

Setting Young People Up for Successful Reentry

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OJJDP provides national leadership, coordination, and resources to prevent and respond to youth delinquency and victimization.

OJJDP helps States, localities, and Tribes develop effective and equitable juvenile justice systems that create safer communities and empower youth to lead productive lives.



OJJDP



OJJDP Administrator
Liz Ryan

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Introductions



Kim Godfrey Lovett
Executive Director
Performance-based Standards (PbS) Learning
Institute, Inc.



Larome Myrick, PhD
Executive Director of Juvenile Justice
RI Department of Children, Youth and Families

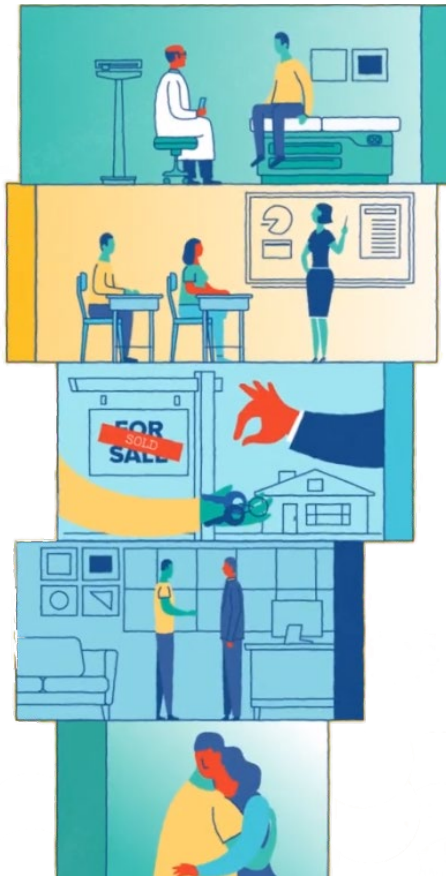


Megan Milner
Superintendent
Kansas Juvenile Correctional Center



Shannon Weston
Executive Assistant to the Director/Director of
Quality Assurance, Alabama Department of
Youth Services

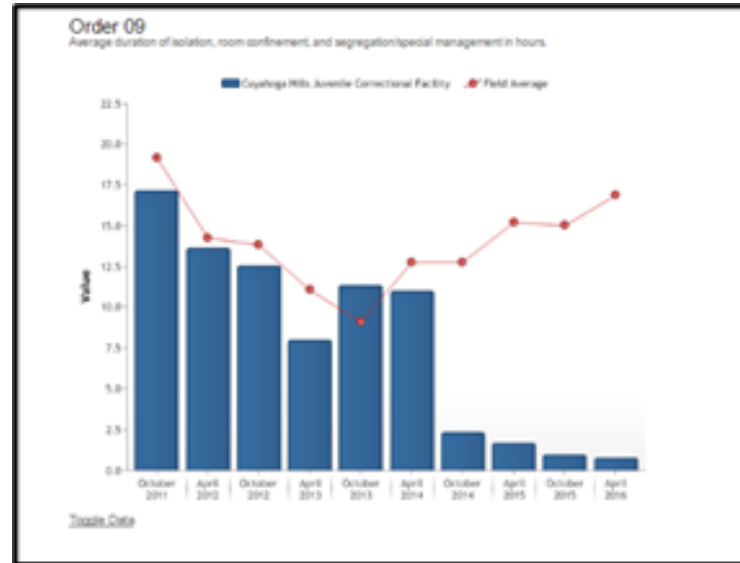
Agenda



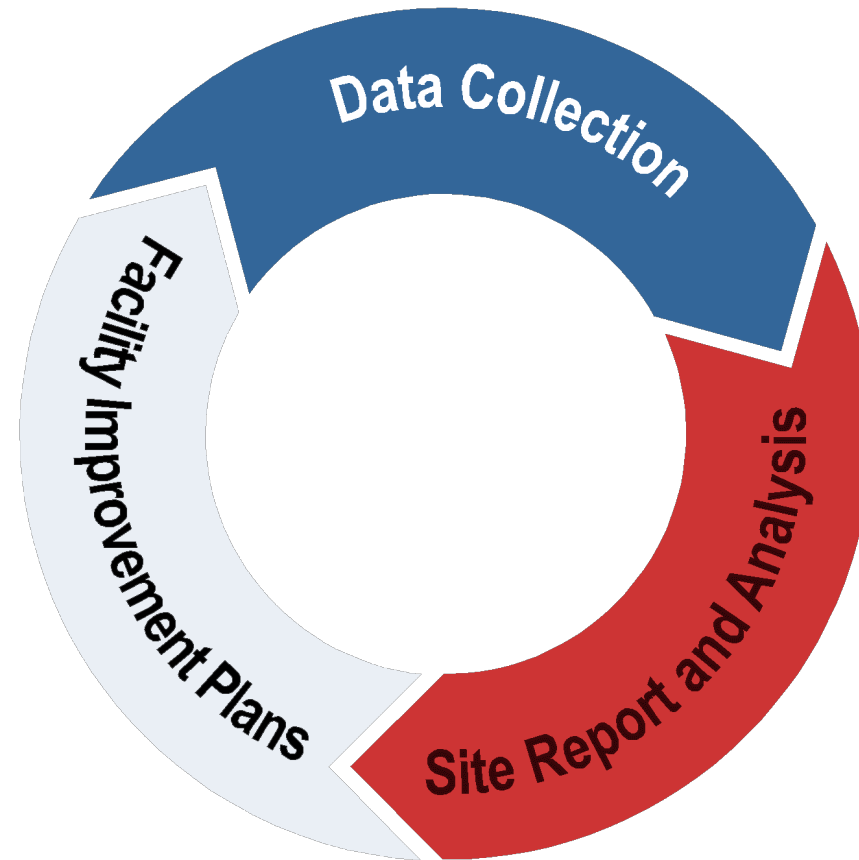
- Welcome & Introductions
- PbS Reentry Practice Domains and Standards
- Putting it into Practice: Using Reentry Data



Research into Practice



Continuous Quality Improvement Cycle







Standards and Outcome Measures

- Aspirational, positive, promoting growth, measuring change
- Research-based, continually updated
- Domains:
 - ❑ Safety, Order, Security
 - ❑ Health, Behavioral Health, Well-being, Trauma
 - ❑ Education, Employment, Programming
 - ❑ Family
 - ❑ Reintegration/Reentry
 - ❑ Fairness
 - ❑ Community Connection and Contribution

To give suggestions on the PbS Blueprint, please complete the [PbS Blueprint Feedback Survey](#). Please complete a new survey for each suggestion.



Performance-based
Standards



PbS Blueprint

Updated: June 2016

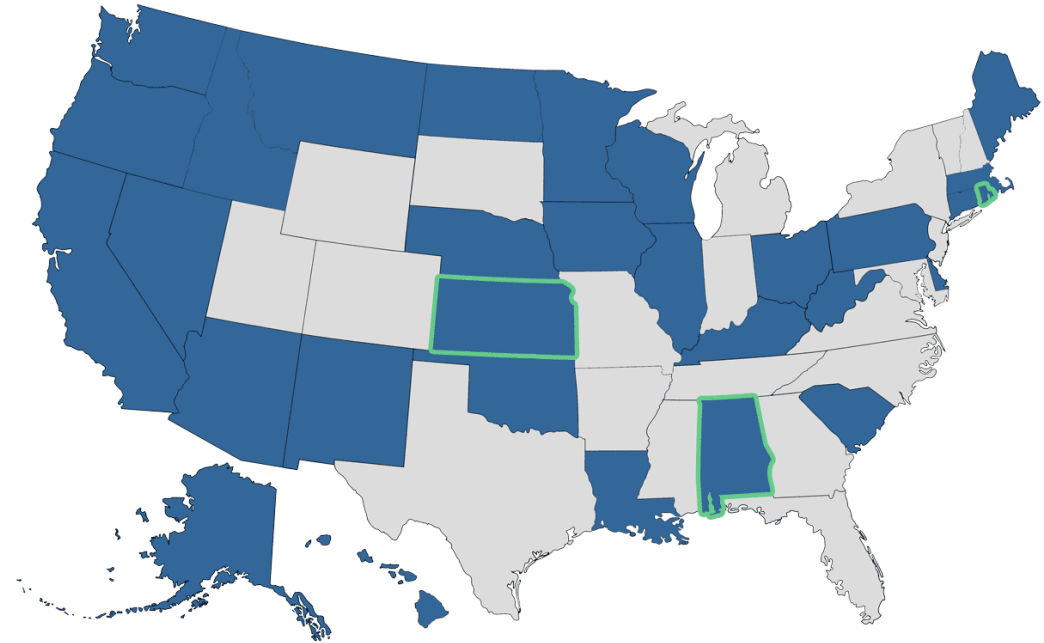
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Our Community

- 32 states
 - 150 facilities and programs
 - 54 state, local, and private agencies
 - Urban, suburban and rural
 - Correction, detention, community residential, community supervision
 - 185 beds to less than 5
 - Average daily populations of about 40-45 young people



**Volunteer to join PbS' mission to improve juvenile justice outcomes
and treat all young people like one of our own.**

Reentry in Kansas



- Juvenile Services – State Agency
 - ❑ Operates state’s only deep-end post- adjudication facility for young people
 - Males and females
 - 10-22.5 years of age
 - ❑ Contracts with local providers for community residential programs and probation and aftercare services

Reentry in Alabama

- Department of Youth Services – State Agency
 - ❑ Responsible for custody and rehabilitative services to young people committed by the state’s juvenile courts
 - Oversees 3 facilities – Mt. Meigs, Vacca, and Autauga Campuses for males
 - Contracts with 9 private providers for community residential services, 3 for females
 - ❑ Licenses 12 juvenile detention centers
- Local Juvenile Courts - Manages and oversees juvenile probation



ALABAMA DEPARTMENT OF
YOUTH SERVICES

Reentry in Rhode Island

- Department of Children, Youth and Families, Division of Youth Development – State Agency
 - Responsible for state’s only post-adjudication facility
 - Males and females
 - Ages
 - Responsible for Office of Juvenile Probation
 - 7 Regional offices



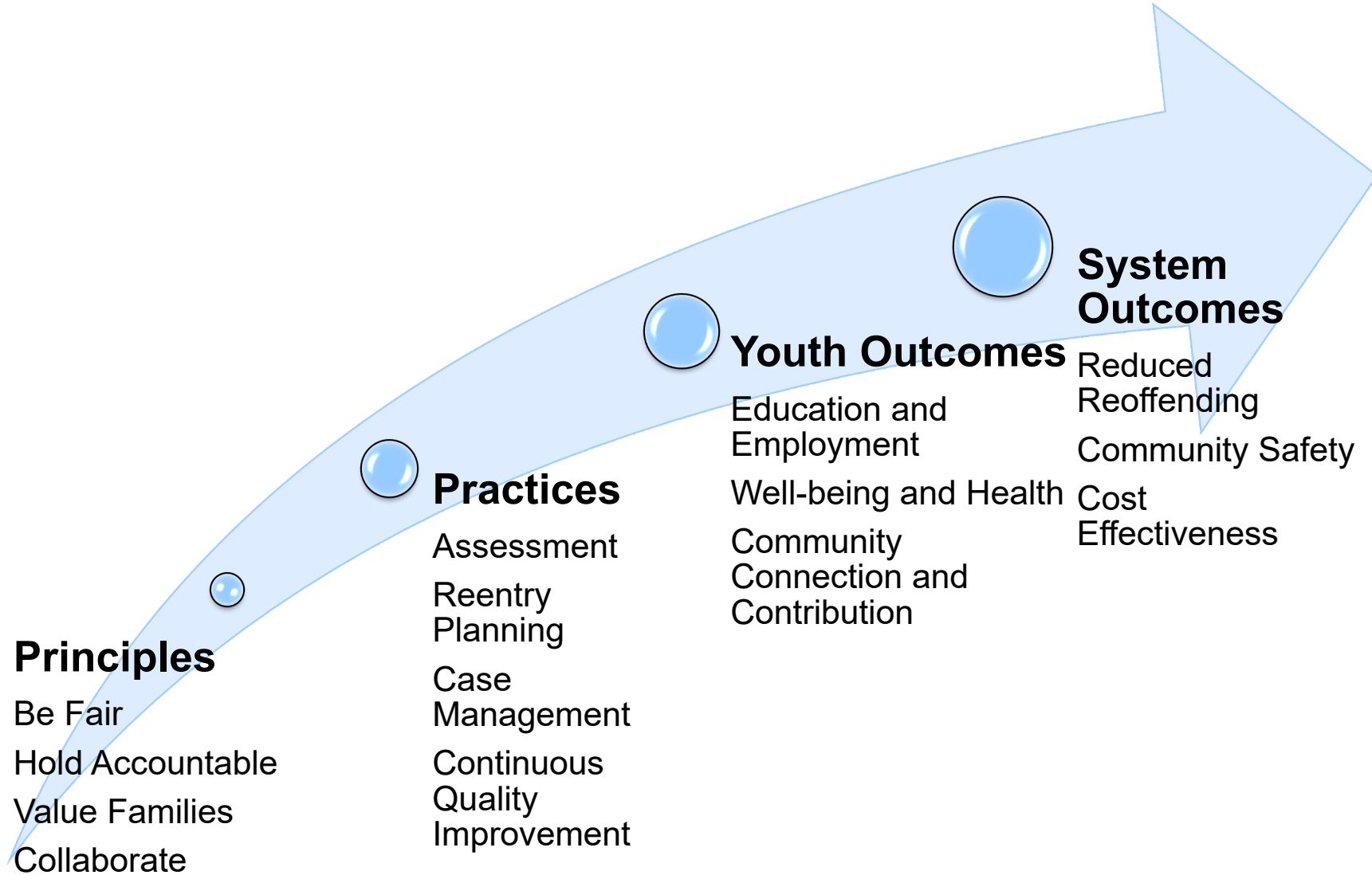
2015: Take PbS Model to Juvenile Reentry

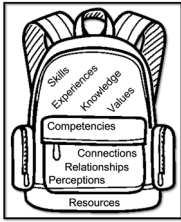
Adult approaches and punishment don't work!



- Sense of fairness
- Healthy, nurturing relationships
- Connection with families and communities
- Skills to excel academically
- Experiences and competencies to get jobs
- Sense of hope, confidence
- Basic needs: housing, documents, support

PbS Reentry Standards Framework



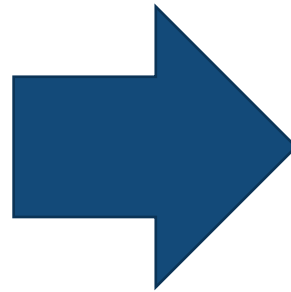


Fairness and Accountability

Healthy Development

- *One adult who is involved in their life and cares about their successful development*
- *Inclusion in positive peer groups- groups modeling prosocial behavior and academic success*
- *Activities to practice making decisions - and making mistakes.*

(Reforming Juvenile Justice: A Developmental Approach, 2013.)



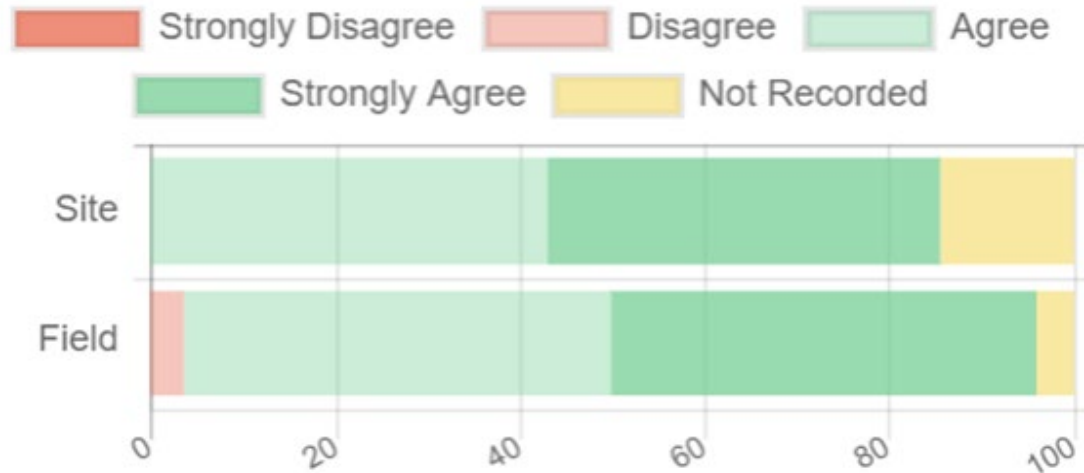
Standards

- **Be Fair**
 - *Ensure all young people are treated fairly.*
 - *Promote racial, ethnic and gender equity.*
- **Hold Young People Accountable without Criminalizing Normal Adolescent Behavior**
 - *Use a system of graduated responses that are age-appropriate and flexible to meet young peoples' unique needs.*
 - *Promote positive behavior changes through incentives and positive reinforcement.*

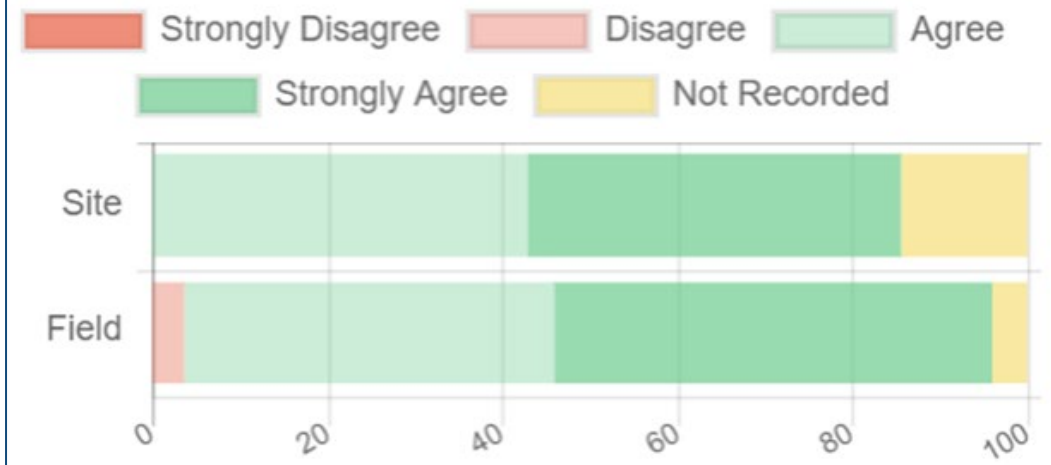
Rhode Island Data



11. I felt respected by staff.



10. I was treated fairly.

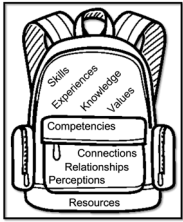


Challenges and Strategies

What do you do to make young people feel they are being treated fairly?

What are strategies to hold young people accountable without criminalizing normal adolescent behavior?

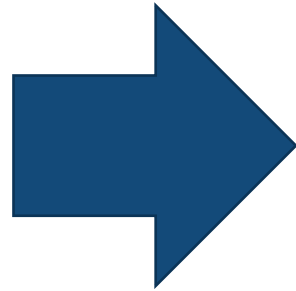
- ❑ Community Pass Program
- ❑ Increased Visits
- ❑ Increased Telephone Call
- ❑ FaceTime Calls/Visits
- ❑ Motivational Interviewing
- ❑ Building Bridges Initiative
- ❑ Positive Incentive Program



Families & Collaboration

Value Families

Successful reentry requires valuing families as key contributors to young peoples' well-being and success and collaborating with other child-serving agencies for reentry planning and access to services.

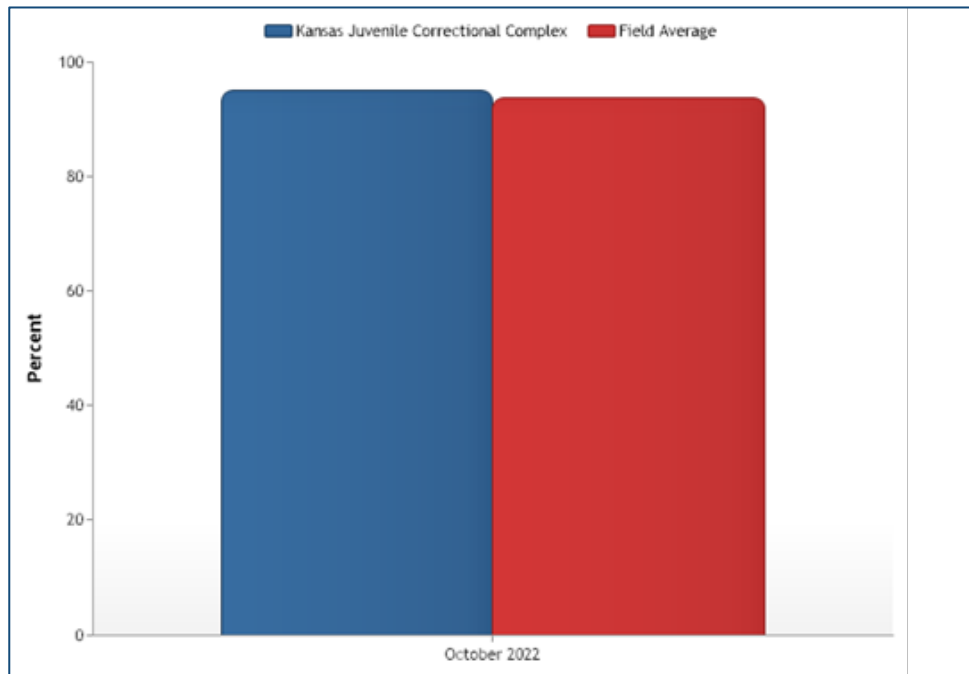


Standards

- **Value Families**
 - ❑ Engage families as valued partners in development and implementation of all planning.
 - ❑ Maximize families' strengths to help their child succeed.
- **Collaborate**
 - ❑ Establish a state-level multi-agency entity to ensure young people have access to services.
 - ❑ Ensure a multi-disciplinary team develops, implements and continually monitors all young peoples' reentry plans.

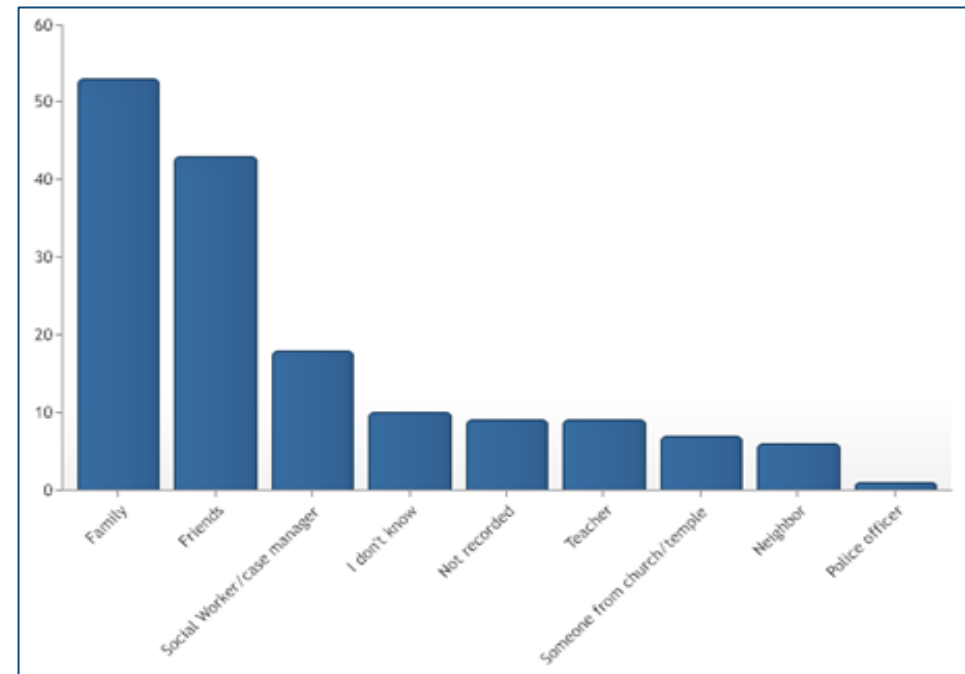
Kansas Data

Most young people have at least one person to talk to



Family 10: % of youth who report they have at least one person at home they will talk to when they need help

Most young people will call their family when they need someone to talk to



Survey Question: who will you call when you need to talk or need help working out a problem?

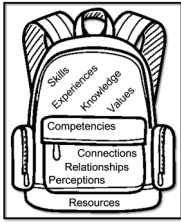
Challenges and Strategies

Partnerships / Community Collaborations

- Emphasis on bridging gap between facility and community
- Commerce, GearUp, Jag-K
- Alabama Network of Family Resource Centers – Partnership Opportunities
- Fatherhood Initiative
- GEAR UP Jefferson County – Lifting as We Climb Foundation
- Mentoring students in juvenile justice settings – Vacca Campus
- Non Driver's ID Program – Partnership with Auburn University, AL Law Enforcement Agency (ALEA)
- New Partnership - Project RESTORE – Reentry Program with Jefferson County Family Court, Jefferson County Family Resource Center, and Jefferson County Juvenile Detention

Family Engagement

- Family Orientation
- Free Video Visits
- Increased phone calls, Facetime multiple times per week
- In the process of increasing visitation days and times
- Increased contact with families and case managers
- Connecting families with resources in the community

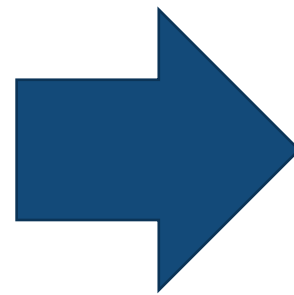


Assessment

Risk-Need-Responsivity Framework

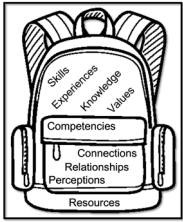
Research has shown that using the risk-need-responsivity framework improves decision-making and promotes fairness and unbiased decisions.

(See Lipsey et al: Juvenile Justice System Improvement: Implementing an Evidence-based Decision-Making Platform, 2017.)



Standards

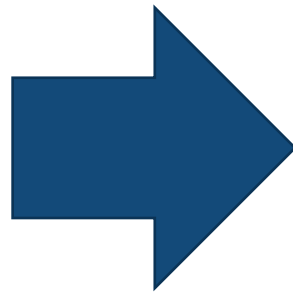
1. Assess all young people using empirically-validated tools, guided by RNR, age-appropriate, administered by trained and qualified staff.
2. Complete additional assessments to gather relevant information.
3. Use RNR assessments to match with appropriate level of supervision, types and dosages of services.



Reentry / Exit Planning

Day 1 Planning

- **Planning for a young person's reentry/ exit begins on Day 1.**
- Effective reentry/ exit planning requires a designated multi-disciplinary teams that includes the young person, their family members; that is individualized, incorporates information from assessments and presents a clear, goal-oriented, measurable road map for success.

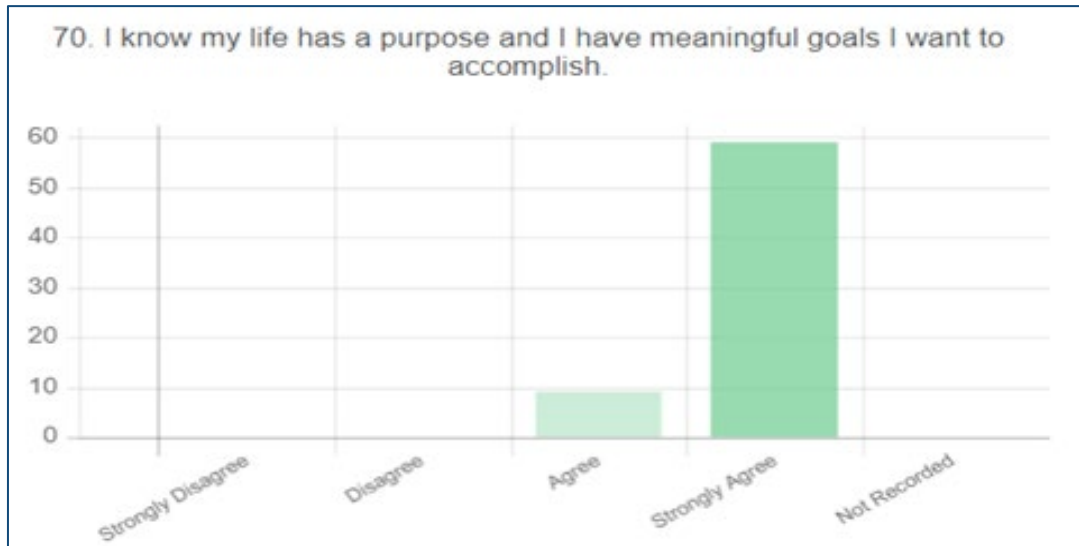


Standards

1. Begin reentry/exit upon placement.
2. Establish a multi-disciplinary/agency team to develop, implement and continually monitor all youths' reentry/exit plans.
3. Use assessments, prior history, progress reports and collateral contacts to inform case management and reentry/exit planning.
4. Identify and prioritize youths' needs, set clear goals, objectives, and action steps that can be measured and adjusted.
5. Ensure youths and families participate in reentry/exit planning meetings and understand the expectations and responses to non-compliance.

Alabama Data

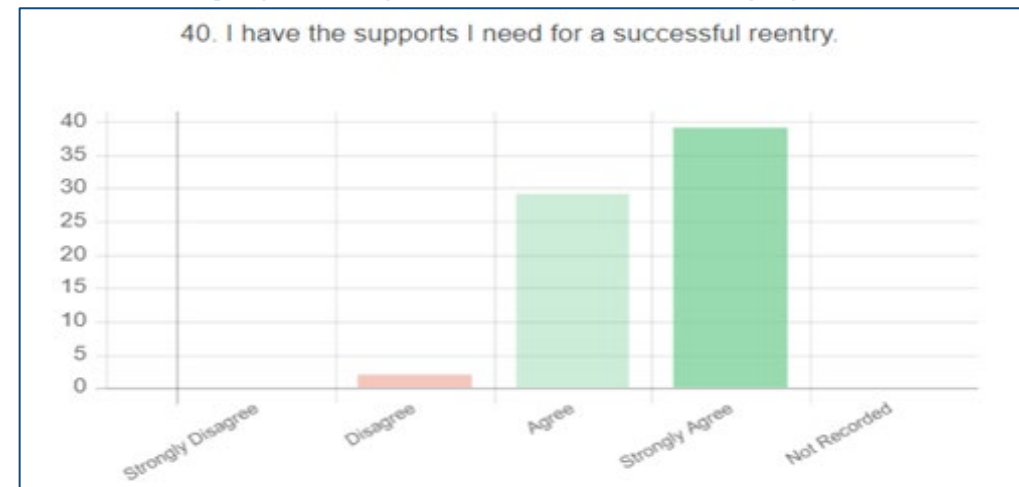
Young people have meaningful goals



Young people have confidence



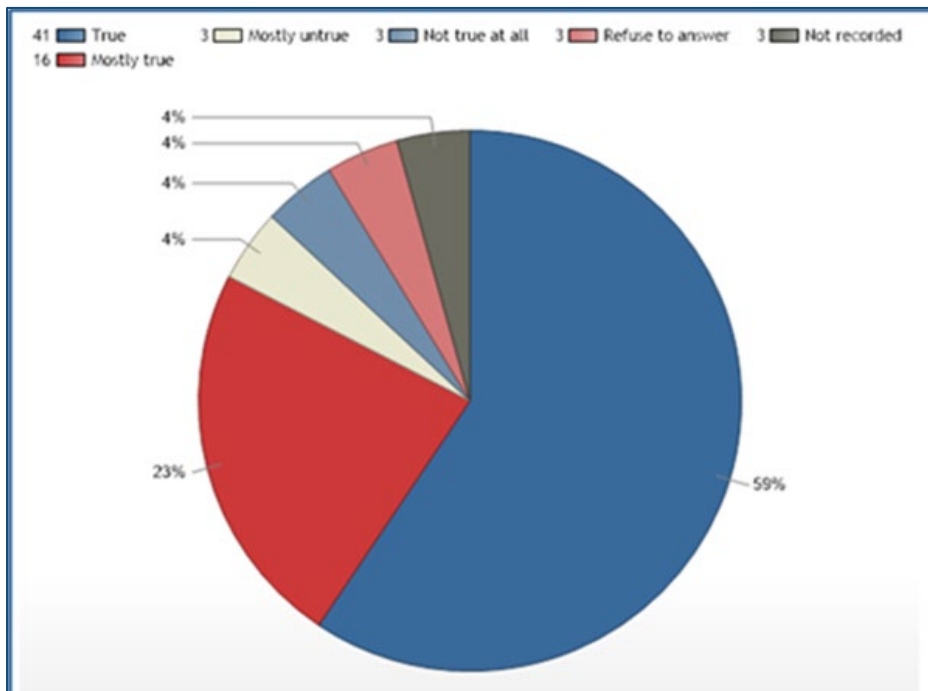
Young people have supports



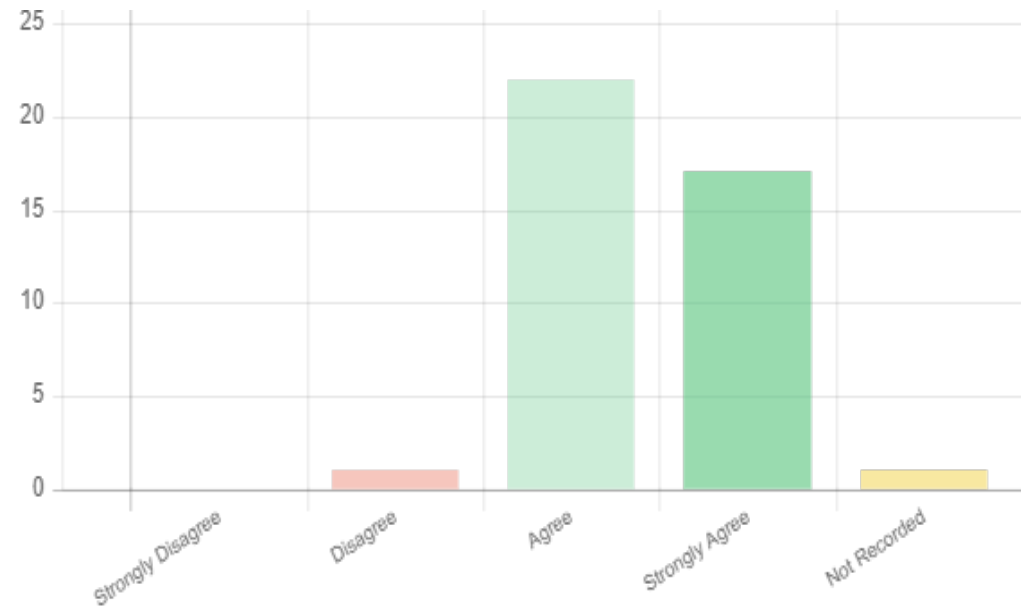
Kansas Data

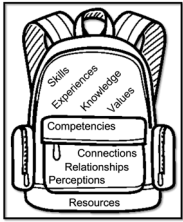


The programming I go to is helping me understand what I need to do to succeed when I return home



I have the supports I need for successful reentry.

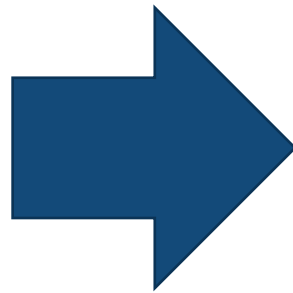




Case Management

Relationships are like the fluoride in toothpaste: They are the key ingredient that makes everything else work.

(See The Search Institute, Developmental Relationships.)



Standards

1. Assign a reentry/ case manager as soon as every child arrives in placement.
2. Ensure the case manager engages youths in a developmental relationship.
3. Ensure the case manager develops a real and sustainable connection with families.
4. Ensure all services indicated as needed by the multi-disciplinary/agency team have been provided.
5. Ensure all youths and families have meaningful, prompt access to the services and supports needed to make the youth's reentry/exit successful.

Rhode Island Data

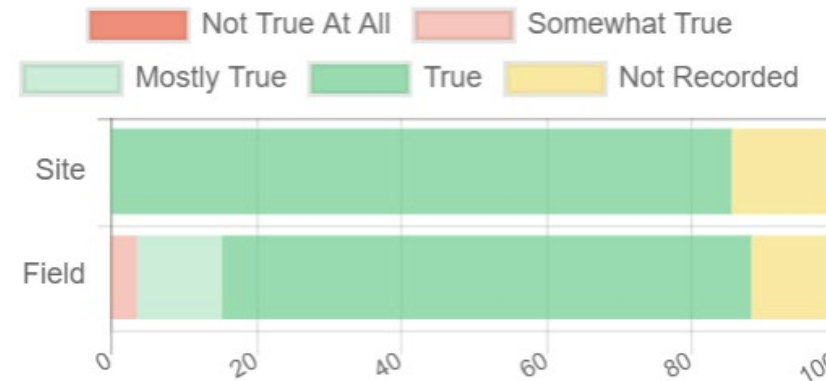


Young people spoke positively about their case managers/
probation officers.

44. My case manager helps me see future possibilities
for myself.



51. My case manager talks to me when I have a
problem, or my behavior slips, and helps me explore
ways I can do better.

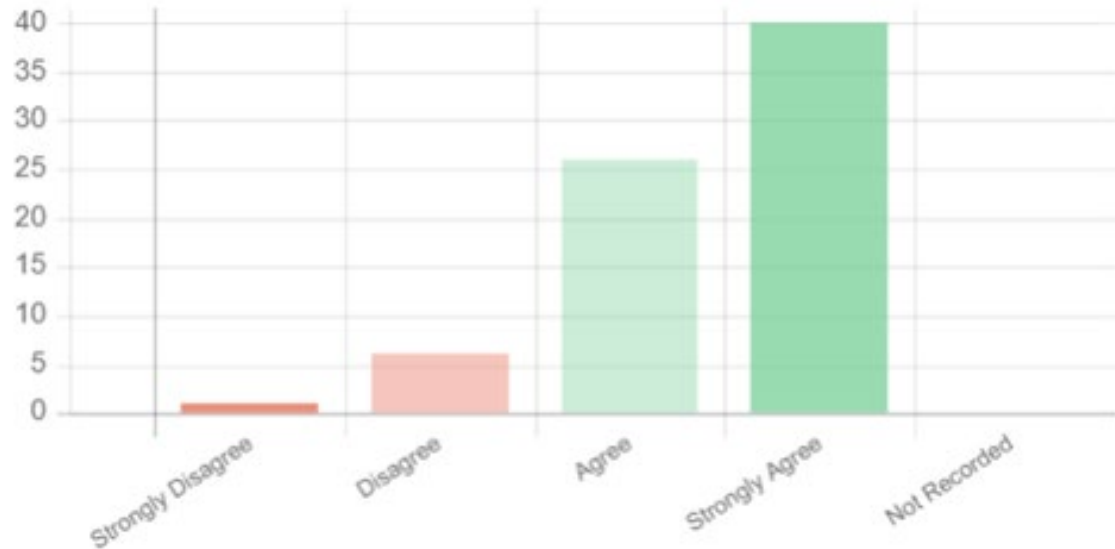


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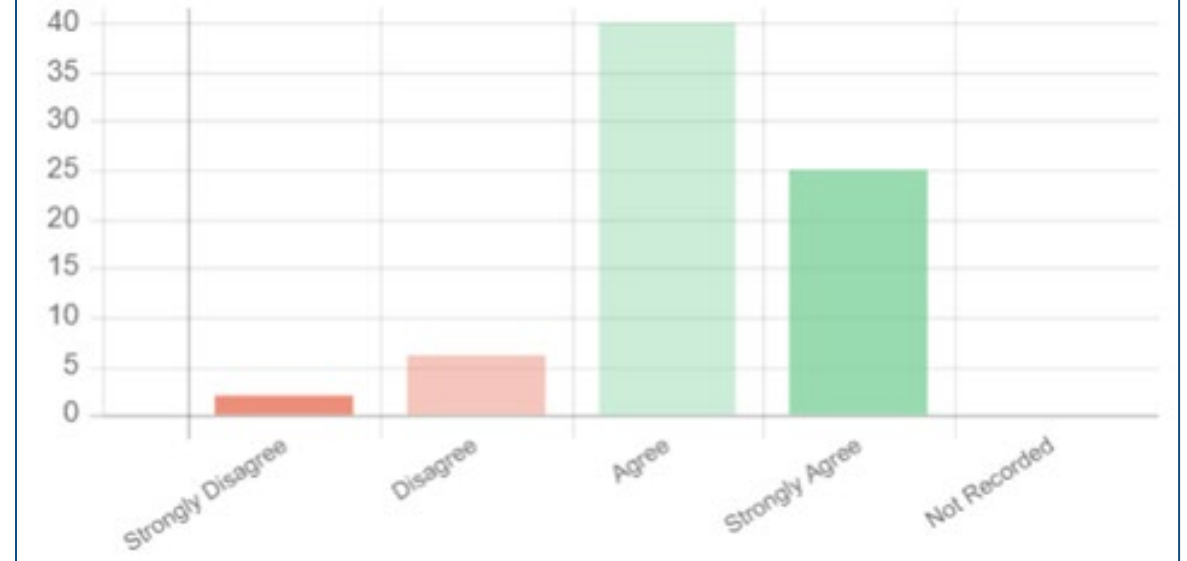


Positive reinforcement: Incentives, rewards and positive comments

4. The incentives and rewards helped keep me working on my goals.



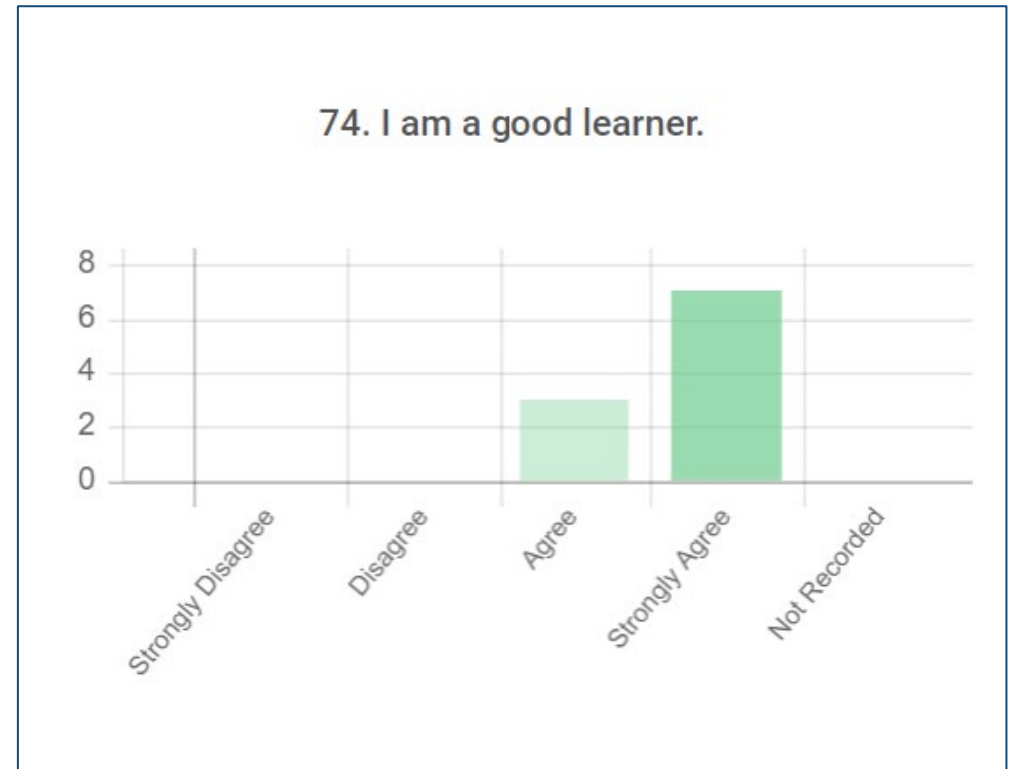
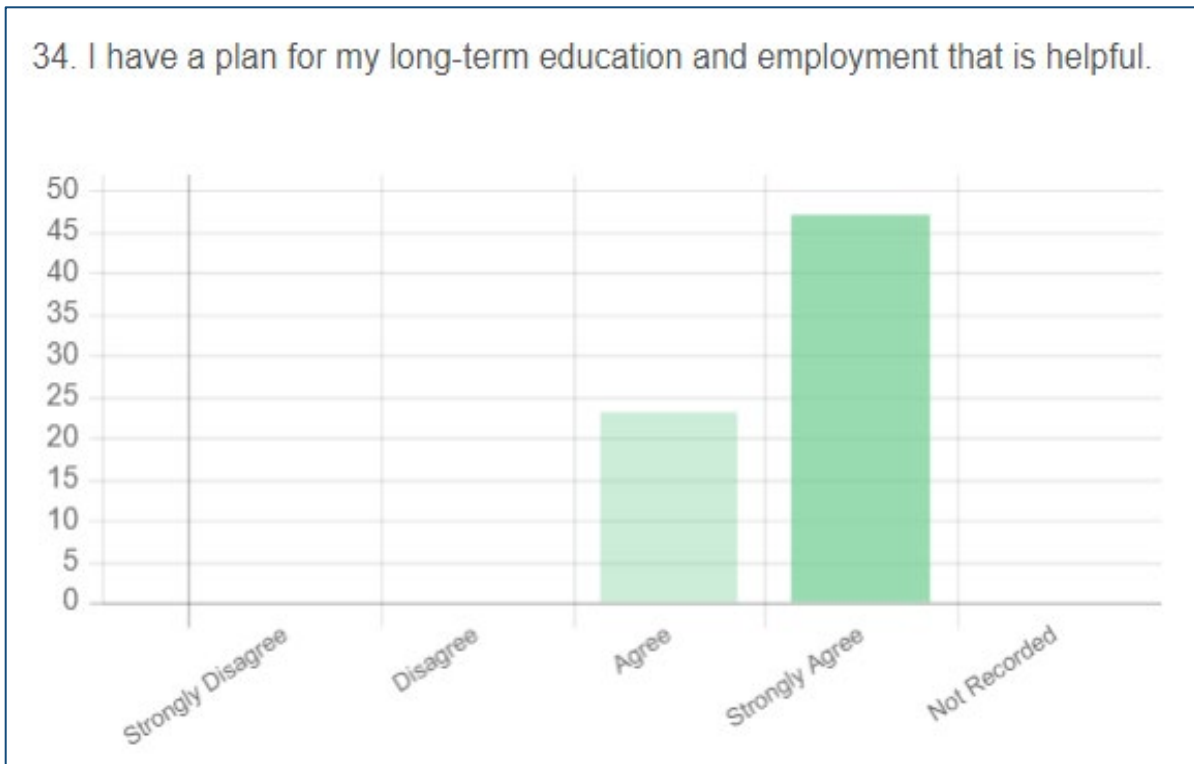
6. Staff made more positive comments than negative comments to youths.



Alabama Data

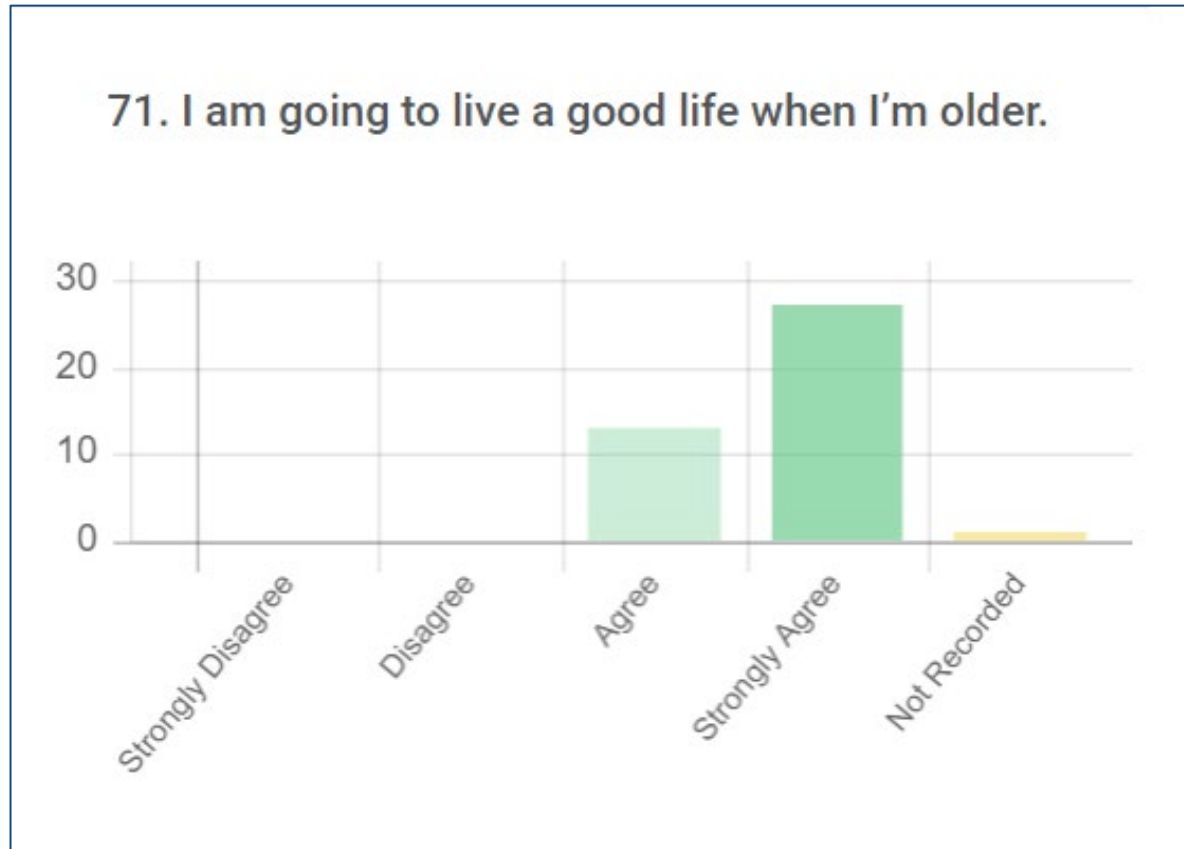


Young people have a long-term plan and they believe they can learn.



Kansas Data

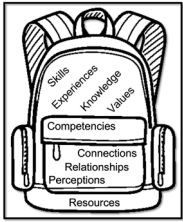
Young people have hope.



Challenges and Strategies

- How can we help young people prepare for life-long career success?
- How can we help them create life-long well-being and healthy habits?
- How can we give them opportunities to connect and contribute to the community?

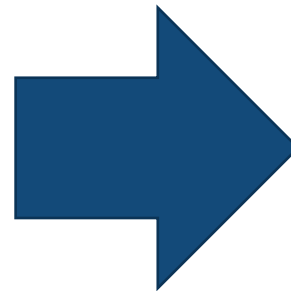
83%	Earned a certificate or award
75%	Been told about ways to pay for college like financial aid packages and loans
68%	Attended a special event
63%	Taken a class about nutrition, healthy eating and exercise
57%	Done volunteer work in the community that made you feel good
54%	Participated in formal discussions about discrimination
45%	Participated in any political or organized community activities that were important to you



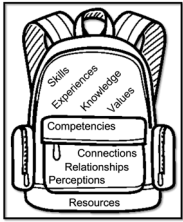
Education & Employment

Standards

Integrate academic and technical skills into a long-term career plan.



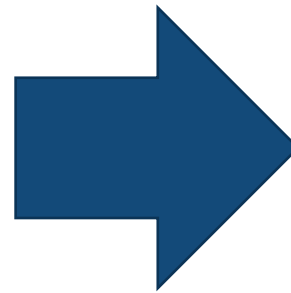
1. Ensure all youths have a clear plan for long-term education and employment.
2. Ensure all youths complete their academic goals including higher education.
3. Ensure all youths complete their career technical education or skills goals.
4. Ensure all youths master employability skills necessary to obtain and sustain employment.
5. Connect all youths to meaningful employment.
6. Ensure all youths have access to all documents necessary to obtain and sustain employment



Well-being & Health

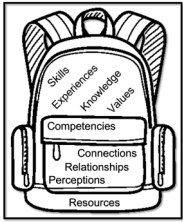
Well-being refers to the essential human needs for social connectedness, stability, safety, access to resources and hope.

Physical health – feeling healthy and full of energy – has been shown to be a key component of well-being.



Standards

1. Ensure all youths feel safe physically, emotionally and psychologically.
2. Ensure all youths are healthy physically, emotionally and psychologically.
3. Ensure all youths cultivate a sense of hope and purpose.
4. Ensure all youths have mastered social competencies and resiliency skills.
5. Teach youths lifelong healthy habits.

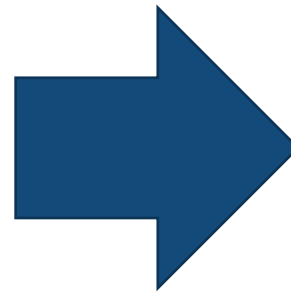


Community Connection & Contribution

Standards

Young people learn they have value and experience feelings of belonging when they connect to the wider community through experiences and opportunities to contribute and participate.

(Don't Quit on Me: What Young People Who Left School Say about the Power of Relationships. Center for Promise, 2015.)

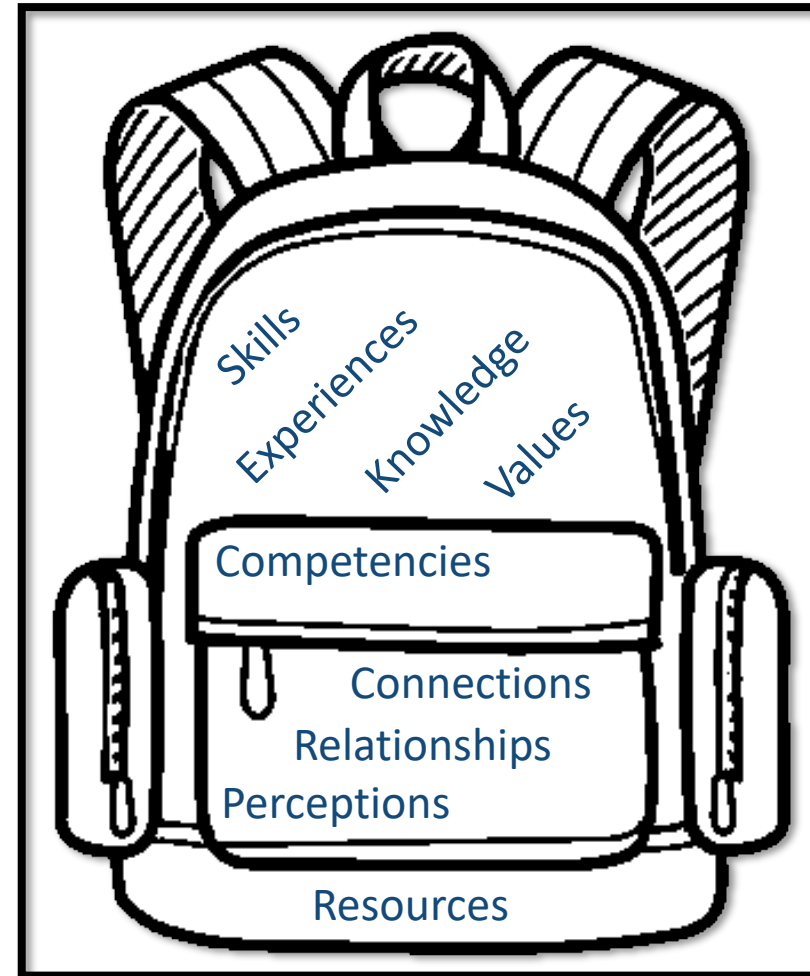


1. Ensure all youths develop trusting, reciprocal relationships with prosocial adults and peers.
2. Ensure youths develop strategies to negotiate with negative peers and gang relationships.
3. Ensure all youths develop civic awareness and promote positive values.

Prepare Young People for Success

What works:

- Feeling treated fairly, respected and valued
- Healthy, nurturing relationships
- Connection with families and communities
- Skills to excel academically
- Experiences and competencies to get jobs
- Sense of hope, confidence
- Basic needs: housing, documents, support
- Let them play!



Thank you!

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