

Planning & Implementation Guide

Second Chance Act

Supporting Latino/a Youth from Out-of-Home Placement to the Community

DESCRIPTION

This Planning & Implementation Guide is intended for recipients of the Second Chance Act Supporting Latino/a Youth from Out-of-Home Placement to the Community grants administered by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention. 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 Office of Juvenile Justice and Delinquency Prevention. 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 this Planning & Implementation Guide (P&I Guide) to support grantees in planning and effectively implementing your program to improve outcomes for Latino/a youth returning to the community from out-of-home placement. 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 three sections, each with a series of questions intended to support the development of your implementation plan. You will be prompted to write short responses and are encouraged to share any relevant documents with your TA provider. Your answers will provide insight into your program’s strengths and identify areas for improvement. Your TA provider may also send you additional information on specific topics to complement certain sections.

The deadlines for each section of the guide are:

- Sections 1 and 2: Friday, February 19, 2016
- Section 3: Friday, March 25, 2016

At the end of Sections 2 and 3, you will be prompted to list a small number of priority improvement areas and action items. You will discuss these lists with your assigned TA provider, and work together to develop a final list and to identify the TA supports necessary to address these needs. This synthesis of key needs and next steps will form the Technical Assistance and Implementation Plan, which is the final, culminating deliverable of the planning phase. In addition to guiding the grantee’s planning efforts, the plan can be used by project staff, partners, and key stakeholders on an ongoing basis throughout the implementation phase to review progress, track the completion status of tasks, and ensure that the grantee receives the necessary support from the NRRC and other experts. The deadline for completion of this plan is Friday, May 20, 2016. If you need additional information or resources on a topic, please reach out to your TA provider.

TA Provider Contact Information

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The chart on the following page provides a projected timeline for the technical assistance process.

Technical Assistance Timeline

- November, 2015: NRRC/OJJDP orientation webinar outlining expectations for planning grantees
- December: TA provider holds call with grantee to understand programmatic functions, juvenile justice/corrections partnerships, and the reentry process.
- January, 2016: P&I Guide webinar for all grantees
- January: TA provider and grantee discuss Sections 1 and 2 of the P&I Guide.
- February: Grantee submits to NRRC completed Sections 1 and 2.
- February/March: TA provider holds call with grantee to review responses to Sections 1 and 2 and help diagnose results.
- February/March: TA provider and grantee discuss Section 3.
- March: Grantee submits to NRRC completed Section 3.
- April: TA provider holds call with grantee to review responses to Section 3 and help diagnose results.
- April: TA provider holds call with grantee to discuss Technical Assistance and Implementation Plan.
- May: Grantee submits Technical Assistance and Implementation Plan to NRRC for review.
- May: TA provider holds call with grantee to review responses to Technical Assistance and Implementation Plan.
- May: After NRRC reviews Technical Assistance and Implementation Plan, grantee submits all sections of the P&I Guide and the Implementation and Technical Assistance Plan to OJJDP for approval. The NRRC TA provider should be copied on the email submission of these materials.
- Implementation Phase: TA provider holds regular calls and potentially carries out a site visit to provide ongoing assistance with the Technical Assistance and Implementation Plan.



SECTION 1: BASIC INFORMATION

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
- Program policy and procedure manual

- Mentor training manual/orientation handbook
- Participant orientation materials



EXERCISE 1: BASIC 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 or Juvenile Justice 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>		



SECTION 2: DEVELOPING ADMINISTRATIVE STRUCTURES AND SUPPORTS

The success of any reentry program depends on having appropriate administrative structures and supports in place. In addition to organizational policies and procedures, these structures and supports also include the goals, mission, and vision for the project that are shared, understood, and agreed upon by staff at all levels of the agency.

The section below includes exercises designed to help the grantee conduct a self-assessment of the project's administrative structures and supports. The checklist focuses on the following key elements:

1. *Clear goals:* Set realistic and measurable goals to help the program meet project deliverables and achieve its mission. The goals should be developed and shared with project partners to ensure buy-in and a shared understanding of expectations.
2. *Partnership with corrections agencies:* Lead agencies are required to partner with correctional or juvenile justice agencies that oversee the reentry process ("justice agency"). Effective reentry strategy includes in-reach to facilities prior to participants' release and collaboration with post-release supervision agents such as parole officers. Partnership agreements (MOUs, LOAs, etc.) should be in place to address the role of the lead agency in pre-release programming, data and information sharing, and post-release collaboration with the appropriate community supervision agency.
3. *Clear eligibility and enrollment protocol:* Since your community will likely have more individuals who could benefit from the program than you are able to serve, you want to ensure that your grant project serves those who are most likely to benefit from it. The process for enrolling these youth is also critical to establish a positive relationship with youth and obtain the information necessary to meet youth's reentry needs.
4. *Case management:* While mentoring is a key component of the grant program, the program should also provide case management services that address the key needs related to youth's delinquent behavior and other reentry needs. The case management strategy should use the results of risk and needs assessments, in conjunction with findings from mental health and substance use assessments, as the primary basis for developing these case plans and matching youth (and their families) with an appropriate type and intensity of evidence-based services.
5. *Data:* To ensure that the grantee is making progress toward the recidivism reduction goals of the SCA program and using staff time and program resources efficiently, it is necessary to collect outcome data from the outset of the initiative and at regular intervals. The grantee should share program participation and completion, recidivism, and other youth outcome data with staff and other stakeholders and use it to guide ongoing program decisions. Please see the appendices for additional guidance on key best practices for tracking recidivism and other youth outcomes.
6. *Sustainability:* Developing a sustainability plan early in the program's operations and regularly revisiting it during implementation will better prepare the program to continue the project's core practices beyond the life of the grant. Please see the appendices for additional guidance on best practices for sustaining grant activities and key reentry improvements.



EXERCISE 2: IDENTIFYING PROGRAM GOALS AND TRACKING PROGRESS

A. Developing Program Goals

Describe the goals of the program.

Short term (over the next 6 months):

Intermediate term (over the next year):

Long term (over the term of the grant):

B. Tracking Progress Toward Goals

All SCA grant programs must focus on reducing recidivism. Including reducing recidivism and the goals described above, 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 young 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>



EXERCISE 3: STRENGTHENING PARTNERSHIPS AND COLLABORATION

A. Developing Partnerships

Describe your organization's relationship with the justice agency and the facility or facilities where participants will be recruited. Is there an MOU in place with this agency? Describe any challenges the program has faced or is currently facing with respect to these relationships.

What information do you receive about youth from the justice agency partner? Include any assessment results you receive.

How does the organization work on reentry planning with justice agency partners to meet the needs of youth?

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 4: DEVELOPING ELIGIBILITY AND ENROLLMENT PROTOCOL

A. Defining or Refining Eligibility Criteria

Describe the target population for this program. Please include any criteria related to risk level, demographics, time until release, and location of confinement and release.

B. Assessing Your Enrollment Process

Describe the point at which potential participants first learn about the program and how is it presented to them.

Describe the intake process for eligible youth.

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)?

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



EXERCISE 5: DEVELOPING CASE MANAGEMENT SERVICES

Describe the process for developing a case plan for youth, including how you will collaborate with key partners to develop the plan.

How will you ensure the case plan is based on an assessment of youth's risks and needs?

What services will be offered to address the needs identified in the case plan? Please note whether your agency will be offering these services directly or through a partner agency.

How will the agency ensure that these services are based on the research on "what works" to improve outcomes for youth? Please describe program curricula, staff training, and service quality assurance activities.



EXERCISE 6: STRENGTHENING DATA COLLECTION AND ANALYSIS

A. Data Collection and Use

Describe how you will collect data on program participation (e.g. number of participants, demographics, assessment results, etc.).

Describe how you define successful program completion.

Describe how you define recidivism and how you will track recidivism rates during and after program participation.

Describe how you will track data on other youth outcomes, such as education and employment, during and after program participation.

Describe your existing policies and processes to share outcome data with agency leadership and policymakers in a user-friendly manner to inform policy and practice, and to guide decision-making.

B. Setting Targets

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



EXERCISE 7: DEVELOPING A SUSTAINABILITY PLAN

A. 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.					

B. Reviewing Potential Resources

The following exercise identifies the degree to which your jurisdiction is working toward 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>

C. Promoting Your Program

What are your opportunities for sharing program success? (examples: reentry task force meeting, community meetings, newsletters, 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?	

D. 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 toward long-term sustainability.

Sustainability Action Item	Person Responsible	Due Date or Timeframe



SECTION 3: DEVELOPING MENTORING SERVICES

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. To maximize the potential of the program to support youth's needs, staff should focus on a number of elements of that promote positive mentoring relationships:

1. *Establish Expectations:* Before implementation begins, the program should have clear policies and procedures that establish the expectations of the mentor-mentee relationship. These expectations should account for providing services in the secure facility and in the community.
2. *Recruiting and screening mentors:* Recruitment practices should accurately represent the benefits, practices, and challenges of participating in the program. Eligibility requirements should be clearly documented and accessible to staff. Screening procedures should include a written application and signed agreements outlining the role of the mentor in the mentee's life, ongoing meetings and trainings, and the length of the mentoring relationship. The suggestion for the minimum length of a mentoring relationship is one year. Research has shown that youth who were in longer mentoring relationships had improved outcomes in behavior and education. For mentees under the age of 18, legal guardians should sign off on the documents as well.
3. *Mentor training:* Mentors should receive training prior to meeting with mentees to establish expectations, relationship development and maintenance, goals for the relationship, effective closure of the relationship, and program policies and procedures.
4. *Mentor matching:* Promising practices in mentoring programs suggest that matching mentors and mentees based on the mentor's skills and common interests with the mentee leads to the most successful mentoring relationship.
5. *Monitoring and support:* A mentor coordinator, or equivalent position, should be in place to regularly check in with mentors and mentees, together and individually. Each mentor-mentee contact should be documented and reviewed by the mentor coordinator. The mentor relationship itself should be assessed using scientifically tested relationship assessment tools. Frequent and regular contact between mentors and mentees has been linked to positive youth outcomes. Additional resources and trainings should be offered to mentors post-match around goal setting, facilitating relationships with peers and family, motivational interviewing, the criminal justice/juvenile justice system, and other areas as needed.
6. *Closure:* A documented system should be in place for addressing the end of a mentoring relationship whether it is on schedule or unexpected. If early closure is necessary, it is important to have a procedure for re-matching mentors and mentees. Exit interviews with mentors and mentees at the end of a relationship will provide valuable feedback for the program.

For each of the following exercises, please specify whether this process is documented and in what program materials it is documented. Please attach relevant documentation.



EXERCISE 8: MENTOR-MENTEE RELATIONSHIP AND EXPECTATIONS

Describe what is required of the mentor and the mentee throughout the course of the relationship.



EXERCISE 9: MENTOR RECRUITMENT AND SCREENING

A. Mentor Eligibility

Describe the eligibility requirements for mentors.

B. Mentor Recruitment Strategy

Describe your mentor recruitment strategy.

How will the program recruit a diverse pool of mentors?

C. Mentor Screening and Interview Process

Describe your mentor screening and interview process.



EXERCISE 10: MENTOR TRAINING

A. Mentor Onboarding and Training

Describe your mentor onboarding and training process, including any ongoing training.

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"/>	Justice agency's/facilities' relevant policies and procedures
<input type="checkbox"/>	Criminal or juvenile justice system (specific focus on institutional and community corrections and reentry)	<input type="checkbox"/>	Unique issues pertaining to people involved with the 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
<input type="checkbox"/>	Cultural competency and sensitivity skills		



EXERCISE 11: 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
<input type="checkbox"/>	Culture	<input type="checkbox"/>	Language

B. Mentor-Mentee Matching Process

Describe the mentor-mentee matching process.



EXERCISE 12: MONITORING AND SUPPORT

Describe your strategy for monitoring and providing ongoing support to mentors. Note how often mentors meet with the mentoring coordinator.



EXERCISE 13: CLOSURE

Describe the program's process for closing out the mentor-mentee relationship.



IMPLEMENTATION PRIORITIES AND TECHNICAL ASSISTANCE

Please use the answers to the self-assessment and the information above to identify priority improvement areas to be completed during the term of the grant. Identify action items, responsible people, and due dates in order to move toward successful implementation. Your TA provider will work with you to determine how the NRRC can best support your efforts for each action item.

Priority Improvement Area	Action Item	Person Responsible	Due Date or Timeframe



APPENDIX A: KEY ELEMENTS OF TRACKING RECIDIVISM AND OTHER YOUTH OUTCOMES

The CSG Justice Center's report titled [*Measuring and Using Juvenile Recidivism Data to Inform Policy, Practice, and Resource Allocation*](#) provides key recommendations and guidance for improving jurisdictions' approach to the measurement, analysis, collection, reporting, and use of recidivism data for youth involved in the juvenile justice system.

Key Recommendations for Tracking Recidivism and Other Youth Outcomes

1. *Identify a specific target population for implementation activities.* This population should reflect a group of moderate- or high-risk offenders, and, unless the reentry population is small, comprise a group of offenders who are from the same facilities or share similar characteristics.
2. *Establish a process and electronic infrastructure to track how the target population may have subsequent contact with the justice system.* You may prefer to establish a single definition of recidivism, but it's important to track the many ways youth may have future contact with the justice system, including re-arrest, re-adjudication, recommitment/incarceration, and revocation/technical violations. This tracking should continue for at least 12 months after juvenile justice system supervision ends, including recidivism that occurs in the adult corrections system.
3. *Establish a list of positive youth reentry outcomes.* Identify a list of positive youth outcomes, such as academic progress, school reenrollment, and behavioral health improvements, to track the success of the target population.
4. *Establish baseline recidivism rates for the target population and identify annual improvement targets.* Baseline rates should ideally be disaggregated by the multiple types of recidivism events listed above, inclusive of recidivism that occurs in the adult corrections system, and account for the target population's risk levels. If possible, agencies should also establish baselines for positive youth outcomes (e.g. average youth credit completion or population degree obtainment rates). Annual improvement targets should be specific, ambitious, and achievable.
5. *Analyze baseline recidivism rates and other youth outcomes and track progress by key youth characteristics and variables.* Analyzing existing and future youth outcomes by risk level, youth demographic groups, facilities, length of stay, service providers, and youth's needs and involvement in other service systems can help you to identify what's working, what's not, and for whom, and how best to improve your efforts.
6. *Make recidivism and other youth outcome data available to key constituents and the general public.* Your agency should establish a formal process for sharing outcome data with key stakeholders in a user-friendly way.
7. *Use recidivism and other youth outcome data to inform juvenile justice policy, practice, and resource allocation.* To ensure that outcome data are used to guide reentry improvements, agencies should establish a process for using these data to evaluate their implementation plan, make needed revisions, reallocate resources, and hold staff and other key stakeholders accountable for developing and instituting improvement plans.



APPENDIX B: DEVELOPING A SUSTAINABILITY PLAN

Keys to Sustaining Grant and Strategic Reentry Improvement Activities

Grantees should consider a number of factors that influence the long-term success of any newly-implemented strategy or initiative:

1. *Stakeholder engagement:* Specific processes should be established to maintain the involvement of key stakeholders in supporting and advancing the implementation plan. A regular schedule of meetings, defined roles for stakeholders during the implementation phase, and formal reporting and feedback loops for key stakeholders can keep everyone involved and invested.
2. *Leadership support:* The changes set forth in the implementation plan may require agency leadership approval, particularly if new resources are needed. The program should obtain formal leadership support for proposed changes, and develop ways to keep agency leaders informed about the program's progress.
3. *Staff buy-in and training:* Project activities and broader reforms to reentry will not result in sustained improvements in youth outcomes unless supervisors and staff support and implement these reforms with fidelity to research and quality. Your agency should plan to facilitate the buy-in of staff and to train and support them to adopt needed changes.
4. *Oversight and accountability:* Implementation plans can only be successful if staff are assigned to track progress and hold participants accountable for deliverables and timelines. An effective implementation plan outlines how the initiative will track changes in recidivism rates and other youth outcomes, who will oversee the tracking process, and how agency leaders will participate in and support these efforts.
5. *Resource allocation:* A sustained commitment to implementation activities, as well as broader reentry policy and practice changes, will likely require the reallocation of existing resources or new resources. An effective implementation plan documents required resources and identifies anticipated as well as prospective internal and external funding sources and amounts to support both short-term and long-term improvements.



APPENDIX C: CORE PRINCIPLES FOR REDUCING RECIDIVISM AND IMPROVING YOUTH OUTCOMES

Decades of research have identified four core principles for reducing recidivism and promoting positive outcomes for youth in the juvenile justice system. These principles help policymakers and practitioners make informed decisions about how to use their resources to improve reentry outcomes for a population that is often served by the justice, behavioral health, and other social service systems. A detailed understanding of these principles should inform your work with youth at all phases of your project. The four principles are to

1. Base supervision, service, and resource-allocation decisions on the results of validated risk and needs assessments;
2. Adopt and effectively implement programs and services demonstrated to reduce recidivism and improve other youth outcomes, and use data to evaluate the results and direct system improvements;
3. Employ a coordinated approach across service systems to address youth's needs; and
4. Tailor system policies, programs, and supervision to reflect the distinct developmental needs of adolescents.

Principle 1: *Base supervision, service, and resource-allocation decisions on the results of validated risk and needs assessments.*

The first core principle for reducing recidivism and improving other youth reentry outcomes—which sets an evidence-based foundation for everything that follows—is for juvenile justice systems to use validated risk assessments as the most objective way to identify youth who are least and most likely to reoffend. Your organization should determine whether your correctional agency partner administers risk assessments, as well as validated mental health and substance abuse screenings and assessments, and ensure you receive the results of these assessments to inform your case planning and service decisions.

Principle 2: *Adopt and effectively implement programs and services demonstrated to reduce recidivism and improve other youth outcomes, and use data to evaluate the results and direct system improvements.*

Validated assessments help improve youth outcomes by identifying whom the juvenile justice system should prioritize for intensive supervision and services and what needs should be the focal point for case planning and reentry services. Your organization should build upon this foundation by using research to guide how you address youth's primary service needs. Programs and practices designed to promote youth's positive development, particularly through cognitive behavioral and family/community-centric approaches, have proven to reduce recidivism and improve other outcomes for youth who are at high risk of reoffending. Your organization should match these services to youth's needs, assess and support service quality, and measure the resulting outcomes to achieve the most significant impact.

Principle 3: *Employ a coordinated approach across service systems to address youth's needs.*

The majority of youth released from confinement have significant mental health, substance use, child welfare, and education needs. Your organization can improve service access, speed, and quality by collaborating with other service systems to address youth's comprehensive needs in ways proven by research to be effective.

Some of the critical cross-systems partners for juvenile justice initiatives include:

- *Mental health:* Approximately 60–70 percent of youth in confinement have a diagnosable mental disorder and over 27 percent have serious mental disorders (meeting criteria for certain severe disorders or having been hospitalized for a mental disorder).
- *Substance use:* Approximately 25–50 percent of youth in confinement have significant substance use disorders, often co-occurring with mental disorders at rates of 60 percent or more.
- *Child welfare:* As many as 65 percent of youth in the juvenile justice system may have past or current involvement in the child welfare system, with prevalence rates increasing at the deeper end of the system.
- *Education:* Youth in the juvenile justice system are significantly more likely than their peers to receive suspensions or expulsions; have academic skills well below their grade level; have a learning and/or developmental disability; and drop out of school.

Principle 4: *Tailor system policies, programs, and supervision to reflect the distinct developmental needs of adolescents.*

A growing body of research confirms that the differences between adolescents and adults are developmental—the result of biological and neurological conditions unique to adolescence—and that ignoring these distinct aspects of adolescent development can undermine the potential positive impact of system interventions and even do more harm than good. As such, a developmentally appropriate approach to working with youth should undergird all of your services.

Your organization should deliberately and systematically engage families, other supportive adults, and even youth themselves in reentry planning and services. At the same time, you should train and support staff in evidence-based techniques to engage and motivate youth and promote positive behavior.

Effective Implementation: *Key Strategies, Structures, and Supports*

Research and field experience have consistently demonstrated that effectively implementing reentry interventions is as critical to reducing recidivism and improving other youth outcomes as the substance of a particular policy or practice. Your organization should establish a system of ongoing staff training, program monitoring, and quality assurance activities to maximize the potential of the four core principles, including:

1. Assessing whether the results of validated risk assessments, as well as mental health and substance use screenings and assessments, are used to make service decisions;
2. Establishing quality standards and implementation supports to ensure that the right youth are matched to the right services for the right amount of time, and establishing evaluation and technical assistance processes to promote fidelity to research, accountability, and improvement;
3. Creating a formal structure for ongoing collaboration across service systems that advances shared goals, data sharing, and a coordinated approach to case planning and service delivery; and,
4. Determining a set of values based on the importance of a developmentally appropriate approach, and using policies, practices, and standardized tools to operationalize these values in concrete ways for youth, their families, and project staff.

The CSG Justice Center’s report titled [*Core Principles for Reducing Recidivism and Improving Other Outcomes for Youth in the Juvenile Justice System*](#) provides in-depth research and recommendations on these four core principles. It also provides insights on how to implement the principles effectively, and examples of how state and local juvenile justice systems have operationalized the principles through their own reforms.



APPENDIX D: 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. <http://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

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