

Planning & Implementation Guide

Second Chance Act

Comprehensive Community-Based Adult Reentry Program Utilizing Mentors

DESCRIPTION

This Planning & Implementation Guide is intended for recipients of the Second Chance Act Comprehensive Community-Based Adult Reentry Program Utilizing Mentors grants administered by the U.S. Department of Justice's Bureau of Justice Assistance. Grantees will complete this guide in partnership with the technical assistance provider from the National Reentry Resource Center over the course of their grant.

The Council of State Governments Justice Center prepared this guide with support from the U.S. Department of Justice's Bureau of Justice Assistance. The contents of this document do not necessarily reflect the official position or policies of the U.S. Department of Justice.

About the Planning & Implementation Guide

The National Reentry Resource Center (NRRC) has prepared the Planning & Implementation Guide (P&I Guide) to support grantees in developing and refining an adult mentoring reentry program that will support successful reentry and reduce recidivism. The guide is not intended to serve as a step-by-step blueprint, but rather to cultivate discussion on best practices, identify considerations for your collaborative effort, and help you work through key decisions and implementation challenges.

While the guide was developed as a tool for grantees, it also serves as an important tool for your NRRC technical assistance provider (“TA provider”) to understand the status and progress of your project, the types of challenges you are encountering, and the ways your TA provider might be helpful to you in making your project successful.

You and your TA provider will use your responses to the self-assessment to collaboratively develop priorities for technical assistance.

Any questions about this guide should be directed to your TA provider.

Contents of the Guide

The guide is divided into seven sections, each with assessment questions, exercises, and discussion prompts. The self-assessment questions and exercises are built on evidence-based principles and emerging practices. You will be prompted to write short responses, attach relevant documents, and/or complete exercises for each section. Your answers will provide insight into your program’s strengths and identify areas for improvement. As you work through the sections, take note of the corresponding supporting resources in the final section as they contain suggestions for further reading and provide access to important resources and tools. Your TA provider may also send you additional information on specific topics to complement certain sections. If you need additional information or resources on a topic, please reach out to your TA provider.

TA Provider Contact Information

Name:

Phone:

Email:

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SECTION 1: GETTING STARTED AND IDENTIFYING GOALS

While your TA provider has read the project narrative that you submitted in response to the SCA solicitation, there may have been updates or developments since your original application was submitted. This exercise is intended to give your TA provider a sense of your current project goals and your initial technical assistance needs.

Please provide the following documents, if available, to your TA provider:

- MOUs and information sharing agreements Mentor training manual/orientation handbook
 Program policy and procedure manual Participant orientation materials



EXERCISE 1: BASIC INFORMATION

A. Grantee Information

| | | | |
|---|--|--|---|
| Lead Agency <i>(who applied for the grant?)</i> | | | |
| Primary Agency <i>(who is managing the day-to-day operations of the grant program)</i> | | | |
| Project Name: | | | |
| Primary Point(s) of Contact | Name: | | Name: |
| | Title/Role: | | Title/Role: |
| | Agency: | | Agency: |
| | Email: | | Email: |
| | Phone: | | Phone: |
| Correctional Partner | Correctional Agency <i>(ex: Louisiana Department of Public Safety & Corrections)</i> | | Facility Name <i>(ex: Hunt Correctional Center)</i> |
| | | | |
| | | | |
| | Facility Type <i>(ex: State Men's Prison)</i> | | |

B. Partner Inventory

| Organization | Role in Program/Support Offered |
|------------------------------------|---------------------------------|
| | |
| Strategy for continued engagement: | |
| | |
| Strategy for continued engagement: | |
| | |
| Strategy for continued engagement: | |
| | |
| Strategy for continued engagement: | |



EXERCISE 2: IDENTIFYING PROGRAM GOALS AND TRACKING PROGRESS

All SCA grant programs are tasked with working to reduce recidivism. Including reducing recidivism, list the goals for your program, the outcome indicators associated with those goals, and your strategy for tracking progress toward those goals.

| Goal | Outcome Indicators | Strategy for Tracking Progress Toward Goal |
|--|---|--|
| <i>Example: Improve post-release outcomes for formerly incarcerated men.</i> | <i>Employed and/or enrolled in continuing education</i> | <i>Mentors and case managers will work with participants on employment/education goals and report on successes each month.</i> |
| | | |
| | | |
| | | |



SECTION 2: DEFINING OR REFINING YOUR TARGET POPULATION

It is important to have defined criteria to describe your target population as your grant award is a limited resource. Since your community will likely have more individuals who could benefit than you are able to serve, you want to ensure that your grant project serves those who are most likely to benefit from it. Also, having clearly defined criteria helps to determine what information you will need to obtain through screening, assessment, referral, or other processes to determine if individuals are eligible. This will increase the likelihood that the referrals will be good matches.



EXERCISE 3: Defining or Refining Eligibility Criteria

| Eligibility Criteria | Qualifying Characteristics (What qualifies someone for this program?) | When and how is this determined? |
|---|--|--|
| Example: Risk of Reoffending | Example: People at a moderate to high risk for recidivism | Example: The LSI-R tool is administered within 48 hours of intake by corrections staff trained on its use. |
| Risk of Reoffending (Ex: Medium to high risk) | | |
| Age/Gender | | |
| Education (Ex: 9 th grade reading and math level) | | |
| Incarceration Location (Ex: ABC County Jail) | | |
| Time until Release (Ex: 18 months) | | |
| Release Status and/or Location (Ex: Released on parole to ABC County) | | |
| Other (please specify): | | |



EXERCISE 4: ASSESSING YOUR RECRUITMENT AND ENROLLMENT PROCESS

A. Screening and Assessment Process Table

Use the table below to describe the risk and needs assessment tool you and/or your correctional partner uses as well as additional assessment tools. If a risk and needs assessment tool is not currently used, please indicate that in the table.

| Risk and Needs Assessment Tool | |
|---|---|
| Name of tool, <i>specify year/generation</i> | |
| Who administers the assessment? | |
| When is the assessment administered? | |
| How are the assessment results recorded and stored (electronically, paper files, electronic health record, etc.)? | |
| Which partners have access to the results? | |
| Do they receive this information automatically or is it available upon request? | |
| Is the tool re-administered? If so, when and by whom? | |
| Do staff receive training on the proper use of the tool? (y/n) | |
| Do staff receive booster training sessions on the proper use of the tool? (y/n) | |
| Additional Screening and Assessment Tools | List the name and any other relevant information about the tool |
| Mental health screening/assessment tool: | |
| Substance use screening/assessment tool: | |
| Other: | |
| Other: | |

B. Recruitment and Enrollment Process

Describe the point at which potential participants first learn about the program, how is it presented to them, and the process for enrolling eligible individuals into the program.

C. Enrollment Definition

Describe the minimum level of participation needed to consider someone a program participant (this is independent of whether or not they complete the program successfully)?

D. Participant Orientation Process

Describe how new participants are oriented to the program after enrollment.



SECTION 4: SERVICE PROVISION AND SUPPORT

Understanding what services and resources your program can provide can help you not only assess your current capacity but develop a strategy for making additional linkages to address the gaps. Conducting an inventory of services and supports can also help in anticipating challenges that may arise when trying to address the range of needs that individuals may have.



EXERCISE 5: SERVICE PROVISION AND EVIDENCE-BASED CURRICULA

*Provide an inventory of your program's services, including interventions and methods. For example, the service could be an evidence-based curriculum such as *Thinking for a Change* or cognitive-behavioral therapy or it could encompass other support services provided such as transportation, housing, or a GED class.*

| Service Provided to Program Participants | Curriculum Name | Pre-release, Post-release, or Both | Service Delivery Method ¹ | Service Provider ² | In-House, Contracted, or Referral | Available to All Program Participants (y/n) | Grant Funded (y/n) |
|--|-----------------|------------------------------------|--------------------------------------|-------------------------------|-----------------------------------|---|--------------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

¹ Service Delivery Method: One-on-one, group setting, etc.

² Service Provider: Name of provider



EXERCISE 6: CONNECTIONS TO HEALTH CARE COVERAGE AND OTHER BENEFITS

This exercise will help your initiative assess its progress in healthcare enrollment and consider ways in which publicly funded benefits and insurance can be leveraged to sustain components of the initiative.

| | | |
|---|------------------------------|-----------------------------|
| Do you or a partner agency track the number of the people in the grant target population who have public health care coverage? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Do you or a partner agency track the type of coverage (e.g., Qualified Health Plan [QHP]; Medicaid; Medicare)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Do you or a partner agency help participants apply for health care coverage? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Do you or a partner agency track the number of people you assist in applying for health care coverage? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Describe any challenges you or your collaborators have had in helping participants apply for public health care coverage. | | |
| Do you or a partner agency track the number of the grant target population that come in with SSI and/or SSDI benefits? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Have staff in your agency or partners received training in SSI/SSDI Outreach, Access, and Recovery (SOAR) Technical Assistance? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Are you or a partner agency tracking the number of people you assist in applying for SSI and/ or SSDI? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Describe any challenges you or your partner agencies have in helping participants apply for SSI and/or SSDI. | | |



SECTION 4: MENTORING SERVICES

Research has identified four program practices that promote positive mentoring relationships:

- Conducting reasonably intensive screening of potential mentors
- Making matches based on interests that the mentor and the mentee share
- Providing more than six hours of training for mentors (minimum of 2 hours pre-match training)
- Offering post-match training and support

Every step in the mentoring process should be clearly laid out, from recruitment to the closure of the mentoring relationship. Establishing clear policies, procedures, and guidelines and sharing those with staff, mentors, and mentees holds everyone involved accountable. For the following exercises, feel free to attach any relevant materials. If materials have not been developed, please describe your current plan for documenting these mentoring practices and procedures.



EXERCISE 7: MENTOR-MENTEE RELATIONSHIP AND EXPECTATIONS

Describe what is required of the mentor and the mentee throughout the course of the relationship. Specify whether these requirements are documented and in what program materials they are documented.



EXERCISE 8: MENTOR RECRUITMENT AND SCREENING

A. Mentor Eligibility

Describe the eligibility requirements for mentors. Specify whether these requirements are documented and in what program materials they are documented.

B. Mentor Recruitment Strategy

Describe the your mentor recruitment strategy. Specify whether this strategy is documented and in what program materials it is documented.

C. Mentor Screening and Interview Process

Describe your mentor screening and interview process. Specify if this process is documented and in what program materials it is documented.



EXERCISE 9: MENTOR TRAINING

A. Mentor Onboarding and Training

Describe your mentor onboarding and training process, including any ongoing training. Specify whether this process is documented and in what program materials it is documented.

B. Mentor Training Checklist

Check all the topics that are currently addressed in your mentor training process.

| | | | |
|--------------------------|--|--------------------------|---|
| <input type="checkbox"/> | Minimum 2 hour pre-match, in-person training | <input type="checkbox"/> | Plan/schedule for ongoing trainings |
| <input type="checkbox"/> | Program requirements (match length, contact frequency, protocols for missing or being late, match closures, logging contact) | <input type="checkbox"/> | Mentor's goals and expectations for the mentee and the relationship |
| <input type="checkbox"/> | Mentor's obligations and appropriate roles | <input type="checkbox"/> | Ethical and safety issues relating to the mentoring relationship |
| <input type="checkbox"/> | Relationship development and maintenance | <input type="checkbox"/> | Support sources for mentors |
| <input type="checkbox"/> | Effective closure of the mentoring relationship | <input type="checkbox"/> | Correctional agency's/facilities' relevant policies and procedures |
| <input type="checkbox"/> | Criminal justice system (specific focus on institutional and community corrections and reentry) | <input type="checkbox"/> | Unique issues pertaining to people involved with the criminal justice system |
| <input type="checkbox"/> | Interpersonal communication skills | <input type="checkbox"/> | Criminogenic needs, their relationship to the likelihood of recidivism, and strategies that mentors can use to help monitor and address them as needed. |
| <input type="checkbox"/> | Roles and responsibilities of partners/stakeholders involved in the reentry process | <input type="checkbox"/> | Awareness of and sensitivity to victim-related issues |



EXERCISE 10: MATCHING

A. Mentor-Mentee Matching Checklist

Check all the characteristics or issues taken into account during the matching process

| | | | |
|--------------------------|-------------------|--------------------------|------------------|
| <input type="checkbox"/> | Age | <input type="checkbox"/> | Location |
| <input type="checkbox"/> | Gender | <input type="checkbox"/> | Occupation |
| <input type="checkbox"/> | Faith | <input type="checkbox"/> | Race/ethnicity |
| <input type="checkbox"/> | Hobbies/interests | <input type="checkbox"/> | Recovery history |

B. Mentor-Mentee Matching Process

Describe the mentor-mentee matching process. Specify whether this process is documented and in what program materials it is documented.



EXERCISE 11: MONITORING AND SUPPORT

Describe your strategy for monitoring and providing ongoing support to mentors. Note how often mentors meet with the mentoring coordinator. Specify whether this process is documented and in what program materials it is documented.



EXERCISE 12: CLOSURE

Describe the program's process for closing out the mentor-mentee relationship. Specify whether this process is documented and in what program materials it is documented.



SECTION 5: DATA COLLECTION, PERFORMANCE MEASUREMENT, AND PROGRAM EVALUATION

You will need to collect data for different purposes: to meet the requirements of your grant, to track of participants' progress through the program and other grant project-related activities (e.g. program operations), to measure the grant project's performance on an ongoing basis (performance measurement), and to determine whether the grant project is operating as intended and having the intended results (process and outcome evaluations, respectively). It is important to understand the different uses of data early on during your planning to help you determine the best way to collect, manage, and analyze it.

This section will also help to define key performance measures including recidivism and successful program completion. It is important to have a clear definition of successful completion of the program that is distinct from your measures of success (the outcomes you are hoping to achieve). The definitions below should help distinguish between "successful completion" and "measures of success."

- **Successful completion:** the minimum requirements that qualify someone as having participated fully in the program. This can be defined as going through specific programs/curricula, completing a percentage or a number of hours of programming, or compliance with the specialized case plan expectations for a set period of time. It is possible that supports and services will continue to be provided after someone completes the program based on the definition you develop, but this definition will serve as a clear cut-off for purposes of evaluation.

Example 1: Anyone who successfully completes one year of mentor meetings and activities

Example 2: Anyone who successfully completes one year of mentor meetings and activities AND gains employment AND/OR enrolls in an educational program post-release.

- **Measures of success:** the intended outcomes from successfully completing the program, such as recidivism reduction, gainful employment, reductions in technical violations, etc.

Example: Participants who have gained employment and remained employed for 1 year without reconviction.



EXERCISE 13: DEVELOPING A DATA COLLECTION STRATEGY

A. Data Collection

| | |
|--|--|
| 1. How do you currently collect the data you need for any relevant grant requirements (e.g., Performance Measurement Tool). If data is not currently collected, describe your plan to do so? | |
| 2. How does the program currently store the following key data points: risk and needs assessment results, service plans, participation, successful and unsuccessful completions, and participant recidivism rates? | |
| 3. How is the data that is collected shared among relevant agencies and partners? | |
| 4. How is the data stored (e.g., electronically, in paper files, shared drives, or in network databases)? | |

B. Performance Measures

| | |
|--|--|
| 1. How is “successful completion” defined? ³ | |
| 2. What is your definition of recidivism? (Rearrest, reconviction, reincarceration, etc.) ⁴ | |
| 3. What is the tracking period for recidivism (e.g., one year, three years, five years)? ⁵ | |
| 4. List any additional performance measures you intend to track. | |

³ PMT defines “Successfully completed” as discontinuing participation in the program after completing all program requirements. Completion definitions can be either process-based (e.g. Program participant has completed 70 percent of program requirements or case plan within one year), or outcome-based (e.g. Program participant has achieved core benchmark goals of the program, such as changes in risk and needs level, attaining stable housing, attaining employment, achieving a GED, etc. within one year).

⁴ Recidivism is defined in many different ways and states and localities calculate recidivism rates using varying methodologies. For example, some measurements of recidivism account only for reincarceration on new offenses, while others include revocations of probation or parole due to technical violations that result in reincarceration or reconvictions that do not result in a prison or jail sentence.

⁵ The tracking period must allow for uniform “time at risk to recidivate” for all participants tracked (for example, all participants have at least one year on probation or parole after completing the program or upon release from prison (for prison-based programs) when determining the one-year recidivism rate.).

C. Setting Targets

| Outcome | Target |
|---------------------------------------|--|
| <i>Example: Successful completion</i> | <i>Example: 50 people successfully complete the program per year</i> |
| | |
| | |
| | |
| | |
| | |



EXERCISE 14: PROGRAM EVALUATION

| <i>If you are planning on conducting an evaluation of your program, whether internally or through an independent evaluator, please respond to the following questions</i> | |
|---|--|
| 1. Who is conducting the evaluation? | |
| 2. What are you planning to measure in the evaluation beyond the PMT measures? | |
| 3. Are you using a comparison group to assess the success of the program? If so, what is the comparison group? | |
| 4. Who do you intend to share evaluation data with? | |
| 5. What is your ongoing strategy for engaging with your evaluation partner? | |



SECTION 6: SUSTAINABILITY

This section focuses on strategies for achieving long-term sustainability for your program through focused efforts initiated at the beginning of the grant. Sustainability is difficult to achieve and made even more challenging if neglected until grant funding is coming to an end. Developing a sustainability plan at the onset is essential in laying the groundwork at each phase of the project to build a strong program that can continue after the SCA funding concludes.



Exercise 15: Assessing your sustainability

Read the following statements and consider the degree to which your jurisdiction has implemented the given policy or practice. The options are as follows: N = not implemented or planned, PL = planning stage, P = partially implemented, and F = fully implemented.

| Sustainability Expectations | N | PL | P | F | Notes |
|---|---|----|---|---|-------|
| All staff in the agency are aware of the program, its core components, and its target population. | | | | | |
| Stakeholders are meaningfully engaged in the project on a regular basis. | | | | | |
| A champion (not including program staff) publicly advocates for the continuation of the program. | | | | | |
| Program leaders can articulately discuss the value of the program. | | | | | |
| Program leaders are able to tailor their message about the initiative to different audiences in consideration of the goals of the audience (e.g., community supervision, mental health treatment, jail administrators). | | | | | |
| There is a working group of diverse stakeholders focused on developing a sustainability plan. | | | | | |
| Funding streams from federal, state and local governments, foundations, and private organizations that can sustain the project after current federal funding expires are identified. | | | | | |
| Data collected for the evaluation results are shared with each stakeholder and tailored to their specific interests. | | | | | |



Exercise 16: Creating a Sustainability Action Plan

A. Reviewing Potential Resources

The following exercise identifies the degree to which your jurisdiction is working towards sustainability. Please complete the chart below.

| | | |
|---|-------------------------------|-------------------------------|
| Have you identified components of your program (such as staffing, policy or practice changes) that could continue in the absence of dedicated funding? If so, please list here. | | |
| List the two most important program components that you need to sustain and the partners that can potentially provide resources for those components | <i>Sustainable Components</i> | <i>Partner Resources</i> |
| | | |
| | | |
| List the potential federal, state and local government, foundation, and private funding opportunities | | |
| List program support items that can be donated (i.e. clothing, goods and services) and the organizations to approach for relevant donations | <i>Needed Items</i> | <i>Donation Organizations</i> |
| | | |
| | | |

B. Promoting Your Program

| | |
|--|--|
| What are your opportunities for sharing program success? (examples: reentry task force meeting, community meetings, ewsletter, etc.) | |
| Who in your agency or program is responsible for promoting the success of your program? (examples: communications officer, program director, public affairs manager, etc.) | |
| Describe your strategy for spreading the word about your program? | |

C. Next Steps for Sustainability

Use the answers to the self-assessment and the information above to identify action items, person responsible, and timeline for completion in order to move towards long-term sustainability.

| Sustainability Action Item | Person Responsible | Due Date or Timeframe |
|----------------------------|--------------------|-----------------------|
| | | |
| | | |
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| | | |
| | | |
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APPENDIX A: SUPPORTING RESOURCES

Key Resources

- National Mentoring Resource Center (<http://www.nrepp.samhsa.gov/>)
- National Reentry Resource Center (<https://csgjusticecenter.org/nrrc>)
- National Registry of Evidence-based Programs and Practices (<http://www.nrepp.samhsa.gov/>)

Screening, Assessment, and Risk-Needs-Responsivity

Screening and Assessment for Criminogenic Risk

- Desmarais, Sarah L. and Jay P. Singh. *Risk Assessment Instruments Validated and Implemented in Correctional Settings in the United States*. New York: Council of State Governments Justice Center, 2013. <https://csgjusticecenter.org/reentry/publications/risk-assessment-instruments-validated-and-implemented-in-correctional-settings-in-the-united-states/>

Screening and Assessment for Substance Use, Mental Disorders and Co-occurring Substance Use and Mental Disorders

- Ford, Julian, Robert L. Trestman, Fred Osher, Jack E. Scott, Henry J. Steadman, and Pamela Clark Robbins. *Mental Health Screens for Corrections*. Washington, DC: National Institute of Justice, 2007. <https://www.ncjrs.gov/pdffiles1/nij/216152.pdf>.
- Peters, Roger, Marla G. Bartoi, and Pattie B. Sherman. *Screening and Assessment of Co-Occurring Disorders in the Justice System*. Delmar, NY: CMHS National GAINS Center, 2008. <http://csgjusticecenter.org/wp-content/uploads/2014/12/ScreeningAndAssessment.pdf>.

Risk-Needs-Responsivity

- Bonta, James and Don A. Andrews. *Risk-Need-Responsivity Model for Offender Assessment and Rehabilitation*. Ottawa, Canada: Public Safety Canada, 2007. <http://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/rsk-nd-rspnsvty/rsk-nd-rspnsvty-eng.pdf>.
- The Council of State Governments Justice Center. *Risk Assessment: What You Need to Know*. New York: The Council of State Governments Justice Center, 2015. <http://csgjusticecenter.org/reentry/posts/risk-assessment-what-you-need-to-know/>.
- D'Amora, David. "Risk Need Responsivity 101: A Primer for SCA and JMHCPC Grant Recipients." Webinar held by the Council of State Governments Justice Center, New York, NY, March 31, 2015. <http://csgjusticecenter.org/reentry/webinars/risk-need-responsivity-101-a-primer-for-sca-and-jmhcp-grant-recipients/>.
- Latessa, Edward J., Lori Brusman Lovins, and Paula Smith. *Follow-Up Evaluation of Ohio's Community Based Correctional Facility and Halfway House Programs—Outcome Study*. Cincinnati, OH: University of Cincinnati, 2010. http://www.uc.edu/content/dam/uc/ccjr/docs/reports/project_reports/2010%20ODRC%20HWH%20FINAL%20REPORT2.pdf.
- The Pew Center on the States. *Risk Needs Assessment 101: Science Reveals New Tools to Manage Offenders*. Washington, DC: The Pew Charitable Trusts, 2011. http://www.pewtrusts.org/~media/legacy/uploadedfiles/pes_assets/2011/PewRiskAssessmentbriefpdf.pdf.

Evidence-based Behavioral Health and Community Support Practices

- Aos, Steve, Marna Miller, and Elizabeth Drake. *Evidence-based Adult Corrections Programs: What Works and What Does Not. Olympia*: WA: Washington State Institute for Public Policy, 2006. <http://www.wsipp.wa.gov/ReportFile/924>.
- Blandford, Alex and Fred Osher. *Guidelines for the Successful Transition of People with Behavioral Health Disorders from Jail and Prison*. New York: Council of State Governments Justice Center, 2013. <http://csgjusticecenter.org/wp-content/uploads/2013/12/Guidelines-for-Successful-Transition.pdf>
- Bogue, Bradford and Anjali Nandi. *Motivational Interviewing in Corrections: A Comprehensive Guide to Implementing MI in Corrections*. Washington, DC: National Institute of Corrections, 2012. <http://static.nicic.gov/Library/025556.pdf>.
- The Council of State Governments Justice Center. *Report of the Re-Entry Policy Council: Charting the Safe and Successful Return of Prisoners to the Community*. New York, NY: The Council of State Governments Justice Center, 2005. <http://csgjusticecenter.org/wp-content/uploads/2013/04/1694-11.pdf>.
- Covington, Stephanie S. and Barbara Bloom. "Gender-Responsive Treatment and Services in Correctional Settings." *Women and Therapy* 29, no. 3/4 (2006): 9–33. <http://stephaniecovington.com/assets/files/FINALC.pdf>.
- The National Judicial College. *Principles of an Effective Criminal Justice Response to the Challenges and Needs of Drug-Involved Individuals*. Reno, NV: The National Judicial College, 2012. <http://www.iudges.org/wp-content/uploads/DIO-monograph0113.pdf>.

Mentoring

- Cobbs Fletcher, R. *Mentoring Ex-Prisoners: A Guide for Prisoner Reentry Programs*. Philadelphia, PA: Public/Private Ventures, 2007. http://www.doleta.gov/pri/pdf/mentoring_ex_prisoners_a_guide.pdf
- Garringer, Michael., Janice Kupersmidt, Jean Rhodes, Rebecca Stelter, Tammy Tai. *Elements of Effective Practice for Mentoring (4th Edition)*. Boston, MA: MENTOR: The National Mentoring Partnership, 2015. http://www.mentoring.org/images/uploads/Final_Elements_Publication_Fourth.pdf
- Giguere, Rachelle. *Coaching Packet: Building Offenders' Community Assets through Mentoring*. Hatboro, PA: Center for Effective Policy, 2007. <http://www.cepp.com/documents/Building%20Offenders'%20Community%20Assets%20Through%20Mentoring.pdf>
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- Rhodes, Jean. *Research Corner: Making Mentoring Work*. Boston, MA: MENTOR: The National Mentoring Partnership, 2002. http://www.mentoring.org/downloads/mentoring_1321.pdf
- Women's Prison Association: Institute on Women and Criminal Justice. *Mentoring Women in Reentry: A WPA Practice Brief*. New York, NY: Women's Prison Association, 2008. <http://www.womenin2healing.org/files/9213/3697/8107/Mentoring20Women20in20Reentry20WPA20Practice20Brief.pdf>