,[41] [42] and has recently been incorporated as an effective way to reach and support youth involved in the juvenile justice system.[43] [44] Positive Youth Justice (PYJ) blends research on adolescent development with positive youth development practices and is premised on the assumption that, like all youth, justice-involved youth have distinct intellectual, social, creative, physical, and spiritual strengths, and pro-social qualities that can be enhanced, developed, and cultivated.[45] While there are countless ways youth can develop within a PYJ approach, efforts are focused into six key domains, defined by Jeffrey A. Butts of John Jay College of Criminal Justice, which are: education, relationships, health, creativity, work, and community.

One of the most important elements of Positive Youth Development programming is the role of a consistent, caring adult in building a trusting relationship with the young person. In order to effectively support youth in reentry, service providers and juvenile justice system personnel must recognize that they themselves can be the caring, consistent adults needed by the youth they work with. Practitioners should engage, interact, and support youth with compassion and respect. Taking a PYJ approach leads practitioners to not only assess young people's needs, but also their strengths, interests, aspirations, and resiliency factors. It differs starkly from the customary views of justice-involved youth as either villains or victims, particularly in the assumptions that underlie practices. This is illustrated in the table[3] below.

Changing the Frame

ASSUMPTIONS	PRIMARY LENS: Youth as Victim	Youth as Villain	Youth as Resource
Origins of Most Delinquent Behavior	Symptom of underlying disturbance	Anti-social impulses, lack of restraint due to permissiveness and the absence of punishment	Normative response to adolescent needs for status, belonging, power & excitement, lack of empathy
How Delinquent Youth Compare with Other Adolescents	Fundamentally different in psychological and emotional makeup	Fundamentally different motivations and impulses toward deviant behavior	Largely similar to other adolescents but with fewer social assets
Delinquent Youth Capacity for Behavior Change	Incapable of conventional behavior without therapeutic interventions	Incapable of conventional behavior without strict discipline and the threat of punishment	Inherently capable of conventional behavior with sufficient access to supports and pro-social opportunities
Principal Intervention Strategy	Individual or family-based therapeutic treatment	Deterrence and retributive punishment	Skill development, attachment and engagement
Role of Treatment	Primary	Secondary	Secondary
Risks of Treatment	Could fail to address underlying cause(s)	Could delay or impede deterrence	Could introduce stigma or harm—i.e., iatrogenic effects

[3] This table is excerpted from: Butts, J.A., Bazemore, G., & Meroe, A.S. (2010). Positive Youth Justice: Framing Justice Interventions Using the Concepts of Positive Youth Development. Washington, DC: Coalition for Juvenile Justice. https://positiveyouthjustice.files.wordpress.com/2013/08/pyj2010.pdf.

Trauma-Informed Care: Delivering trauma-informed services in a juvenile justice context has emerged as an important development in recent years.[46] Rather than approaching young people as victims, a trauma-informed approach prompts a sensitive response to all young people, irrespective of whether or not they have any verified traumatic experiences. As Dr. Gordon Hodas puts it:

> *[W]hat is proposed [in trauma-informed care] is that each adult working with any child or adolescent presume that the child has been trauma exposed. With this presumption in place, the use of universal precautions in support of trauma informed care involves providing unconditional respect to the child and being careful not to challenge him/her in ways that produce shame and humiliation. Such an approach has no down side, since children who have been exposed to trauma require it, and other, more fortunate children deserve and can also benefit from this fundamentally humanistic commitment.*[47]

Furthermore, a trauma-informed perspective recognizes negative behaviors as possible coping responses to trauma. Employing this perspective reminds practitioners to frame their approach with the underlying question "What has happened in your life?" fueling their interaction with a young person. In this way, practitioners look for the purpose that a behavior has served in the life of a person who may have experienced trauma rather than placing blame. For example, through a trauma-informed lens, a young person who has experienced violence or traumatic loss may become involved in a gang in order to create a sense of protection or safety. A young woman who has been sexually abused may, paradoxically, attach herself to a pimp who has promised to protect her from further sexual violence. Someone who is haunted by recurring images and memories of a traumatic event might use mind-altering substances to block the pain. The aim of trauma-informed care is to help youth replace harmful, violent, self-destructive, or otherwise unsafe behavior with healthy coping skills.

Practitioners should be trained to recognize trauma and provide the appropriate interventions. Treatment may be performed in a clinical setting when necessary, but providers should feel comfortable and competent providing trauma support to youth in normative settings.

Restorative Justice Principles and Practices: Justice-involved young people and their communities can benefit greatly from Restorative Justice (RJ) approaches during reentry. While restorative justice has gained widespread attention and acknowledgement in recent decades, many of its principles are rooted in longstanding human traditions and indigenous cultures that emphasize healing.[48] Unlike the retributive, punitive justice approach that formerly-confined youth have experienced, restorative justice considers the needs of everyone affected by a harmful act: the person who was harmed, the person who caused the harm, and the surrounding community. The process of reparation and reintegration is undertaken collaboratively with all who have been affected. Restorative justice practices, which center on responsibility and respect, can be implemented in various settings including community circles, victim-offender mediation, and group conferencing. Each of these methods involves direct, ideally in-person, dialogue between the people involved in a specific harmful act and an objective mediator or facilitator who supports the needs of the participants throughout the process.[49]

In addition to formal mediation and conferencing, Restorative justice principles can be incorporated into community service projects to provide an opportunity for a young person to "repair the harm" they caused and reconnect with their community. Notably, individuals who participate in community service more generally while on probation or in diversion programs showed significantly decreased rates of recidivism than those who did not.[50] To further this impact, the intentional development of community service projects based on restorative justice principles can help youth take a more active role in the process and bring them closer to their community. Restorative justice practices can be utilized to benefit young people at any point in the justice process, whether it be as an alternative to a formal hearing, during incarceration or confinement, or during reentry. It should be noted, however, that timeliness plays a strong role in the appropriateness of restorative justice practices. The needs of those harmed are central to the process and, as time passes, a victim may have begun to heal or move forward from the harmful experience. In these cases, restorative justice practices may not be appropriate, or they may necessitate a surrogate or proxy to participate on behalf of the victim in order to avoid additional harm.[51]

Emphasis on Skill-Building: Research has shown that cognitive-behavioral interventions which include opportunities to build and practice skills have the greatest impact on reducing future criminal behavior with the potential to reduce adult and juvenile recidivism by as much as 26 percent.[52] A meta-analysis of programs for juvenile justice-involved youth found that approaches that focus on skill-building are more effective than cognitive therapy programs without a behavioral element, psycho-educational programs that impart information to participants without teaching replacement behaviors, and journaling programs.[53] However, it is important to note that any type of therapeutic intervention will have minimal effects if a youth's basic needs are not being met.

Cultural and Gender-Responsiveness: Youth of color are disproportionately arrested, detained and referred to harsher conditions due to increasingly recognized racial bias in the justice system.[54] Practitioners delivering and coordinating reentry and reintegration services cannot by themselves eliminate the bias that exists at every discretionary point in the system – from police contact to encounters with judges to clinical assessments, racial bias affects how young people are viewed and treated.[55] They can, however, be aware of the bias, and try to develop an understanding of how such treatment affects young people as they move through such a system. Practitioners can also work to develop culturally-responsive practices. Research has found that recognizing and responding to cultural factors (e.g., parents' and youths' perceptions of racism, comfort levels with the clinical setting, and community stigmas against therapeutic services) increases parent and youth engagement and results in more positive youth outcomes.[56] Furthermore, youth tend to prefer practices when they have been intentionally modified to be more culturally-responsive, as compared with programs that were not modified.[57]

Alongside cultural-responsiveness, young people can benefit greatly from gender-responsive practices. Programming in the juvenile justice system needs to take into consideration the unique situations and special problems young women and young men face in a gendered society. Traditional delinquency treatment strategies, employed in both preventive and intervention programs, have been shaped largely by commonsense assumptions about what youth need. Since young men and boys make up a large portion of justice-involved young people, these strategies often center on their assumed needs. Young women and girls are left out of consideration and as a result, many of their needs remain unmet.[4] Be it pregnancy, motherhood, commercial sexual exploitation, family relationships, or peer relationships, young women in the system have past experiences, needs, and strengths that tend to differ from those of their male counterparts. Programming based on assumptions of youths' needs (rather than evidence) are limiting for justice-involved young men as well. Young men require support as they grapple with highly gendered pressures and realities, including the social construction of violent masculine identity, honor, and marginalization.[58] The challenge of being responsive to youths' needs is further complicated and enriched when the young person being served is lesbian, gay, bisexual, or transgender.[59]

LGBT youth are overrepresented in the juvenile justice system and present special challenges for correctional facilities and reentry due to higher levels of family rejection and discrimination within schools and communities.[60] Every youth has a gender identity and sexual orientation. Creating a foundation of respect and acknowledgement of the full spectrum of gender and sexuality promotes the wellbeing and safety of LGBT youth. Furthermore, incorporating LGBT-informed practices can promote self-determination and acceptance of others—a benefit to every young person's development.[61]

A Collaborative, Integrated, and Research-Supported Approach

This practical guide endorses an approach to juvenile justice that is community-based and collaborative. The community has resources which should be prioritized, invested in, and leveraged to improve service access and responsivity. Additionally, the extensive research that has been conducted on programs and approaches stands as another set of resources that should be leveraged in designing and delivering reentry services and supports. This does not mean that practitioners should limit themselves to program models that have been recognized as evidence-

[4] For more detail on programs for girls, see Chesney-Lind, M. and Shelden R. G. (2014). Girls, Delinquency and Juvenile Justice. Malden, MA: Wiley-Blackwell, chapter 11.

A Strengths-Based Approach: Javier*

From an early age, Javier has struggled with Attention Deficit Hyperactivity Disorder (ADHD), oppositional defiant disorder (ODD), and impulsivity. Consequently, his experiences in school were often discouraging. His father left the family when he was very young. Desperate for affirmation from older male figures, and growing up in a neighborhood with a significant gang presence, Javier was eventually recruited. He first made contact with the juvenile justice system at the age of 10. Between the ages of 10 and 18, Javier entered and exited 8 different placements (primarily group homes), one as much as 2,400 miles from his family, lending to a sense of rejection, disconnection, and depression. At the age of 12, he attempted suicide.

It would be easy to reduce Javier to this long list of deficits. Fortunately, at age 13, Javier began to receive services through local community-based programs at the Center on Juvenile and Criminal Justice, which collaborated for his development by recognizing and lifting up his strengths. Over the past five years, program staff have offered consistent support, provided him with mental health treatment, and connected him with various resources and programs to advance his education, housing, and career.

Program staff are quick to point out that Javier's list of strengths is at least as long as the list of challenges. He is naturally athletic, has a loving mother, and a good relationship with her as well as his siblings. He has strong interpersonal skills and is well-liked by people who meet him. He doesn't shy away from hard work, and has an easy way of connecting with adults and peers alike.

For a lot of youth in Javier's situation, a history of struggles in school, frequent placement transitions, and numerous periods spent in confinement, would mean continuation high school, a court school, or a GED/high school equivalency program. While those places might be right for some students, Javier's relational nature and athleticism indicated he would do much better in a regular, comprehensive high school. With the assistance of the program (and with the advocacy of the Public Defender's Office), Javier was able to attend such a high school, which enabled him to make the most of his athletic talents and become a star football player. This helped keep him engaged and motivated at school.

After high school, the Center on Juvenile and Criminal Justice connected Javier with First Place for Youth (see more on this program on page 15). As a former foster youth, Javier qualified for their housing program, through which he receives independent living skills training, as well as an apartment. The program has a financial skills component, where he puts away some of his money into savings every month. By the time he is 21, Javier will leave the program with between $7,000 and $10,000 in savings. The program has a number of requirements, which are a good fit for Javier's skills. Participants must work no less than 20 hours a week (or be enrolled in school full-time), and must keep meetings with various employment/education specialists. Javier's hard-working and friendly disposition have helped him to succeed in the program. He is now working at a restaurant, which he loves because it draws upon his comfort connecting with people.

Javier is still in treatment for his various mental health diagnoses, which now include posttraumatic stress disorder from years of gang violence and justice-system involvement. And though he still has to work on anger management and impulsivity, he is receiving appropriate care for those issues, and is optimistic that he is on a path toward a safe, independent, and satisfying life.

*Youth's name has been changed for protection of privacy.

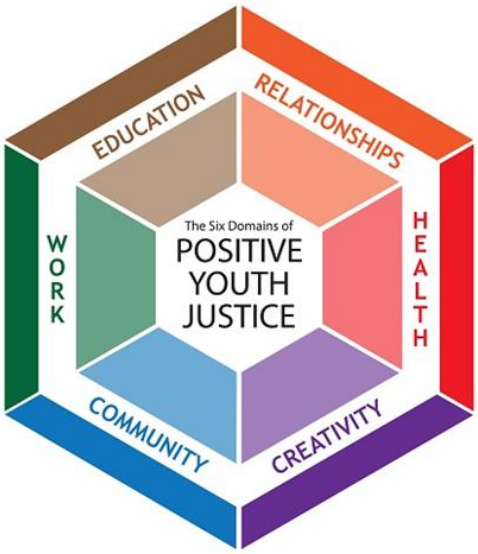
based, but that they embrace innovation that utilizes lessons from research and practices that align with findings in fields such as psychology, neurobiology, adolescent development, and child development.

Community-Based: Services delivered in the community produce far more successful outcomes than those delivered in custody.[62] [63] [64] In the community, young people have the opportunity to develop skills in the setting where they need to apply those skills. If possible, supports should be delivered where youth are most able to receive them, both logistically and culturally. For example, if a reentering young person lacks reliable transportation, or

must cross geographic locations that are impractically distant, where "turf" conflicts exist, or where terms of probation forbid him or her from being, these services are not accessible and will not result in anything positive. This requirement may even result in the appearance of noncompliance. Likewise, if services are delivered to youth in a foreign language or unfamiliar terminology, or by people by whom the youth feels threatened, their positive impact will be minimal or nonexistent. By recognizing the importance of community-based organizations and leveraging their unique role as resources that are located in youths' neighborhoods and staffed with personnel that is culturally attuned to the population of youth being served, practitioners will enhance the likelihood of youth engagement success. This factor is referred to in the research as "responsivity." The Credible Messenger approach, highlighted on page 32, is a prime example of reentry support that leverages the community as a resource and has high responsivity.

Inter-Agency Collaboration: Successful reentry planning and support require authentic collaboration and coordination among multiple public agencies and community-based organizations. Planning for a young person's reentry into the community should begin immediately upon the young person's arrival at the residential placement.[65] This can only happen when there is a mutually-respectful collaborative relationship between the authority responsible for care and custody and those who are coordinating and delivering reentry supports. Ideally, coordination and delivery of reentry supports will be performed by community-based organizations (CBOs) conveniently located for youth access. To achieve better outcomes and reduce recidivism, probation departments or parole/aftercare agencies should intentionally foster structured partnerships with public agencies and CBOs in order to meet the needs of youth which may include housing, education, recreation (e.g., sports, art, and hobbies), career and vocational development, employment, treatment, and health-related care.[66] Likewise, CBOs should foster these collaborations as well – in fact, CBOs may often need to initiate inroads into probation, parole, and sheriff departments in order to establish collaborative relationships.[67] Relationships between correctional agencies and community members and other informal community supports can result in improved outcomes.[68]

Research-Informed: Historically, juvenile and criminal justice have comprised practices that isolate, shame, stigmatize, and punish the people who get caught in the system.[69] None of these practices has ever been shown by research to improve youth outcomes or to improve public safety long-term,[70] but with inertia and tradition being powerful determinants of practice, they have persisted nevertheless. By contrast, new practices and approaches have a high bar to reach before they receive any recognition. The term "evidence-based" has gained prominence in the field and in the funding streams that make juvenile and criminal justice reform possible.[71] In order to be deemed evidence-based, a practice must be evaluated multiple times in randomized control trials or quasi-experimental designs. These are resource-intensive processes. While establishing an evidence-base for practices that will help us move away from the incarceration habit is indeed a worthwhile endeavor, it is also important to recognize that there are quality models emerging which employ research-based principles but have not yet been the subject of an adequately robust study to be deemed an evidence-based practice. Those that have been recognized only represent a narrow spectrum of the services, support, and opportunities needed for youth and young adults reintegrating into their communities. This practical guide recognizes several such models, as well as some that are evidence-based. As long as a practice is informed by research principles on what works with young people emerging from confinement or incarcerated settings, it merits consideration as an employable practice to support reentry.



Key Domains of Reentry

The range of challenges differs for every young person experiencing reentry. Some will have unstable housing situations, some will have histories of substance use, some will be facing immigration battles, some will have issues

with their parents, and some will be parents themselves. Others will have none of these challenges but will have a different list of needs. This practical guide provides recommendations and guidelines for supporting youth as they face challenges that fall into some general domains. The authors used various sources in deciding which domains to include in the guide.

David Altschuler, from the Johns Hopkins Institute for Policy Studies, has identified seven domains for young people reentering the community after confinement: 1) family and living arrangements; 2) peer groups and friends; 3) mental, behavioral, and physical health; 4) substance abuse; 5) education and schooling; 6) vocational training and employment; and 7) leisure, recreation, and vocational interests.[72] As mentioned earlier, Jeffrey A. Butts, director of the Research & Evaluation Center at John Jay College of Criminal Justice, defined the key domains of Positive Youth Justice[5] as: education, relationships, health, creativity, work, and community. These lists, and others, create a strong framework to support justice-involved youth.

The domains used in this practical guide cross-walk and condense these lists, using a more strengths-based frame. The domains are as follows: housing, financial wellness, education, employment, social-emotional skills, mental health, and legal matters. The guide dives into each of these domains, first with a description of the anatomy of the problem or need, followed by the types of supports a young person facing these problems might need. After this, potential outcomes of the supports and interventions are listed, as are examples of programs or models where this work is being done well. Again, practitioners will need to identify which of these need areas apply to each youth, and what strategy is most likely to support each individual youth toward improved outcomes.

Key Domains: An Overview of *Collaborating for Successful Reentry*					
Housing	Temporary Housing	Family Counseling & Reunification	Independent Living Skills Training	Applying for Housing Programs	Long-Term Independent Housing
Financial Wellness	Enrollment into Public Assistance Programs	Direct Payment Programs	Extended Wraparound Services	Direct Financial Assistance	Trust Fund Accounts
Education	Returning to High School	Credit Recovery & High School Equivalency Exam	Adult Continuing Education	Vocational Training & Community College	College Mentorship & Support
Employment	Job Skills Training	Job Placement & Retention	Internships, Apprenticeships, Service-learning, & Subsidized Income	Career Mentorship	Entrepreneurial Support
Social-Emotional	Pro-social Activities & Social Skills Programs	Cognitive-Behavioral Interventions	Aggression Replacement Training	Mentoring	Intensive Case Management
Mental Health	Culturally-Responsive Therapy	Trauma-Informed Group Treatment	Outpatient Psychiatric Care	Residential Substance Abuse Treatment	Sex Offender Treatment
Legal Matters	Building Relationships for Youth's Defense	Assistance with Immigration Status	Domestic Violence Legal Needs	Assistance with Civil Disputes	Assistance with Record Sealing & Expungement

[5] The PYJ graphic on page 11 is excerpted from the Washington, D.C. Department of Youth Rehabilitation Services: https://dyrs.dc.gov/page/positive-youth-justice.

Stability in Housing and Family

With stable housing, young people are better equipped to address other challenges in their lives.

Anatomy of the Need

The housing needs of young people reentering the community after a period of confinement or incarceration will vary. Some of these young people are 18 or older by the time they are released and may be ready to live independent of families – they will need assistance securing housing. Many, irrespective of age, want to return to their families. If family situations are accommodating, housing will not be a challenge. But if housing struggles exist within the family, or there is instability in family relationships that makes returning to the family home a non-viable option, housing is an immediate need. Youth who are returning to their original home may have needs beyond their basic safety that go unmet without additional support.

Sometimes a youth's home is overcrowded and they do not have enough furniture to sleep on or be well cared for. Other young people reenter the community with no family home as an option, either because they are wards of the court, returning from out-of-home placement, or because fissures in the family are irreparable – for these youth as well, housing is the most pressing need upon release. There is still another segment of the youth reentry population that are not permitted to return to their family homes because of federal policies and local public housing authority rules that prohibit people convicted of particular drug offenses from residing in public housing.[73] Whether a youth returns to their original home or another form of shelter, practitioners must ensure the space is both safe and habitable.

Without immediate housing support, young people are at grave risk for homelessness. Homelessness disrupts any other reentry plans, particularly as it pushes youth toward extra-legal survival behaviors.[74] The connection between juvenile justice reentry and homelessness is clear to most practitioners who have been working in the field. A survey of 656 youth (age 14-21) experiencing homelessness across various U.S. cities found that about 44 percent had been in a juvenile detention center, jail, or prison and that almost 62 percent had been arrested at some point in their lives.[75] Another study of homeless youth in Minnesota between the ages of 10 and 17, found that 46 of the youth surveyed had been in a correctional facility, and of those, 44 percent had exited into an unstable housing situation.[76]

The Youth Reentry Task Force of the Juvenile Justice and Delinquency Prevention Coalition explained in a 2009 report that, "Factors contributing to high mobility and residential displacement include: severe and unresolved conflicts with parents, abuse from parents, homeless parents, overcrowding, lack of rental history, income levels insufficient to afford market rate rent, criminal history, and deficits in independent living skills."[77]

Spectrum of Supports

Housing		Temporary Housing	Family Counseling & Reunification Parenting with Love and Limits	Independent Living Skills Training	Applying for Housing Programs	Long-Term Independent Housing First Place for Youth

Temporary Housing: Youth and young adults returning from confinement or incarceration face an immediate need for shelter and safety. While sustainable housing should remain the long-term focus for successful reintegration, young people require assistance to meet their immediate needs before they can proceed to develop in other areas of their lives. While evaluations of housing programs for formerly-incarcerated individuals is limited, programs that provide housing along with other services to high-risk offenders have been shown to reduce

recidivism by 12 percent. [78] Temporary housing programs can further benefit from strategies they are responsive to the specific needs of the youth they are structured to serve.[79] Practitioners in programs that do not include housing in its services should maintain knowledge of, and relationships with, available temporary housing programs in order to connect youth to urgent assistance when it is needed.

Family Counseling & Reunification: Some youth may return home to supportive families and stable living situations, but others will require assistance through family counseling and reunification support. The family stands as a central influence over a youth and their behavior. The juvenile justice system must actively address the needs of a young person and their family and provide support to strengthen the familial relationship — not only after release from confinement but throughout the entire period of out-of-home-placement. Family therapy, contact, and frequent visitation while the young person is in a residential facility is vital to maintain connectedness and prepare for reentry.[80] A family's strengths and support can assist in the youth's development, and equally, problems that go unresolved within the family can negatively affect the youth's wellbeing.

In order to effectively provide supports and services, youth and their families must be meaningfully engaged in the case planning process so their voices can be heard and their self-identified needs can be addressed. Practitioners should hold Youth Family Team Meetings (YFTM) or similar team conferencing models throughout case planning and implementation when it is useful to the youth and family. Conferencing approaches bring the youth, his or her family, and other key individuals together with service providers to assess the youth's strengths, identify their needs, and create an individualized care plan.[81] Proactive approaches to family reunification can help to alleviate the stress from the youth and even broaden the network of potential supports.

If reunification with immediate family members is not an option, practitioners may encourage youth to consider specific positive relationships in their life and assist in reaching out to extended family members who may be suitable to offer support. Practitioners who provide individual therapy are positioned especially well to provide counseling sessions between youth and their parent(s) or family members.[82] Access to instrumental social support (i.e. food, clothing, and housing) will likely be especially challenging for youth returning to families and communities that lack such resources and may require further assistance.[83] Identifying cousins, aunts and/or uncles, and other relatives who are willing to support the youth is a critical service during reentry. Youth who return home to family units where severe drug use, mental health issues, neglectful behavior, or an inability to provide financial support is present may struggle with successful reentry. Supportive extended family members can enable a young person to succeed in a different environment, especially if the young person's direct family members present hostile, violent, or risky behavior.

Independent Living Skills Training: For many young people returning from confinement, living with family or social supports may not be an option. Further, some young people will be ready to live independent of their families. In such cases, a youth should be supported in the development of independent living skills. All young people transitioning into independent living situations can benefit from learning skills including personal care, time management, healthy food preparation, financial planning, interpersonal skills, and long-term goal setting.[84] Justice-involved youth and young adults, in particular, will need guidance on the development of independent living skills and should be connected to opportunities for consistent support in this area. Independent living programs and transitional living programs can give young people the opportunity they need to develop independent living skills, which is associated with reduced recidivism among participants. Importantly, programs must include programming for life skill development and ensure youth have reasonable housing accommodations and finances for success when they complete the program.[85]

Assistance Applying for Housing Programs: Housing programs, like many social services, can be confusing and difficult for young people to navigate on their own. Service providers should be prepared to not only provide youth with information on housing programs, but help them properly apply for available assistance. Justice-involved youth and young adults can benefit from direct assistance when applying to housing programs. Eligibility requirements, application methods (e.g., online, mail-in), deadlines, processing fees, and procedures will vary by

program. Whenever possible, practitioners should work with youth throughout the process to maintain accountability, provide support, and ensure the successful completion of the housing application.

Long-Term Independent Housing: Young people often have difficulties finding safe and stable housing after leaving the correctional system. [86] Social structures among community members, including supervising and monitoring youth and creating a culture of awareness and responsibility among neighbors, can be powerful tools for public safety. Residential mobility can prevent young people from building connection to their community, and can further prevent the formation of these informal social structures. [87] Service providers should assist youth in finding housing and prioritize long-term independent housing options for sustainable reentry. Programs that provide support for employment, education, and personal development show particular success in assisting young people's full transition into independent living (See First Place for Youth, featured in the Model Programs section on page 15).

Anticipated Outcomes

The outcomes that should be measured to monitor the effectiveness of housing supports range from short-term quantifiable measures to long-term qualitative indicators. Below is a list of potential data points practitioners could use to monitor the success of housing stability.

- How many days did the youth spend without stable housing during the first six and twelve months after release (includes nights spent in shelters, friends' couches, other temporary and unstable situations)?
- What was the number of days before permanent housing was obtained?
- Was there improvement in family stability, relationship re-unification and/or return to family home?
- Did the youth successfully avoid extra-legal survival behaviors (e.g., commercial sexual exploitation, drug economy)?
- Was the youth connected to a housing program or resource for which he or she was eligible (e.g., public housing, housing subsidies)?
- Did the youth acquire a temporary but stable housing situation?
- Did the youth acquire a stable, long-term housing situation?
- Did the youth develop independent living skills?
- Did the youth experience an improved quality of life?

Model Programs

Parenting with Love and Limits: The Parenting with Love and Limits (PLL) Reentry program, based in Georgia, serves youth ages 10-18 years-old who are returning to their community from residential placement or foster care. This program seeks to reunify families as quickly as possible, and does so by beginning the reunification process upon placement in a residential facility rather than waiting until release. PLL-Reentry generally lasts six to seven months and includes: parenting education groups, Motivational Interviewing as needed, group and family therapy sessions, and Wraparound Case Management services to ensure successful reintegration. PLL group and family therapy sessions include all key individuals in the youth's life— caregivers, biological parents, foster parents, siblings, and extended family members participate in therapy sessions whenever possible and appropriate. Importantly, youth and families remain with the same therapist through all stages of the program, from initial out-of-home placement to aftercare when the youth is living with their family. Through early intervention and consistent care, PLL-Reentry significantly reduces participant's length of stay in out-of-home placement as well as recidivism for re-arrests, re-adjudications, and recommitments.[6]

[6] For more information on Parenting with Love and Limits see https://gopll.com/PLLPrograms/Reentry.

First Place for Youth: At First Place, youth who have been involved in the foster care system receive support in finding housing. Because the aim is to promote independence, housing supports are delivered in concert with help developing skills for success in school, work, and life. First Place is a nationally recognized model serving thousands of youth in six California counties. Of the young people entering this program, 52 percent have been arrested in the past and 58 percent have experienced homelessness.[88] In this program, young people live in one- or two- bedroom apartments with access to educational and employment support services. Participants also receive direct financial help with various expenses including moving costs, rent, food, essential furnishings, and physical and mental health services. First Place for Youth supports systems-involved youth with notable success. In 2017, three-quarters of My First Place participants secured their own stable housing by the time they completed the program, and 77 percent were employed—building self-sufficiency for sustainable finances.[89]

Financial Wellness and Income Support

With the elimination of the stressor of income, young people are better positioned to avoid criminal involvement and develop skills for long-term success.

Anatomy of the Need

Depending on the age and home situation of the returning young person, income is typically a pressing and immediate need for youth exiting the juvenile justice system. While some youth reentering their communities return to a family home where shelter, food, and other basic human needs are met, others, because of housing complications listed above or the fact that they are adults, need to generate immediate income in order to survive. Again, this is an area where, if provisions are not available, young people may be driven to return to criminal behavior.

Most youth in the juvenile justice system come from poverty. Many reasons account for their disproportionate representation, not the least of which is a set of assumptions and practices built into the juvenile justice system itself. Unlike adult criminal proceedings, in juvenile court, the standard of proof is directly influenced by the socioeconomic class of the accused. In other words, the court will often feel a need to intervene at an accelerated rate because is perceived as a higher risk because of their impoverished status.[90] Additionally, with minority youth making up 69 percent of residential placements, it is important to recognize that race plays a role in court intervention as well. Given that, it is safe to assume that the young people are likely to face even more complicated income situations when they return to the community from detention, especially if they have reached the age of majority.

Cash assistance and food stamps can be difficult for justice-involved youth to obtain since the 1996 Welfare Reform Act prohibits offenders with a felony offense that involves drugs from receiving any cash assistance for the rest of their lives. Youth who have been involved in the child welfare system can usually access Supplemental Security Income (SSI), but they may be denied this if they violate a condition of their parole.[91] Immigration status can also exclude some young people from public benefits.

While sound employment is the most reliable source of income, finding steady work can take time, and some returning youth will require more immediate, temporary income sources to forestall re-engagement in crime. This is a need that should be assessed prior to reentry, to ensure that the young person is connected to resources and programs as soon as possible after release.

Spectrum of Supports

Financial Wellness		Enrollment into Public Assistance Programs Safer Foundation	Direct Payment Programs Operation Peacemaker Fellowship	Extended Wraparound Services	Direct Financial Assistance	Trust Fund Accounts

Enrollment into Public Assistance Programs: Income supports for young people reentering from justice detention facilities include enrollment in public programs such as Temporary Assistance for Needy Families (TANF), food stamps, General Assistance (in some states), and, for youth involved in the child welfare system, Supplemental Security Income (SSI). Supports that provide access to healthy food allow youth to have the energy they need to succeed in their endeavors. Some youth will be ineligible for these supports, but those who are eligible will likely require assistance moving through the bureaucratic process. Service providers should help eligible youth apply for and access these benefits as soon as possible in the reentry process to ensure that their basic needs are met upon release.

Direct Payment Programs: Another potential income source that is available for some youth in some locations is payment for program participation. In New York, Washington, D.C., Richmond, CA, and Oakland, CA, there are some innovative projects providing cash incentives for probationers and parolees who stay out of trouble and remain engaged in programs.[92] [93] This model is very new, but there is evidence of its merits. For a good example, see Operation Peacemaker Fellowship featured in the Model Programs section on page 18. A study in 2005 found that low-income youth were indeed more motivated toward deeper academic commitment, and, perhaps most importantly, enhanced self-identification as scholars, when their academic work resulted in monetary stipends along with conventional rewards.[94]

Extended Wraparound Services: Individuals involved in the justice system as youth have particular difficulty adjusting in young adulthood, a time when most people create a foundation for their future achievements. [95] Wraparound services excellently individualize care plans through strategic collaboration of team members, and can be a strong support for a person's immediate financial needs. Service providers should consider a youth's potential need for income support and incorporate income supports when care planning. In particular, flexible service dollars can allow providers to tailor their care to meet the unique needs of the youth they serve, and adjust as needed when those needs change.[96] A young person will struggle to develop in areas of employment, education, family, and mental health without first addressing their immediate financial needs.

Direct Financial Assistance: While stable employment is one of the best predictors of success for formerly-incarcerated individuals, attaining and retaining a job takes resources, assistance, and time.[97] Young people returning to the community, often without substantial social support, face immediate financial pressures to meet their basic daily needs. Financial assistance through short-term unemployment or life insurance can provide a crucial cushion during a person's initial transition and support successful reentry. The need for immediate unemployment assistance often goes overlooked, but previous programs provide key insights into their potential for successful implementation. California's Direct Financial Assistance to Parolees Project in 1972 provided weekly financial assistance of up to $80 for 1- 12 weeks to males on parole, and saw minor improvements to participants' likelihood of successfully remaining on parole. Additionally, the Living Insurance for Ex-Offenders experiment was carried out in the Baltimore area from 1971 to 1974 for individuals who had committed property crimes and had a high-risk of re-offense. The program, which provided weekly stipends of up to $60 for 13 weeks, found that those receiving financial aid were significantly less likely to be arrested for theft than the those who did not (22 percent versus 30 .5 percent in the first year following release).[98] The success of the Living Insurance for Ex-Offenders experiment provides an impetus for future financial assistance programs for the reentry community.

Trust Fund Accounts: A concept that is receiving more attention as a broader public policy to improve life outcomes for all children is the establishment children's trust funds.[99] Under this proposal, the trust fund concept could be applied to youth in the juvenile justice system by establishing a small trust fund for those who successfully complete treatment. In this theoretical support, funds would be deposited into an account and could later be redeemed by the young person after five years of successful community reintegration. Similarly, Individual Development Accounts (IDAs) are often used to assist individuals experiencing poverty with asset accumulation. IDAs provide subsidies by matching an individual's deposits into insured, interest-bearing passbook savings accounts. IDA account holders participate in financial education programming in order to learn successful saving strategies and prepare for future investments with the support of staff and peers.[100] Justice-involved youth in poverty need supports that go beyond meeting immediate needs. Programs like children's trust funds and IDAs can benefit the financial future and support long-term success.

Anticipated Outcomes

The outcomes that should be measured to monitor the effectiveness of income supports primarily address the question of whether or not youth were able to access the benefits for which they were eligible. Below is a list of potential data points for practitioners to use to monitor the success of income supports.

- Was the youth assisted in finding all benefit programs for which he or she was eligible?
- Was the youth assisted in applying for benefit programs?
- What amount of income assistance was the youth able to access?
- How much time was the youth in need of income support and how long did he or she receive it?
- Did the youth successfully avoid extra-legal survival behaviors (commercial sexual exploitation, drug economy)
- For those enrolled in programs that provide payment for participation, how did this affect the youth's motivation and engagement?
- Did the youth experience an improved quality of life?

Model Programs

Safer Foundation: In 2011, the Safer Foundation created the Financial Opportunity Center (FOC) to better serve justice-involved individuals in Chicago, Illinois. The FOC provides one-on-one financial coaching for young people seeking to achieve financial stability. Financial Coaches work directly with the individual to develop a financial plan, reduce debt, navigate medical expenses, resolve issues with the IRS, and connect individuals to free tax preparation services. Youth and young adults without adequate financial support can be connected to an Income Support Specialist through the program for income assistance. Income Support Specialists help individuals access and/or maintain public benefits and free or low-cost support. Safer foundation's evidence-based programs are specifically designed to assist individuals with criminal records in vital aspects of their life, including income support, housing, employment, and education.

Operation Peacemaker Fellowship: One of the innovative programs which pay participants with cash incentives is Operation Peacemaker Fellowship in Richmond, California. Operation Peacemaker Fellowship has targeted 93 individuals suspected by local authorities to be involved in widespread gun violence. Among those invited, 84 accepted and were engaged as "fellows." Fellows receive job training, mentorship, and social services, as well as up to $1000 per month, based on progress toward individually-identified goals (e.g., stable housing, participation in substance treatment, paying off parking tickets). The dropout rate among fellows has been zero, with 76 percent of the fellows remaining free from custody with no new firearm charges. In 2014, the City of Richmond experienced a 31 percent reduction in gun-related homicides and a 21 percent reduction in firearm

assaults from the previous year, marking a 4 decade low.[101] Surrounding cities did not experience similar drops during that time. While cash incentives are not credited as the sole reason for the success, the creators of the model recognize the power of the income dimension to attract and retain fellows.

Education

With greater educational opportunity, young people can develop the skills and knowledge they will need to succeed in work and life.

Anatomy of the Need

Education represents a broad category which can apply to almost all young people. Whether they pursue a high school diploma, a GED, a vocational training program, or a college degree, most young people, in and out of the juvenile justice system, can benefit from education.

Criminologists and criminal justice professionals have consistently reported a close connection between juvenile justice system-involvement and variables such as grades, academic tracking, falling behind in school, attending inferior schools, and being suspended or expelled. At the time that they enter a juvenile detention facility, it is estimated that 20 percent of detainees are not enrolled in school.[102] For justice-involved juveniles, education is highly predictive of non-recidivism – youth who achieve academic success during confinement are more likely to return to and remain in school after release, less likely to recidivate, and more likely to find employment as adults.[103] School failure can result in a delinquency rate as high as seven times greater than the rates for students who do not fail. It is one of the strongest predictors of whether a youth will be referred to juvenile court.[104] Upon release from confinement, young people are often faced with resistance to enrollment in school from teachers, school administrators, parents, and other students.[105]

Evidence indicates that 30 to 60 percent of incarcerated youth have disabilities and require special education services, compared to a prevalence rate of 10 to 12 percent in public schools."[106] For these young people, services need to be both customized and individualized because of their unique needs.[107] Studies show these youth have a much higher recidivism rate than other youth.[108] All students in the juvenile justice system should be screened for special education needs (or information on IEPs obtained from each student's school). For students found to have special needs, IEPs should be created prior to release if possible (if they are not already in place), followed, and updated regularly.[109] [110]

While exploring the educational options for youth and young adults returning to their communities, the youth's desires and interests must be considered alongside their needs. Whenever possible, students should be actively included in decisions about program opportunities, course selection, and career development. In addition to educational programming, extracurricular activities can allow youth to engage in their school community in an individualized way, leading to benefits including "higher self-esteem, less worry regarding the future, and reduced feelings of social isolation."[111] Participation in sports, cultural activities, and/or interest-specific clubs is associated with decreases in dropout rates and delinquent behaviors.[112]

The benefit of education for young people should be emphasized during a youth's placement as well as when they are reintegrating into the community. High school dropouts earn about $10 thousand less a year than workers with diplomas, and are 60 percent more likely to be unemployed.[113] As the challenges posed by limited education are clear, high-quality educational supports must be provided throughout a young person's involvement in the justice system. Researchers at the California Dropout Research Project at the University of California-Santa Barbara found that high school students dropping out of school were costing the state of California about $1.1 billion

annually. One of their conclusions was that "cutting the dropout rate in half would prevent 30,000 juvenile crimes and save $550 million every year."[114] The U.S. Department of Education analyzed data for the years between 1972 and 2012, finding further links between dropout rates and costs to the public. For every high school dropout, the U.S. economy loses at least $250,000 during his or her lifetime because of more criminal activity, poor health, lower tax contributions and a greater reliance on welfare and Medicaid.[115]

The value of education for individuals and their communities applies not only to achievement in primary and secondary schools. Supporting access to post-secondary education for youth returning from juvenile detention facilities offers tremendous benefits. College graduates are measurably less likely to become involved in the criminal justice system.[116] A study from 2011 in Los Angeles showed that about 32 percent of young people exiting the juvenile justice system enrolled in community college.[117] Increasing the college graduation of justice-involved students could reduce crime-related costs to the public and benefit community safety. Depending on where they are on their educational path at the time of release, young people reintegrating into the community will have different needs.

Spectrum of Supports

Education		Returning to High School Arizona Detention Transition Project	Credit Recovery & High School Equivalency Exam	Adult Continuing Education Five Keys	Vocational Training & Community College	College Mentorship & Support Project Rebound

Returning to High School: Youth returning from a period of confinement to a conventional or continuation high school need advocacy. Community-based support organizations, facility educators, and probation officers should work collaboratively to ensure that reentry planning occurs during confinement and that youth are connected with the most appropriate educational institution immediately upon release.[118] With a staggering two-thirds of youth released from the juvenile justice system dropping out of school, service providers must work to ensure young people do not face an additional barrier to their education by delayed enrollment.[119] Some programs have succeeded in ensuring that students were re-enrolled within an average of one to three days after release from a facility, by planning for every young person's high school placement prior to his or her release – those early days are critical to ensure that students get back on track with their progress toward a high school education.[120] [121] To the greatest extent possible, youth should be returned to a comprehensive high school, rather than to an alternative/continuation school.[122] Alternative school can further disadvantage students through inferior academic programming and deepen the community disconnect youth experience during reentry. Should problems arise at a youth's community school, solutions including restorative justice interventions or counseling should be attempted before resorting to alternative placement.[123] Since, as mentioned earlier, high schools may resist taking on students after release, coordination with local school districts and county offices of education is necessary. Individualized student success plans should be developed, implemented, and regularly monitored for every reentering young person.[124] [125]

Credit Recovery & High School Equivalency Exam: Some youth may require additional support if they are behind on credits following their period of incarceration. Credit recovery courses allow youth to retake classes they have previously failed in order to receive high school credit on the path to a diploma. Many courses are free, offer flexible scheduling, and available online or in an alternative setting.[7] Youth for whom high school graduation is not feasible because they are too far behind in credits and credit recovery is not a suitable option, or because conventional classroom settings have never brought them much success may want to pursue high school

[7] For more information of Credit Recovery from the U.S. Department of Education, visit https://www2.ed.gov/rschstat/eval/high-school/credit-recovery.pdf.

equivalency through testing. Youth who have a reading level above eighth grade can pursue high school equivalency testing immediately—otherwise a literacy program may first be required (See the Adult Continuing Education section below for more information.) There are different tests that serve this purpose, including the GED and the HiSET. Some students interested in this path will need extensive test preparation and study support in order to pass.

Adult Continuing Education: For older students for whom re-enrollment in a high school is not appropriate or who have low literacy levels, continuing education programs that are specifically designed for people returning from confinement or incarceration do exist in some locations (see Five Keys, featured in the Model Programs section on page 22). Not all communities have this sort of resource, however. Young people who cannot access this sort of program may be able to enroll in a community college, most of which only require that an enrollee be 18 years of age or older, or have a high school diploma (or have passed a high school equivalency test).

Vocational Training & Community College: Vocational training programs are a good option for many young people as they provide the skills needed for successful entry into competitive jobs or careers. Again, young people who are reentering the community would likely benefit from assistance identifying programs for which they are eligible, applying, and staying on track as they encounter setbacks, which are nearly inevitable for most people embarking on any educational path. They may also need support identifying resources and programs that can offset the cost of tuition. Consider assistance through the U.S. Workforce Innovation and Opportunity Act (WIOA), which offers youth employment programs such as job training, pre-apprenticeships, and internships. WIOA vocational programs for justice-involved youth and youth adults begin during incarceration to assist the reentry process, bridging the gap between confinement and community. [126]

College Mentorship & Support: College is a viable option for many young people coming out of confinement or incarceration, but sustaining engagement in a two-year or four-year college course of study can be a challenge. These young people, few of whom have the kinds of K-12 and family supports traditionally associated with college success, will need support navigating a college path. Many residential programs allow youth to begin to pursue a college degree while still confined or incarcerated. Opportunities for youth to take college courses while confined or incarcerated should provide the appropriate college credits upon successful completion of each course. Youth with college credits upon release may require support in attaining the necessary records for consideration when enrolling in college during reentry. Programs that set high expectations for students and partner with local colleges to provide opportunities to earn college credits through online courses, in-person courses, or free credit-by-examination through the College Board's College Level Examination Program (CLEP) program, which allows students an alternative test-based option to earn college credit independently, are especially impactful.[127]

All justice-involved youth should have the access to appropriately challenging courses that will prepare them for college, and post-secondary courses should be available to individuals who have acquired their High School diploma or GED.[128] During reentry, students who have the intellectual assets required for successful matriculation through college may lack the finances, study habits, and confidence to get themselves through to a degree. These barriers can be overcome, and there are several model programs that support young people who are the first in their families to go to college. These programs walk students through financial aid applications, assist them in application and enrollment procedures, connect students to other student mentors on campus, and remain in contact with students throughout their college career to help them overcome the obstacles they may encounter.

Anticipated Outcomes

The outcomes that should be measured to monitor the effectiveness of educational supports depend on the educational path of the youth. Below is a list of potential data points for practitioners to use to monitor the success of education supports.

- For students returning to high school:
    - How many days passed between release and enrollment?

    - Is the student's IEP or 504 plan being followed (if there is an IEP or 504 plan)?
    - Was the student able to maintain enrollment after 3 months, 6 months, 12 months?
    - Is the student on track for graduation?
    - Did the student graduate?
- For students preparing for a high school equivalency exam:
    - Was the student provided exam preparation support? How much?
    - Did the student take the high school equivalency test?
    - Did he or she pass? If not, is there a plan in place for the student to retake the exam?
- For students enrolling in an adult continuing education program:
    - Did the student make literacy gains? If so, in what areas?
    - How many classes did the student take?
    - Did the student earn a high school diploma or some other certificate of recognition?
- For students enrolling in vocational training:
    - Did the student enroll in a vocational training program?
    - How many total credits/months/years was the program and how many credits/months/years did the student complete?
    - Did the student complete the program?
    - Did they secure employment in the field in which they were trained?
- For students enrolling in college:
    - Did the student receive all the help he or she needed for the application process?
    - Did the student get connected with a mentor or advisor who could provide moral support through the college path?
    - How many courses or quarters/semesters of study did the student complete?
    - Did the student earn a degree?
    - Did the student work or take part in an internship while in college?
    - Did the student obtain employment following graduation?
- For all students:
    - Did the youth experience an improved quality of life?

Model Programs

Arizona Detention Transition Project (ADTP): The U.S. Department of Education, Office of Special Education Programs, funded the Arizona Detention Transition Project (ADTP) as a demonstrative support for youth transitioning back to high school after placement in one of two Juvenile Detention Centers in Maricopa County, Arizona. Specifically, this program is designed to increase interagency collaboration and provide individualized support to assist justice-involved students' seamless re-enrollment in school upon reentry. Transition specialists coordinate with detention intake staff members to begin the special education screening and school records process. They then use the information gathered to create a Transition Folder that will provide a continuum of services for the youth during reentry—wherever they continue their education or employment development. Transition specialists ensure the student is properly supported during reentry by maintaining working relationships with community school, alternative school, detention center, and/or community agencies that are involved in the student's education transition process.[129] This helps to ensure that timelines are coordinated, and that resistance to accepting reentering students is minimal. This is an example of a low-resource solution to a critical problem – the longer the gap between release and re-enrollment, the greater the risk of re-offending.[130]

Five Keys: Five Keys was established by the San Francisco Sheriff's Department in 2003 as the first charter school in the nation to operate inside of a county jail. Over the years it has evolved into an independent nonprofit

organization and has expanded to operate accredited charter schools and programs in the community for transitional-aged youth (TAY) and adults reentering the community after confinement or incarceration. Five Keys operates in six California counties and provides a range of educational programs and services including: high school diploma, career and technical education, digital literacy, ESL education, cognitive behavioral therapy, recovery programs, case management, correctional education consulting and college access. Importantly, the schools operate year-round. Students can enroll at any time by filling out a simple form and then taking a short assessment. They then meet with a staff member and develop an individual learning plan which may include individual tutoring, small group instruction, larger classes of up to 25, on-the-job training, computer-based instruction, distance learning with web-based support, day and evening classes, and/or an innovative mobile classroom bus for youth who cannot travel to brick-and-mortar schools.

Project Rebound: Project Rebound is a special admissions program that allows formerly incarcerated men and women, who might not normally qualify for admission, to enroll at select California State University campuses. Project Rebound was started by San Francisco State University (SFSU) sociology professor, John Irwin, who was himself incarcerated as a young man. In 2016, Project Rebound expanded from SFSU to seven additional campuses: Sacramento, Fresno, Bakersfield, Fullerton, San Diego, San Bernardino and Cal Poly.[131] The program offers a special admissions process, orientation to the university, advocacy for students with parole or probation difficulties, academic advising, tutoring, mental health counseling, mentoring, and support navigating the financial aid process. Project Rebound also works to help students with their basic needs so that they can concentrate on gaining expertise in their field of study and achieve educational and personal empowerment.

Employment Readiness and Assistance

With support in developing employment readiness and job seeking skills, young people are better equipped to counterbalance prejudice and successfully forge a satisfying professional path.

Anatomy of the Need

Young people reintegrating into the community face multiple barriers on the employment front. Youth will have varying needs for employment: full-time, part-time, internships and/or apprenticeships. In-school youth may need or want part-time employment to supplement their family's income, provide for their own necessities, or even to simply afford leisure activities and items. While some youth may not be in need of full-time employment immediately following release from a facility, others, particularly those who emerge as adults, will need job assistance right away, and all will be facing that reality within a few years.

Education is closely tied to employability for a number of reasons. Employers often regard high school graduation and college education as indicators of good character and work ethic. Skills often gained in school such as literacy, writing, and math, are essential in the execution of most jobs. Also key are the softer skills a person learns in school, such as punctuality, social skills, team work, communication skills, responsiveness to supervision, and conformity to structure. Since young people who have been entrenched in the juvenile justice system have usually missed out on some schooling, their employability is often compromised as well. A study of over 500 formerly incarcerated youth in Oregon found that only 30 percent were enrolled in school or substantially employed one year after their release.[132] Furthermore, since the reentry population is disproportionately African American and Latino, many of these young people are further disadvantaged by the racial bias that can influence employment decisions.[133]

A youth's justice-involvement itself can further complicate barriers to employment. Unlike people who are convicted as adults, who are generally required to disclose any felony convictions on job applications, people whose

offenses took place when they were juveniles are often (though not always) exempted from checking that box, as being "adjudicated" is legally distinct from being "convicted." However, this varies from state-to-state[8] as does the age at which a young person is considered an adult. If a juvenile record is sealed, the young person is generally safe to not disclose a juvenile felony, unless the question is worded in a way that specifies that juvenile offenses must also be disclosed. Legal counsel will advise that misrepresenting information on a job application can itself be a crime (if the application requires a signed statement that all information contained therein is true, for example). So, while they are not usually as vulnerable to the common employment practice of forcing disclosure of felony convictions, youth in reentry may still find this to be a barrier to employment.

Young people in the reentry population will clearly have some disadvantages. They are likely to lack the social networks that many young people rely on to get established in work and career, and many have internalized the stigma of a criminal record, but they have many strengths in terms of employability, as well. Some individuals have developed a sense of commerce through their involvement in drug economies, including sales skills, youth management techniques, and light accounting. Some have developed a keen sense of the law. Many are adroit at code-switching, which can translate into customer relations skills. Some may be particularly creative, energetic, attentive to detail, methodical, and more. The list of a person's potential strengths is endless, but in the face of some basic deficits, these strengths may be hard to see initially. Practitioners should seek out these and other skills when they are assessing how they can support the young person's employment plans.

Spectrum of Supports

Employment		Job Skills Training Center for Employment Opportunities	Job Placement and Retention	Internships, Apprenticeships, Service-learning, and Subsidized Income Civic Justice Corps YouthBuild	Career Mentorship	Entrepreneurial Support Project ReMADE

For success in the sphere of employment, young people may require supports in skill development, placement, and career advice. Like most young people, the majority of youth in reentry will have little direction in terms of a career. This is an arena where a strength-based approach is essential – young people in this position are likely to have encountered discouragement, and their entry into the workplace may bring even more. Youth should be encouraged at every step to identify personal and professional goals, recognize their own strengths, and build upon them.

Job Skills Training: Irrespective of court involvement, most young people who are interested in joining the workforce will need to learn how to write a resume, how to complete a job application, and how to present themselves in an interview. Young people coming out of juvenile justice facilities will need guidance in those areas and more. For example, young people who have experienced trauma may be hypervigilant and defensive, which can make getting along in a professional setting difficult. Those individuals will need to learn how to self-regulate in those contexts. The experience of confinement or incarceration itself may make some young people mistrustful of authority, including that held by bosses and supervisors. They will need to learn how to accept supervision and manage hierarchical relationships with grace and dignity. Training should, therefore, be job-specific and designed to address the unique challenges each youth will face in the workforce. For many, it will also involve some anger management and/or social skills training.[134]

Job Placement and Retention: Being "job-ready" means understanding what to expect and what is expected of employees in the workplace.[135] Once a youth is job-ready, he or she will need help being placed in a job. The job

[8] For more information on your state's specific employment policies, see: http://hirenetwork.org/.

market, however, is not generally welcoming to young people with no job experience. For this reason, many youth workforce development programs cultivate relationships with specific employers who are willing to support young people. The National Council of Juvenile and Family Court Judges (NCJFCJ) advises workforce development practitioners who work with justice-involved young people to go even further to: 1) identify high-demand occupations in the local area and ensure that youth are trained in the specific skills required to fill those jobs – this will give them an advantage over other applicants, hopefully offsetting the disadvantage that stigma and inexperience bring; 2) curate employers and provide them with the skills they need to overcome stigma – they may not have youth development skills themselves, and may need to learn how to model respect for youth, and focus on youths' strengths; and 3) solicit and incorporate employer feedback on a regular basis so that the employer feels like a valued partner.[136] Providers may also have to assist youth with a professional wardrobe, haircut, and other practical provisions that will improve the likelihood of a successful interview.

Following-up once a youth is placed is also important.[137] The NCJFCJ advises that, "Frequent follow-up contact with both the youth and the employer is one of the most critical elements to promoting job retention. Averting or addressing the problems that arise in the first few days, weeks, and months on the job contribute significantly to long-term job retention...the frequency of contact with the young worker and the employer should diminish over time."[138]

Internships, Apprenticeships, Service-learning, and Subsidized Income: Young job seekers with low educational attainment and little work experience may struggle to find work or find themselves in low-skill jobs typified by simple, repetitive tasks which do not build new skills or draw upon youths' interests – these jobs may be counter-productive in helping young returnees to recognize their career potential.[139] Alternatively, some job programs incorporate community service projects or place them in internships or apprenticeships. Service-learning gives formerly-confined youth the opportunity to connect with their community, reconstruct their public identity, and gain valuable skills along the way.[140] Civic service programs that incorporate education, employment readiness, and leadership development can further benefit a young person's development (see Civic Justice Corps, featured in the Model Programs section on page 26.) An internship or apprenticeship can give a young person the experience he or she needs to begin a job or career path that is more likely to be worthwhile, satisfying, and higher-paying than unskilled labor options.

Connecting youth with internships or apprenticeships is similar to connecting them with jobs, in terms of cultivating employer relationships and supporting youth to become job-ready. Internships will last around six months, while apprenticeships may be longer-term. Apprenticeships are generally paid, but internships do not always offer payment. The reentry system should ensure young people who desire to participate in internships can have their financial needs met by subsidizing wages if an employer cannot or does not offer compensation. An excellent example, the Center for Alternative Sentencing and Employment Services (CASES) in New York, partners with businesses and organizations to host interns. CASES provides stipends to interns who would otherwise be unpaid by the employer, allowing low-income individuals to gain meaningful work experience.[9] Practitioners should assist in thoroughly exploring subsidized income opportunities including government programs, school programs, or local organizations.

Career Mentorship: Mentorship can be a highly effective strategy to support formerly-incarcerated young people in general, and it is especially beneficial in an employment context.[141] Lack of trust can be an obstacle for young people who have experienced trauma, including the inherently traumatizing experience of confinement and incarceration. A career mentor can provide one-on-one support, which is particularly useful for young people who lack other nurturing adults in their lives, have learning differences, or are struggling with setbacks on their career paths. Through long-term one-on-one relationship building, trust can be established and sustainable employment more achievable. Career exploration and career development plans can provide a young person with a sense of purpose and direction, setting them up for long-term success. Career mentors should place the youth at the center

[9] For more details on CASES employment support see: https://www.cases.org/.

of career planning: What do they enjoy doing? What do they value? What are their strengths and how do they apply to a potential career? By identifying a young person's goals, deciding on doable steps to achieve their goals, and maintaining accountability throughout the process, a career mentor can encourage a young person achieve their aspirations.

Entrepreneurial Support: Given the challenges that formerly-incarcerated people have obtaining jobs, several support organizations have developed programs to assist formerly incarcerated men and women to launch their own enterprises.[10] Experts in the business community believe that people who have been involved in crime and the criminal justice system make good entrepreneurs, because they often have leadership skills, are business savvy, have people skills, and are not risk-averse.[142] Young people interested in starting a business or organization, or those with ideas or skills that show promise in this area, should be encouraged and supported in entrepreneurial career options. For some examples of opportunities available, see the Center for Employment Opportunities and Project ReMADE featured in the Model Programs section on page 27. Some of these programs offer coursework and/or connect youth with business mentors.

Anticipated Outcomes

The outcomes that should be measured to monitor the effectiveness of employment supports depend on the services the youth accesses. Below is a list of potential data points for practitioners to use to monitor the success of employment supports.

- Did the youth learn basic employment-related skills (e.g., for resume-writing, job applications, interviews)?
- Did the youth have an opportunity to role-play to practice work-related interpersonal skills?
- Did the youth achieve "job-readiness" (i.e., did he or she understand what to expect and what was to be expected in the workplace)?
- Was the youth assisted in finding opportunities for jobs, internships, or apprenticeships?
- Was the youth placed?
- Did the job, service-learning role, internship, or apprenticeship align with the youth's interests?
- How much time passed between the time that the youth was deemed job-ready and the placement?
- Did the youth demonstrate good job-skills (e.g., maintaining a good relationship with co-workers and supervisors, prompt and regular attendance at work)?
- Were the youth and employer assisted in the early stages of job placement? If so, for how long?
- How long was the placement (e.g., a six-month internship, or indefinite employment), and how long did the youth remain at the job placement? Was the youth dismissed for cause?
- Did the youth earn a livable wage?
- Did the youth learn valuable skills at the placement?
- Does the youth believe that the experience of job skills training and/or facilitated employment placement will make him or her less likely to engage in criminal behavior in the future?
- [For youth pursuing entrepreneurial endeavors] Did the youth learn what he or she needed to know about launching a business? Did the youth launch a legitimate business?
- Is the youth more prepared for a meaningful and satisfying career now, as compared to when the youth began services?
- Did the youth experience an improved quality of life?

[10] For a list of programs around the country that support formerly incarcerated individuals with entrepreneurial endeavors, visit: https://www.inc.com/articles/2009/02/prison-entrepreneurship.html.

Model Programs

Civic Justice Corps: This Service and Conservation Corps model focuses specifically on serving formerly incarcerated and justice-involved youth, ages 16-24, through an intensive 6-month job training program that is followed by placement in education or full-time employment. CJC programs develop individualized plans with program youth in order to best utilize and develop their leadership and problem-solving skills. While supporting youth in key employment and educational areas for successful reentry, the CJC pilot program is associated with dramatically reduced recidivism (just over 10% rate) alongside high rates of job/education placements (79%) and retention in those placements (72%).[11] Youth who participate in CJC reconnect with their communities by doing service projects such as urban landscaping, sidewalk and street improvements, and providing updates for public buildings that both benefit their neighborhoods and their own wellbeing.

YouthBuild: This competitive federal grant program, which is operated and primarily funded by the U.S. Department of Labor provides an opportunity for local non-profit and public organizations across the nation to provide meaningful education, life skills, and/or leadership development opportunities to young people through a YouthBuild program. There are currently nearly federally-funded YouthBuild programs in 46 states, which receive DOL grants ranging from $700,000 to $1.1 million and must match federal funding by at least 25 percent through additional funding. The programs' service-learning projects focus on serving low-income young people who have been involved in the justice system, foster care, and/or have left high school without a diploma. They seek to help young people tap into their potential by developing important job skills, and potentially earning industry-recognized certifications, through pre-apprenticeship programming, YouthBuild participants generally receive stipends to ensure their financial needs are met and are supported in achieving their high school diploma or its equivalent.[12]

Center for Employment Opportunities (CEO): The Vera Institute of Justice began CEO over thirty years ago as a project to address barriers to employment faced by formerly-incarcerated individuals. CEO has since become its own independent nonprofit organization, providing comprehensive employment services to people newly-released from prisons and detention facilities with offices in six states: New York, Pennsylvania, Ohio, Oklahoma, Colorado, and California. CEO is dedicated to exclusively serving justice-involved youth, with special efforts made to support transitional age youth (young adults ages 18-25) who face unique difficulties entering the workforce. CEO provides support at various points in the employment process from life skill education and short-term transitional employment, to full-time job placement and post-placement services. Retention Specialists involved in post-placement services provide crisis management, work-related counseling and career planning for participants. Additionally, CEO's *Rapid Rewards* incentive-based work retention program provides monthly bonuses to participants who meet progressive employment goals for up to one year after full-time work placement.

Project ReMADE: Stanford Law School in California runs Project ReMADE, an entrepreneurial training program for formerly incarcerated people. It is a 12-week program which teaches participants business skills, supports them in developing business plans, and connects them to business mentors who can help them launch and sustain an entrepreneurial enterprise. ReMADE entrepreneurs attend classes focused on learning areas like accounting, marketing, negotiations, and public speaking. Classes are taught by students from Stanford Law School and Stanford Graduate School of Business. In between class meetings, ReMADE entrepreneurs meet with mentor teams, comprising a Stanford Law School student, a Stanford Graduate School of Business student, and a Silicon Valley professional. This team helps each participant develop a written business plan, which ReMADE entrepreneurs then get to present before a panel of executives from local micro-development organizations.

[11] For more information on the Civic Justice Corps pilot program success, see http://corpsnetwork.org/impact/workforce-development/civic-justice.

[12] For more information on YouthBuild programs or to learn how to apply for YouthBuild funding, see https://www.youthbuild.org/department-labor-youthbuild.

Social-Emotional Skills

With improved social-emotional skills, young people can move more smoothly through social interactions and interpersonal relationships, leading to greater success in all realms of life.

Anatomy of the Need

By late adolescence, most young people have developed a strong sense of independence and healthy relationships with their parents, peers, and adults based on trust, empathy, self-disclosure, and loyalty. The vast majority of young offenders serving time are far behind their non-justice-involved peers in terms of this area of development, with the experience of incarceration contributing to emotional delays.[143] The traditional emphasis on teaching justice-involved youth about accountability and responsibility ignores several important factors: (1) released juveniles are still adolescents, with many experiencing "delayed emotional and cognitive development" largely because of trauma, emotional abuse, and early drug use; (2) most of them "have never successfully used problem-solving or coping skills outside of the correctional setting;" and (3) a large proportion of them "still have no adults in their lives to help them learn the skills they need to deal with everyday life challenges."[144] The intentional cultivation of social and emotional skills will not address all of these factors, but it should help pave the way for more successful outcomes in all domains.

Poor social-emotional development is associated with traits that are potentially harmful such as poor impulse control, under-developed sense of empathy, hostile interpersonal relationships, and reluctance to accept responsibility.[145] While some juvenile justice approaches such as the RNR model point to these characteristics among justice-involved individuals as deficits in need of repair, the social-emotional learning perspective focuses on skill-building. Below is a cross-walk of the generally recognized pro-criminal attitudes, values, beliefs, and personality patterns against social-emotional learning (SEL) competencies proffered by the leading authority on social-emotional learning in the United States, the Collaborative for Academic, Social, and Emotional Learning (CASEL).[13]

Focusing on building SEL competencies, rather than on reducing or eliminating pro-criminal attitudes, offers a more straightforward and actionable set of supports. It also shifts the focus from deficits to strengths.

Social Emotional Learning Competencies	**Corresponding Pro-Criminal Attitudes**
Awareness of Self and Others	Lack of Empathy & Self-Regulation
Awareness of feelings: The capacity to accurately perceive and label one's feelings	Poor self-regulation Egocentrism Lack of empathy Lack of respect for others Notions of entitlement
Management of feelings: The capacity to regulate one's feelings	
Constructive sense of self: The capacities to accurately perceive one's strengths and weaknesses and handle everyday challenges with confidence and optimism	
Perspective taking: The intention to engage in safe and healthy behaviors and be honest and fair in dealing with others	
Respect for others: The capacity to accurately perceive the perspectives of others	

[13] For more details on CASEL, see https://casel.org/sp_faq/what-skills-do-socially-and-emotionally-competent-children-and-youth-have/.

Positive Attitudes and Values	Rationalizations and Inability to Accept Responsibility
Personal responsibility: The intention to accept and appreciate individual and group differences and to value the rights of all people	Failure to accept responsibility Attitudes, values, beliefs and rationalizations supportive of crime Rationalizations for harmful behavior Cognitive emotional states of anger Resentment and defiance Insensitivity to the impact of crime
Social responsibility: The intention to contribute to the community and protect the environment	
Responsible Decision Making	**Poor Decision-Making Skills**
Problem identification: The capacity to identify situations that require a decision or solution and assess the associated risks, barriers, and resources	Weak self-control (impulsivity) Short-term orientation Restlessly aggressive Pleasure seeking Criminal identity
Social norm analysis: The capacity to critically evaluate social, cultural, and media messages pertaining to social norms and personal behavior	
Adaptive goal setting: The capacity to set positive and realistic goals	
Problem solving: The capacity to develop, implement, and evaluate positive and informed solutions to problems	
Social Interaction Skills	**Poor Social Skills**
Active listening: The capacity to attend to others both verbally and non-verbally to demonstrate to them that they have been understood	Hostile interpersonal relations Below average ability for verbal expression Weak socialization Irritable
Expressive communication: The capacity to initiate and maintain conversations and to clearly express one's thoughts and feelings both verbally and nonverbally	
Cooperation: The capacity to take turns and share in both pairs and group situations	
Negotiation: The capacity to consider all perspectives involved in a conflict in order to resolve the conflict peacefully and to the satisfaction of all involved	
Refusal: The capacity to make and follow through with clear "NO" statements, to avoid situations in which one might be pressured, and to delay acting in pressure situations until adequately prepared	
Help seeking: The capacity to identify the need for support and assistance and to access available assistance when it's offered	

Spectrum of Supports

Social-Emotional		Pro-social Activities & Social Skills Programs	Cognitive-Behavioral Interventions Thinking for a Change	Aggression Replacement Training	Mentoring Credible Messengers	Intensive Case Management

Social-emotional development is an area that all young people, irrespective of justice system-involvement, would benefit from developing. Individuals' needs vary in this domain, based on specific youth and circumstances.

Pro-Social Activities & Social Skills Programs: Teaching social skills to justice-involved young people living in the community has been shown to reduce behaviors like impulsivity, self-centering, and social perspective-taking deficits.[146] Integrating role-playing into social skills-training has been shown to improve interpersonal skills, reduce anxiety and impulsivity, and improve the ability of justice-involved youth to adjust to services and supports.[147] Social skills training should be conducted in group-settings so participants can practice new skills. Practitioners should take care to assess risk levels so as to prevent low-risk youth from being over-programmed or being placed with higher-risk youth. Social skills training programs will vary in length and duration, but programs comprising of 8 to 12 ninety-minute weekly training meetings have been shown to make a difference.[148] Many youth will have a strong set of social skills upon release, or thorough such programming described above, and should be supported in accessing and taking part in pro-social activities. Recreational group activities such sports teams and performing arts can help youth continue to hone their social skills while creating meaningful relationships and participating in activities they enjoy.

Cognitive-Behavioral Interventions: The Office of Juvenile Justice and Delinquency Prevention (OJJDP) defines cognitive-behavioral treatment as "a problem-focused approach to helping people identify and change the dysfunctional beliefs, thoughts, and patterns of behavior that contribute to their problems. Its underlying principle is that thoughts affect emotions, which then influence behaviors."[149] Particularly for higher-risk youth, cognitive-behavioral interventions have been shown to have a measurable and significant impact on recidivism.[150] [151] Cognitive behavioral interventions designed for people with criminal justice-involvement often include the following components: cognitive skills, cognitive restructuring, interpersonal problem-solving, social skills, anger control, moral reasoning, victim impact, substance use, behavior modification, and relapse prevention. Programs that emphasize interpersonal problem-solving and anger control, and that include one-on-one treatment are most powerfully correlated with non-recidivism.[152] While it is sometimes referred to as "cognitive-behavioral therapy" (CBT) in the literature, studies have shown that cognitive-behavioral interventions or treatment delivered by non-clinicians can be just as effective as CBT delivered by clinicians.[153] This is important to note, as clinical treatment can be costly.

Additionally, not all programs that say they use cognitive-behavioral treatment are equal. Manualized cognitive-behavioral approaches that do not take into consideration the individualized therapeutic needs of each youth may not be particularly effective.[154] Group cognitive-behavioral treatment programs are considered "brief" in the treatment world, lasting 10-16 weeks, usually including weekly or biweekly sessions of 1-2 hours.[155] Cognitive-behavioral treatment does not have a standard length or duration tied to it, however, since it applies to a broad array of supports. From individual clinical treatment to non-clinical groups to skills that a probation officer might apply in his or her interactions with a youth, CBT can be implemented and incorporated effectively in various settings.

Aggression Replacement Training: Aggression Replacement Training (ART) is a subset of cognitive behavioral treatment. ART focuses on Social Skills Training (helping participants replace antisocial behaviors with positive alternatives), Anger Control (helping participants respond to anger in a nonaggressive manner and rethink anger-provoking situations), and Moral Reasoning (helping participants cultivate a sense of fairness, justice, and concern for the needs and rights of others).[156] It is a manualized treatment protocol that requires approximately three hours a week for 10 weeks, although the most compelling research on the effectiveness of the model with a juvenile reentry population entailed a three-month treatment period. In this study, all ART participants experienced improvements in interpersonal skills and reductions in anger. Notably, youth whose parents also participated experienced the lowest recidivism.[157] This treatment approach is only appropriate for youth who are specifically struggling with anger control and aggressive behavior. Youth who struggle with anger control or aggression may benefit from recreational activities and sports outlets, either as a supplement to ART or as an alternative. Physical activity not only benefits a young person's physical health; sports, martial arts, or general exercise can provide youth with a positive outlet for their energy, help them connect to their school or community, practice discipline and instill a strong sense of self.

Mentoring: Mentoring has tremendous potential to support youth with successful reintegration.[158] The term "mentoring," however, can be applied to a wide variety of adult-youth relationships, not all of which are likely to have any impact on recidivism or other indicators of successful reintegration.[159] [160] Effective mentoring requires intentionality when selecting mentors to ensure they are not only well-suited for the role but prepared for a consistent, long-term commitment. Additional key elements include proper training for mentors and thoughtfulness when matching youth with compatible mentors. Mentoring programs are more likely to be effective if they are individualized, involve extended relationships with frequent (at least weekly) meetings, and are conducted in conjunction with other supports.[161] Training in Motivational Interviewing and active listening can help mentors effectively tackle the goals and challenges identified by the youth.[162] Mentoring models should follow the principles of positive youth development and build on youths' strengths. It is important to recognize that the mentor's role is not to punish; rather, a mentor is a positive adult who is there to continually support the youth. For more information on mentoring, see the Credible Messenger approach featured in the Model Programs section on page 32.

Supporting Social-Emotional Development: Aniyah*

When Aniyah was released from a placement at age 16, she was 8-months pregnant. As many young women in her position would be, Aniyah was scared to start her new journey as a mother. She had struggled her whole life with an unstable home environment – at the age of 13, she had been removed from the care of her mother due to neglect. Aniyah had never had a healthy model to guide her social-emotional development, and since struggled to maintain a healthy lifestyle and create positive goals for herself. Her reentry was supported by CJCJ's Wraparound services. Through this program, she was provided a Case Manager, a Care Coordinator, and licensed Therapist who worked closely with her in helping her transition into her new environment. Despite her history and difficult circumstances, Aniyah was very receptive to the supports she was receiving from culturally-competent service providers. CJCJ's staff built trust through consistent, respectful relationships with Aniyah and coordination among Wraparound team members for her care. She worked hard to develop the social-emotional skills she would need in her new role as mother, to face life back in the community, and to avoid making the same mistakes that brought her into contact with the juvenile justice system. She is currently living with her baby girl at the home of her godmother, which her case workers agree is a stable, nurturing environment. She reports being happy, and has developed the skills she needs to cope safely and avoid risky behaviors. She has successfully completed probation and has a positive outlook on life. She is working to finish high school, and plans go to college after that.

*Youth's name has been changed for protection of privacy.

Intensive Case Management: Intensive case management is usually characterized as case management wherein the case manager meets with the youth multiple times a week, is in consistent communication with youth, and is accessible seven days a week. Intensive case management provides critical support for high-risk youth. Case managers should be trained in trauma-informed care, positive youth development, social skills training, and cognitive behavioral interventions. Intensive case managers often broker services, but should not do so without coordinating with all other agencies and authorities involved in the youth's care. Again, involvement of the youth and family members in all decisions, and in all treatments and supports yields more positive outcomes.[163] [164]

Anticipated Outcomes

- In what sort of social-emotional learning (SEL) competencies training program did the youth participate? Was it matched to the youth's specific needs?
- Did the youth complete the SEL competencies training to which he or she was referred?
- Has the youth demonstrated increases in the SEL competencies?

    - Awareness of self and others
    - Positive attitudes and values
    - Responsible decision-making
    - Social interaction skills
- Has the youth been more successful in avoiding aggression?
- Has the youth been re-assessed using a validated tool that considers pro-criminal attitudes and anti-social personality patterns, and has there been a reduction?
- Did the youth perceive that the relationship with service providers, mentors, and case managers was supportive and positive?
- Did the youth feel that the supports of the social skills training, mentors, and/or case managers helped him or her stay on track with other positive steps?
- Did the youth experience an improved quality of life?

Model Programs

Thinking for a Change: As an evidence-based, integrated cognitive behavioral change program, Thinking for a Change (T4C) can provide support to justice-involved adults and youth who are currently in confinement, parole, probation, or aftercare programming. T4C combines social skill and problem solving skill development with research on cognitive restructuring theory in its group sessions. It is vital that participants join the program at the beginning of the cycle and continue on through its completion, which can last up to thirty sessions. Lessons focus on social skills, which include: knowing your feelings, practicing active listening, giving feedback, and responding to anger. Problem solving skills addressed in the program include: stopping and thinking, considering choices and consequences, and making a plan for problem resolution. Presently, only government correctional staff qualify to train for T4C facilitation. T4C works to address the cognitive, social, and emotional needs of its participants and has been shown to reduce recidivism among justice-involved individuals when implemented properly by trained facilitators.

Credible Messenger: This culturally-rooted approach for justice-involved youth illustrates both the power of mentoring to effect change and the importance of leveraging community as a resource. The Credible Messenger approach pairs participants with mentors who have gone through the justice system and share similar life experiences as their mentees. The concept is that mentors who have walked the path from criminal involvement and justice system-involvement through to a non-criminal existence have more credibility than many of the case-workers a typical youth will encounter. Credible Messengers are uniquely positioned to build trusting, powerful relationships with their mentees through which they can provide tools for emotional and behavioral management and hope for the future. The Credible Messenger model, which has been replicated and incorporated by programs throughout the country, builds on the importance of pro-social relationships with adults for young people's development. The Credible Messenger approach has been shown to successfully reduce recidivism and antisocial behavior, increase young people's engagement with programs and services, and build community capacity to support justice-involved individuals. This method empowers communities to maintain public safety from within. Through a people-up perspective, members of the community are collectively involved in transforming the lives of justice-involved young people, and they themselves have their lives positively transformed in the process.

Mental Health, Substance-Use, and Trauma-Specific Services

With access to appropriate behavioral health services, young people are supported emotionally and can find safer strategies for coping with challenges.

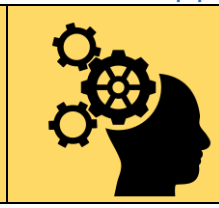
Anatomy of the Need

Trauma is prevalent among youth involved in the juvenile justice system. A national study published in 2013 found up to 90 percent of justice-involved youth in the U.S. reported exposure to some type of traumatic event during their lives. On average, 70 percent of incarcerated youth reportedly meet criteria for a mental health disorder. Approximately one-third of youth in the study reported exposure to multiple trauma types each year into adolescence. Nearly a quarter (23.6 percent) met the criteria for post-traumatic stress disorder (PTSD), 66.1 percent in the clinical range for externalizing problems, and 45.5 percent in the clinical range for internalizing problems.[165] Other studies have found similarly high prevalence rates of trauma, PTSD, and trauma symptoms among justice-involved youth. [166] [167] [168] [169] The trauma that these young people have experienced prior to confinement tends to be exacerbated by experiences they have while confined or incarcerated.[170] The consistency among the studies of the prevalence of trauma in this population conclusively establishes the pervasiveness of trauma, and indicates that all interventions and supports for this population should be trauma-informed, and that mental health and substance use treatment in particular should take traumatic histories into account, especially as there is a tendency to misdiagnose trauma symptoms in juvenile justice settings.[171]

Many reentering young people have other mental health and/or substance use needs as well. A study of the California Youth Authority found that 74 percent of young men and 68 percent of young women reentering from confinement had histories of substance use, and that 45 percent and 65 percent of young men and women respectively had mental health conditions.[172] Commonly found mental health disorders in youth offenders include depression, anxiety disorders (panic, separation anxiety, generalized anxiety, obsessive-compulsive disorder, and post-traumatic stress disorder), bipolar, psychotic disorders, disruptive behavior disorders (conduct, oppositional defiant disorder, and attention-deficit hyperactivity disorder), and substance use disorders.[173] [174] [175] [176]

Prior to connecting any youth with any form of clinical behavioral health services, however, practitioners should be confident that the services are merited and appropriate. Only youth with a need or desire for clinical supports should be connected with clinical services. Practitioners should not assume that all justice-involved youth have a mental health diagnosis or are in need of psychological services. Instead, mental health needs should be clinically assessed and providers should avoid over diagnosis, as this can have damaging physical and psychological effects.[177] Rather than re-assessing the young person, if there exists a record of a clinical assessment that has been conducted at some point with the youth (and the chances are high that there has been), the findings from that assessment should be used. This is to protect the youth from excessive assessment, which can be exasperating to system-involved young people. Clinical assessment information is confidential, but some data sharing agreements will allow for a diagnosis to be shared, and if not, a youth and/or their family can request the information. If the assessment is several years old, or if it is not accessible to the practitioner for some reason, a new assessment may be needed. If a young person requires mental health support, practitioners should recognize that mental health issues can often be addressed effectively in a normative, non-clinical setting. Formal clinical settings can cause uneasiness in a young person and stigmatize the mental health issues they are facing. Rather than limit opportunities for support formal therapy or group treatment, mental health services can further their impact by meeting a youth and their family where they are at: in their school, in their home, and even in court.[178]

Spectrum of Supports

Mental Health		Culturally-Responsive Therapy	Trauma-Informed Group Treatment Seeking Safety	Outpatient Psychiatric Care	Residential Substance Abuse Treatment	Sex Offender Treatment

Culturally-Responsive Therapy: Psychological services should be culturally and gender-responsive. A survey of mental health clinicians in 2015 in California found that approximately 83 percent were white, and 81 percent were women.[179] This demographic profile differs profoundly from the juvenile reentry population in the state that year, 84 percent of whom were non-white, and 81 percent of whom were male.[180] Clinicians, like other professionals, have been shown to demonstrate bias in their diagnosis and treatment decisions.[181] Furthermore, responsivity is improved if a young person feels safe and respected by their service providers.[182] If there is a culturally-specific service provider in the community available to provide mental health services, especially if the youth expresses a preference for this provider, every effort should be made to ensure that the youth receives support from that provider. In the absence of that, practitioners should work to ensure that referrals are made to mental health providers who have been trained in cultural-responsiveness, gender-responsiveness, and trauma-informed care.

Trauma-Informed Group Treatment: Some of the most effective treatments for trauma and for justice-involved youth are in fact group modalities. For example, Seeking Safety, which is generally delivered as a group treatment modality, has a large body of evidence demonstrating its effectiveness.[183] Thinking for A Change, also a group treatment model, is considered a highly effective cognitive-behavioral treatment for justice-involved youth – its focus is not trauma-recovery, but the reduction of criminogenic thinking and associated behavior patterns.[184] The advantage of group treatment is two-fold: participants are able to see their peers struggling with similar issues, which can help reduce feelings of isolation, and they have opportunities to practice skills with peers during treatment sessions. It should also be mentioned that group treatment, if effective, is a more cost-efficient way to reach a number of youth. Practitioners should be cautioned, however, that group treatment has disadvantages, as well. Groups are most effective when participants are homogeneous in terms of conduct problems, rather than heterogeneous – mixing high and low-risk youth may feel like a practical approach, but it can end up doing harm to the low-risk participants.[185] And, while most youth will benefit from a good group treatment protocol, there are rare some who are simply not suited to group treatment (e.g., individuals with extreme social anxiety, individuals in a dissociative state).

Outpatient Psychiatric Care: The literature clearly indicates that clinical therapeutic remedies should be fully explored prior to turning to psychopharmacological solutions to the mental health needs of justice-involved youth.[186] Practitioners should be mindful that youth in residential and custody settings, and in the foster care system, are more likely to have been prescribed psychotropic medications and are more vulnerable to questionable polypharmacology (overprescribing).[187] [188] Nevertheless, sometimes medication will be needed to help youth manage symptoms, particularly where psychosis, bipolar disorder, or major depression are evident. Due to the high costs of medical treatment, and the fact that effective psychiatric care requires multiple visits to a medical doctor, accessing this form of treatment may require insurance. Some youth will be eligible for public insurance programs, at the national, state, or local level (e.g., Medicare, SCHIP, EPSDT), but the cost of psychiatric care is likely to present a problem for many youth, especially those who have immigration documentation issues. For those youth, practitioners should facilitate access to community medical clinics or community-based organizations that offer medical or psychiatric services.

Residential Substance Abuse Treatment: Incarcerated youth that are in need of substance abuse treatment should receive this support during placement, and care should continue fluidly into reentry. Ideally, treatment would be provided to youth within the community without initial placement. When supporting young people with substance use disorders, practitioners should recognize that adolescents' treatment needs differ from those of

adults. The reasons for this are manifold. For one, young people are drawn to higher-risk behaviors, based on how their brains function (most adults do not demonstrate the same patterns).[189] Because of this, a high proportion of youth are likely to engage in experimental substance use, but only a small number will actually develop an addiction. A 2011 national survey of high school students found that just under half (46 percent) self-reported the use of addictive substances (including tobacco, alcohol, cannabis, and other substances), but only 12 percent of met the criteria for having a substance use disorder.[190] In other words, a youth who is using substances or whose charges may even have involved substance use, may or may not actually be suffering from a substance use disorder (a.k.a., addiction). At the same time, there is evidence that the adolescent brain is particularly susceptible to addiction, and that traumatic experiences in childhood may exacerbate that vulnerability.[191] [192] Some youth, therefore, are likely to be in need of substance abuse treatment.

As practitioners work provide appropriate support, they should keep in mind that some substance treatment programs for justice-involved youth show only modest effects.[193] This may be because many substance treatment approaches were designed for adults and have been modified only nominally for an adolescent population. This is problematic because addiction severity and other factors associated with addiction vary demonstrably between adults and adolescents,[194] and adolescents do not tend to be responsive to abstinence-focused programs.[195] This may explain why adolescents have low persistence 12-step programs and report that such programs are not a fit for their needs.[196] Prior to connecting a young person to a substance abuse treatment program, practitioners should ascertain that the youth being served is truly in need of this form of care, and that the substance abuse treatment program is specifically geared toward adolescents. Ideally, the program should also be trauma-informed, culturally-responsive, and gender-specific.

Sex Offender Treatment: Sex offender treatment is highly specialized and needed only in some cases. Unfortunately, because sexual offenses are so specialized, individuals whose crimes fall into this category are often lumped together, irrespective of the severity of need. Treatment for individuals who have committed sexual offenses should limit contact with youth considered low-risk and prioritize treatment for youth who need it most. Current best practices for the treatment of youth who have committed sexual offenses include cognitive-behavioral treatment.[197] [198] When placing youth in appropriate programs, practitioners should ensure that individuals who have been assessed as low-risk for re-offending do not enter into intensive programs, and are not placed in mixed groups with youth considered higher-risk, increase the risk of re-offense.[199] Youth who are assessed with a higher risk of re-offending may need intensive treatment programs of 160-300 or more hours, which should specifically employ cognitive-behavioral interventions.[200] [201] [202]

Anticipated Outcomes

The outcomes that should be measured to monitor the effectiveness of behavioral health supports should vary based on the behavioral needs of youth. Below is a list of potential data points for practitioners to use to monitor the success of behavioral health supports.

- Did the youth access appropriate behavioral health care?
- In how much treatment did the youth participate (e.g., number of sessions, hours)?
- Did the youth persist in treatment through the time period that was clinically recommended?
- Did the youth demonstrate improvements on a depression scale?
- Did the youth demonstrate improvements on an anxiety scale?
- Did the youth demonstrate a reduction in trauma symptoms or unsafe behaviors?
- Did the youth build better skills for coping?
- Did the youth demonstrate reductions on a propensity for violence or sexual violence scale?
- If substance use was present, did the youth stop using substances?
- If substance use was present, did the youth reduce the use of substances?

- Did the youth feel the treatment services were useful?
- Did the youth experience an improved quality of life?

Model Programs

Seeking Safety: Seeking Safety is an evidence-based, trauma-informed treatment model designed to help people recover from trauma and/or problematic substance use. It can be conducted individually or in groups of any size to address both trauma and addiction concomitantly without requiring youth to retell their traumatic experiences. This reduces the risk of re-traumatization and iatrogenic effects. It can be facilitated by non-clinicians and is often facilitated by peers, giving it high responsivity. Evidence supporting the effectiveness of the model is extensive and demonstrates its flexibility – it can be applied with men or women, adults or adolescents, for any length of treatment, at any level of care (e.g., outpatient, inpatient, residential), for any type of trauma, and any type of substance.[203] The goal of the treatment is to equip youth with coping skills that they can use to create safety in their lives. Seeking Safety has been shown to reduce trauma symptoms, substance use, and cognitions associated with addiction and PTSD,[204] and has been shown to have lasting effects on trauma symptoms and depression.[205]

Legal Matters

With access to legal counsel, young people can address additional barriers which might otherwise derail their progress.

Anatomy of the Need

Justice-involved youth often have legal needs that include, but go beyond having qualified representation in juvenile and criminal court. These needs range from immigration concerns for noncitizen youth, to custody fights for young people with children, emancipation needs, domestic violence-related matters, civil disputes, and record sealing.

A majority of youth in the juvenile justice system are facing multiple challenges in their lives. Justice-involved youth are more likely to have come from marginalized communities. They are more likely to be coping with poverty. They are more likely to be pregnant or parenting than other young people in the community.[206] Furthermore, some justice-involved youth have immigration issues to contend with, as well, although data on the prevalence of these instances are not available.[207] These factors contribute to this population's need for legal services. Practitioners working to support successful reentry for the youth they are serving are not likely to possess the legal expertise or credentials required to provide counsel and advocacy on these matters, and will need to connect youth to legal service agencies.

Spectrum of Supports

Legal Matters		Building Relationships for Youth's Defense	Assistance with Immigration Status Root & Rebound	Domestic Violence Legal Needs	Assistance with Civil Disputes Youth Represent	Assistance with Record Sealing & Expungement Clean Slate

Building Relationships for Youth's Defense: Unlike other legal areas where the youth requires the practitioner's help to access legal representation, the youth generally receives direct court support in terms of mounting a legal defense. Courts may assign an attorney for youth who cannot afford one (e.g., public defender, alternate public defender, private court-appointed attorney) or those who can afford a defense attorney retain one privately. Nevertheless, supporting a youth effectively requires that the practitioner maintain knowledge of the criminal law that applies to the youth's case. Practitioners should establish relationships with local public defender offices and pro-bono lawyers. CJCJ's Juvenile Collaborative Reentry Unit (JCRU) program is a strong example of how community-based providers collaborate legal offices. The program utilizes a Juvenile Collaborative Reentry Team (JCRT) approach to build support for the youth, with representatives from the community-based organization providing direct services, the juvenile public defender providing legal defense services, the probation department providing supervision, and the judges presiding over cases. Close coordination and partnership among these agencies and individuals has resulted in reduced use of detention and more coordination of supports after release.

Assistance with Immigration Status: Juvenile court jurisdictions across the United States vary dramatically in how they respond when they are serving noncitizen youth. The spectrum ranges from jurisdictions that avoid all communication with Immigration and Customs Enforcement (ICE), the federal agency responsible for interior enforcement of federal immigration laws, to jurisdictions that report every youth whom they suspect may be undocumented. Most jurisdictions fall somewhere in between. Even where official jurisdiction rules are loose or non-specific, noncitizen youth are highly vulnerable to discretionary detention, based on linguistic barriers, perceptions of flight risk, and difficulty engaging parents. During confinement and after they are released from custody, noncitizen youth who have come into contact with the juvenile or adult justice systems are vulnerable to deportation. Few juvenile justice practitioners, whether employed by probation departments or by community-based organizations, are aware of the laws that govern immigration. For example, it is a common misperception that federal laws require local jurisdiction officials to report suspected undocumented youth to federal immigration authorities – no such federal law exists.[208] Practitioners who are working with youth with immigration issues should a) consult the Annie E. Casey Foundation guide to supporting Noncitizen Youth in the Juvenile Justice System, to avail themselves of some basic knowledge around the interaction of juvenile justice and immigration jurisdictions, and b) connect the youth to legal resources specializing in immigration. Practitioners working in communities with high numbers of immigrants may have access to a local agency that can provide youth with legal counsel, while others may need to turn to national organizations, such as the National Immigration Law Center.

Domestic Violence Legal Needs: Young people who have experienced domestic violence may need support to obtain a temporary restraining order against their abuser. While this does not require an attorney, the trauma that results from domestic violence experiences is likely to leave the youth in need of support and advocacy as he or she follows through on the necessary steps. Once initial safety has been established, the youth may need legal representation to address custody or visitation if the individual has a child, or in obtaining a Domestic Violence Prevention Act restraining order. If no local domestic violence legal service agencies exist, the practitioner may guide the youth to the National Domestic Violence Hotline for advice on how and where to access legal support.

Assistance with Civil Disputes: Civil legal matters may arise around housing (including establishing access to public housing after an adjudication or conviction), employment (discrimination or wrongful termination), family (petitions for emancipation), or an array of other issues for which a youth may need representation as a plaintiff or defendant. Without resolution, these matters may stand as barriers to successful program completion, or they can eve erupt into tensions that elevate the risk of probation revocation. Access to attorneys to assist with these matters can be challenging, particularly in rural or under-resourced areas. Larger cities are likely to have organizations specifically set up to provide legal services to justice-involved individuals, or others who cannot afford to retain an attorney (Youth Represent, featured below). In other jurisdictions, youth may have to obtain legal services from private attorneys who take on a small number of pro-bono cases. This is a common practice, particularly in larger law firms. Practitioners should be prepared to assist youth in reaching out to such firms, ideally forming partnerships between firms that offer this services and the practitioner agency.

Assistance with Record Sealing & Expungement: Expungement and record sealing offer vital relief for justice-involved youth and young adults who would otherwise face disruptive civil consequences on their path to reentry.[209] Without a juvenile record, a young person's employability, immigration status, housing eligibility and public benefits eligibility can improve.[210] While some states provide automatic expungement or sealing of juvenile records, states that do not have automatic processes require individuals to petition for such processes to take place. Youth and young adults returning from detention facilities will require assistance understanding their eligibility and navigating the process to successfully seal or expunge their record (See Project Clean Slate, featured below in the Model Programs section.)

Anticipated Outcomes

The outcomes that should be measured to monitor how effective legal supports have been primarily focused on whether the youth was able to access legal services. Below is a list of potential data points practitioners could use to monitor the success of legal supports.

- Was the youth satisfied with the defense counsel he or she received? If not, did the practitioner assist the youth in changing attorneys?
- Did the youth have other legal matters that were creating a barrier for successful reentry?
    - Was the youth assisted in accessing legal counsel to resolve these matters?
    - Did the youth receive legal representation?
    - How many hours of legal services was the youth able to access?
    - Did the matter resolve in a manner which enabled the youth to continue toward successful reentry?
- Does the practitioner/support agency have an established relationship with a legal resource agency to support youth when these needs arise?

Model Programs

Clean Slate: In San Francisco, the Public Defender's office established Clean Slate, a national model program that provides legal aid to youth and adults seeking to seal or expunge their records. This program, uniquely positioned within a Public Defender's Office, assists justice-involved individuals in "cleaning up" their criminal records. Participants are assisted by legal personnel in expunging or sealing the criminal records free of cost. Clean Slate's legal services include expunging conviction records, sealing and destroying arrest records, sealing arrest records, and terminating probation early for those who qualify. Additionally, Clean Slate offers free walk-in clinics to support individuals seeking clarification and assistance on record processes.

Youth Represent Legal Services: This program provides insight into the importance of comprehensive legal representation for young people, especially those affected by the criminal justice system. Youth Represent addresses young people's array of legal needs by providing free legal services to over a thousand youth each year in New York City. Through a youth-driven approach, Youth Represent provides civil and criminal legal assistance in key areas including housing, employment, education, and family cases. Justice-involved youth facing eviction from public housing, employment discrimination, and/or school suspensions can receive representation. Additionally, young adults who are parents can receive representation in visitation, custody, and child support hearings to ensure families can maintain positive relationships during a youth's reentry.

Root & Rebound: Root & Rebound goes beyond a direct service model to provide legal assistance to thousands of formerly-incarcerated people in California. It utilizes a multi-pronged model of support to address the complex needs of justice-involved individuals in reentry. Root & Rebound emphasizes universal access to legal resources for everyone involved in the reentry process and provides legal education for advocates, organizations, individuals, and communities affected by the criminal justice system. Included in its written resources is an Immigration Fact Sheet

created in partnership with the Immigration Legal Resource Center for individuals whose immigration status may be in jeopardy, which is available in English, Spanish, and Chinese. To further the reach of its resources, Root & Rebound provides a weekly Reentry Advice Hotline to answer reentry-related legal issues, questions, or concerns and published a widely-distributed "Roadmap to Reentry: A California Legal Guide" in 2015.

Conclusion

Young people who are returning to the community after a time of confinement or incarceration will likely face a number of barriers. Interruptions in their education, adverse childhood experiences, and the trauma of justice-involvement itself are likely to give many of these returning youth a sense that the cards are stacked against them. Practitioners working to support these young people are uniquely-equipped and well-positioned to help them identify, cultivate, and leverage their strengths. Whether they are case managers, social workers, probation officers, parole/aftercare staff, or another type of service provider, these practitioners' first task is to adopt a positive and strengths-focused perspective. Every young person, justice-involved or not, has something that energizes him, something she's good at, something that can be built upon to motivate him or her toward larger aspirations and goals.

Before those goals can be attained, however, the needs of the youth have to be addressed. Even before they can be addressed, though, those needs must be understood. Juvenile justice and social service practitioners have a long history of applying remedies to youth for whom those services and supports are not appropriate nor helpful. This tendency may stem from the traditional deficit-focus in the field. It may be exacerbated by implicit racial biases and assumptions about youth as either villains or victims. We tend to put a lot of faith in the power of services and supports, but sometimes fail to recognize that too many classes, workshops, trainings, or therapeutic programs become a burden for youth, and can actually represent a new barrier to successful reintegration. The remedy for this tendency combines a commitment to a strengths-based approach, recognition of the value of a lighter touch, and a willingness to empower youth to be the authors of a better story for themselves.

The voices of youth and their families (e.g., parents, grandparents, partner, children, aunts/uncles, siblings, cousins, other relatives) must be listened to at all points in the reentry process, from policy advocacy to program development to service implementation. Youth and their families are not simply cogs in the reentry machine, but the center of their own challenges and successes. When included in the process, their insights and self-identified needs can lead the team toward more effective programming. Practitioners should meaningfully engage the youth they serve throughout case planning and accountability processes. This helps create a culture of collaboration, in which the youth may feel more motivated to achieve the goals they set, and empowered to independently achieve future goals. A youth's family should be actively included in the reentry process as well— their role as a support and their influence on the youth's behaviors is key to successful reentry. Further, juvenile justice policies, reentry service development, and program designs should be informed by those directly affected—youth and their families—in order to ensure they are properly served.

This practical guide also cautions practitioners against contributing to the sort of fragmented case management that puts youth in an untenable position. Rather, practitioners should try to get a sense from the youth of all the agencies and systems that consider him or her to be their client. Practitioners must ensure that all plans are complementary and that the youth is not being pulled in multiple directions. To the extent possible, a community-based (rather than correctional) agency should be the primary contact and broker of services, to minimize the youth's risk of being pulled back under the authority of a correctional body or institution. Community-based organizations are often located within the communities where youth live, and these organizations are generally in a

better position to utilize community members (including former offenders) as a resource. Youth are more likely to demonstrate trust and responsiveness in community-based settings.

This practical guide encourages readers to target youths' holistic needs during reentry but also emphasizes that individual and urgent needs may sometimes take precedence. For example, a youth who has no place to live is going to have some practical barriers to attending a biweekly cognitive-behavioral interventions workshop. Practitioners should recognize that services and supports fall along Maslow's hierarchy of needs, and that youths' basic needs of shelter and safety must come first. Thereafter, youth may need supports for education, employment, social-emotional skill development, mental health, tackling other practical obstacles, and cultivating skills and strengths. These areas are not mutually-exclusive. The domains discussed here tend to overlap – housing situations are often tied to family relationships, which are tied to social-emotional skills, which are highly determinative of success in school and employment. Success in school and employment, in turn, stabilizes the lives of young people who are working to stay away from extra-legal activities, and improves their chances of staying free of future confinement or incarceration.

The long-term potential of young people reentering the community does not have to be seen as different from that of other young people. While youth reintegrating after involvement in the juvenile justice system have had some negative experiences, every one of them also has unique strengths, skills, and aspirations. With coordinated support that is community-based, culturally and gender-responsive, and not overwhelming, returning young people can be assisted in tapping into those strengths to build happy, safe, and satisfying lives.

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