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INITIATIVE TO DEVELOP JUVENILE REENTRY MEASUREMENT STANDARDS
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Final Technical Report

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Preface

It has been an inspiring and challenging task to develop a set of reentry measurement standards to provide the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice (OJJDP) with a set of aspirational standards to lead and promote reforms in juvenile reentry as well as the data needed to assess and monitor the quality of services delivered.

We submit these standards amidst a time when funding for reentry initiatives and a need for guidance about what works in reentry continue to dominate many national agencies' priority lists. Connecting the right youths to the right reentry services, which are implemented the right way, remains a challenge across the country. The report and the recommended standards and data collection surveys provide a blueprint for lasting nationwide improvement.

This project benefited greatly from support to begin with a focus on the available research and field practices to ground the final recommendations in what's proven to work in juvenile reentry with the work currently being done across the country. We are grateful for the research review conducted by our partners at the Vera Institute of Justice Ryan Shanahan, Research Director, and Jennifer Ferone, Research Project Director, which provided a strong foundation for the standards' development. That foundation was complemented by a national field scan thanks to the work and dedication of Ned Loughran, former executive director of the Council of Juvenile Correctional Administrators (CJCA), Patricia Seekell, PbS Program Specialist, Barbara Chayt, PbS Coach and Darlene Conroy, CJCA Executive Assistant. Our work was further refined thanks to the feedback from more than 225 individuals – juvenile justice professionals, academics, researchers, practitioners, youths – who shared their time, experiences, ideas and recommendations to make the final standards a continuous improvement model that will help us better understand how youths are prepared and ready for reentry.

We are proud to present this report and the recommendations for implementation to juvenile justice leadership to use to support states, tribes and communities in the development and implementation of effective and equitable juvenile justice systems that enhance public safety, ensures youths are held appropriately accountable and empowers them to lead productive, law-abiding lives.

Kim Godfrey, Principal Investigator
Executive Director, PbS

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Executive Summary

In the past decade, the federal government has funded many initiatives to improve juvenile reentry[1] programs, practices and outcomes with the belief that increased reintegrative services would decrease recidivism. Major improvements have been made such as use of assessment tools guided by the principles of risk-need-responsivity, establishment of multi-agency and multi-system teams to ensure youths have access to needed services outside juvenile justice, greater inclusion of families and innovative approaches to prepare youths for employment and career success. However agencies need more guidance to implement the most effective tools. The wide variation in how reentry services are delivered and how youths' experiences, skills, competencies, connections, resources and supports are measured and tracked make assessing performance difficult.

Recognizing the need to measure and better understand what works to prevent youths from reoffending after juvenile justice system involvement and what keeps them on the path to successful adulthood, the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, U.S. Department of Justice launched the Juvenile Reentry Measurement Standards project (RS) in October 2015. OJJDP called for the development of standards to provide research-based, best practice guidance for assessing and measuring reentry services and outcomes for youths in secure placement through release of post-placement supervision.

The Performance-based Standards Learning Institute, Inc. (PbS) was selected with its partners the Council of Juvenile Correctional Administrators (CJCA) and Vera Institute of Justice to develop the standards and measures. The work was completed in four activities:

- Activity 1 – Synthesize and analyze the current literature in implementation science, juvenile reentry and youth development with current practice in juvenile reentry and data collection across the nation to identify key indicators for measuring the juvenile reentry process.
- Activity 2 – Translate key indicators identified in Activity 1 in a user-friendly and understandable draft juvenile reentry measurement standards to pilot test.
- Activity 3 – Pilot test the measurement standards to learn if they are meaningful, feasible, valuable and understandable to professionals and identify strategies to recommend for broad/national implementation.
- Activity 4 – Revise and provide final recommended measurement standards to OJJDP that incorporate the findings and feedback gathered during the pilot phase and suggest strategies for national implementation.

Research continues to improve our understanding of the need to identify different practices and new strategies to respond to the unique needs and strengths of youths, to hold them accountable, strengthen

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[1] Juvenile reentry in this report refers to the services that prepare youths who serve time in out-of-home placements for their return to the community. It includes provision of services before and after release from placement through termination of community supervision.

their relationships with families, increase their skills and competencies and improve their perceptions of the fairness of the juvenile justice system to reduce reoffending. The reentry standards and measures presented in this report were developed by translating the research into a set of standards and measures that identify the reentry practices most likely to result in reduced reoffending and positive outcomes for youths.

The standards are presented within a framework that includes four areas: principles, practices, short-term outcomes and long-term outcomes.

- Principles are overarching beliefs that guide agencies and organizations in all circumstances. The principles include fairness, accountability, family engagement and collaboration.

- Practices describe an agency's reentry services that can be assessed at the program level to determine performance and quality of implementation. The practice domains include assessment, reentry planning, case management and continuous quality improvement.

- Short-term outcomes measure concepts, competencies and resources that research has identified as able to affect long-term outcomes such as reoffending. Short-term outcomes include education and employment, well-being and health and community connection and contribution.

- Long-term outcomes look at the efficiency and effectiveness of the entire juvenile justice system from arrest through reentry. While included in the framework, the outcomes were covered by other complimentary OJJDP projects, including the Juvenile Justice Model Data Project (MDP). The long-term outcomes include reduced reoffending, community safety and cost effectiveness.

The final report documents the project's work and describes the processes and considerations that led to the final 33 reentry standards and 161 measures recommended to OJJDP for implementation. PbS offers the following next steps and specific strategies for national implementation:

1. Develop, field test and implement reentry surveys for families and staff.
2. Launch a Demonstration Project to implement the reentry standards and measures in selected jurisdictions and develop implementation tools, training and case studies to promote integration of the standards and measures in juvenile justice agencies.
3. Continue to support improvements to reentry programs' capacity to collect, analyze and report data.
4. Develop a coaching program to guide leadership at all levels in using the reentry standards and measures.
5. Align existing and new reporting requirements with the reentry standards and measures.

Terminology

Juvenile justice systems are complex with multiple agencies involved in holding youths accountable and providing rehabilitative services to address their criminogenic risks and needs. Reentry services and supervision in particular vary widely. Responsibility for reentry services is sometimes with state corrections agencies, who either provide the services directly or contract with private providers. In other jurisdictions the responsibility is transferred as the youths leave secure placement to a local probation/parole agency or community agency or both for post-placement supervision. The project team has used the following terms and meanings in this report, many of which are commonly used in the field but may differ depending on the setting.

Reentry: Reintegrative services that prepare youths in out-of-home placements for their eventual return to the community by establishing the necessary collaboration with the community and its resources to ensure the delivery of needed services and supervision.[2] The term "reentry" is used instead of "aftercare" to indicate that the process starts upon a youth's intake into a facility and continues throughout placement and community reintegration, until post-placement supervision is terminated.

Case Manager: Individual primarily responsible for coordinating the case plan developed by a multi-disciplinary team including the youth and family and tracking and ensuring the youth's daily needs are met. The case manager coordinates the other individuals to implement the case plan, such as reentry coordinators and aftercare case managers. The individuals are also called caseworker, social worker, sometimes probation or parole officer or counselor.

Case Management Plan: An integrated plan that guides and ensures consistency of needed services while youths are in secure placement. The plans are individualized, strengths-based and goal-oriented with measurable objectives, ensure youth and family voice and establish who is responsible for monitoring the various services and reporting back to the team. The plan is reviewed regularly and modified when there is a change in the youth's or family's status or the youth's needs. Also called individual treatment or service plan.

Post-placement Supervision: Supervision in the community after a youth has been released from a secure placement that extends until a youth is no longer under the supervision of the juvenile court or the corrections agency.

Multi-disciplinary Team: A group composed of the youth, the parent or guardian and staff representing key disciplines and areas involved in the youth's care and custody. This may include a combination of case managers, clinical staff, direct care staff, educational staff, parole officers, and

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[2] Altschuler, D. M. and Armstrong, T. L. (1994). Intensive aftercare for high-risk juveniles: A community care model program summary. *Office of Juvenile Justice and Delinquency Prevention*. 4-31.

involved agencies (e.g., child welfare) and providers. The composition of the team may change based on the needs of and services provided to the youth at any given time.

Performance-based Standards: A data-driven improvement model grounded in research that holds juvenile justice agencies, facilities and residential care providers to the highest standards for operations, programs and services and provides on-line data collection protocol to measure and report performance twice a year. PbS's goal is to integrate best and research-based practices into daily operations to create safe and healthy facilities and practices that effectively improve the lives of delinquent and at-risk youths, their families and communities and prevent future crime. PbS provides support to participants to meet the standards through training and technical assistance and online resources as well as a PbS coach, a field expert who provides guidance and support to successfully implement PbS.

Reentry Plan: A specific plan developed by the multi-disciplinary team, including the youth and family, which ensures coordination and continuity of the needed services. The Reentry Plan specifies the services and supports youths will receive upon returning to the community with completion dates, along with those who are responsible for ensuring the education plan, services and supports are in place upon the youth's return to the community. It aligns with or is a component of the youth's case management plan to ensure coordination and continuity of needed services, programs and supports.

Residential Placement: Cases in which youths are removed from their homes and placed in a residential correctional or treatment facility. Different types of residential placement include secure placement in a state facility, residential treatment facilities in the community, group homes, foster care and shelter care.

Secure Placement: Correctional facilities to which youths who have been adjudicated delinquent are committed for periods generally ranging from a few months to several years.

Youth Reentry Survey: A set of questions asked of youths in a confidential format to gather perceptions on their experiences in secure placement or post-placement supervision. Questions focus on youth domains such as education and employment, well-being and health and community connection and contribution and youths' perceptions of their experiences with the program, relationship with their case manager, goals and positive habits as well as hope for the future. To be administered when they leave secure placement and when they complete post-placement supervision.

Introduction

Recognizing the need to measure and better understand what works to keep youths on the path to successful adulthood after they have been involved in the juvenile justice system, the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, U.S. Department of Justice launched the Juvenile Reentry Measurement Standards project (RS) in October 2015. Despite significant federal, state and local investments to improve outcomes for youths leaving juvenile justice custody and supervision, there is little evidence available to demonstrate what reentry services for youths are effective. OJJDP called for the development of a set of standards aligned with research to measure and monitor the effectiveness of reentry services and practices.

The Performance-based Standards Learning Institute (PbS) and its partners the Council of Juvenile Correctional Administrators (CJCA) and the Vera Institute of Justice were selected by OJJDP to combine their expertise, knowledge and access to juvenile justice agencies to develop the standards. OJJDP made a similar call for national standards and performance outcome measures to improve services and the quality of life in juvenile justice facilities following the release in 1995 of the Conditions of Confinement Study. That project resulted in the current national PbS standards and award-winning continuous improvement model, which provided a strong foundation for developing new reentry standards.

OJJDP's Request for Proposals (RFP) identified the following four activities to guide the development of the new reentry standards:

- Activity 1 – Synthesize and analyze the current literature in implementation science, juvenile reentry and youth development with current practice in juvenile reentry and data collection across the nation to identify key indicators for measuring the juvenile reentry process.
- Activity 2 – Translate key indicators identified above to user-friendly and understandable draft juvenile reentry measurement standards to pilot test.
- Activity 3 – Pilot test the measurement standards to learn if they are meaningful, feasible, valuable, and understandable to professionals and identify strategies to recommend for broad/national implementation.
- Activity 4 – Revise and provide final recommended measurement standards to the Office of Juvenile Justice and Delinquency Prevention (OJJDP) that incorporates the findings and feedback gathered during the pilot phase and suggests strategies for national implementation.

This report summarizes PbS and its partners' work to develop the standards, presents OJJDP with a set of standards aligned with research to measure the effectiveness of reentry services and practices and offers recommendations for national implementation. PbS believes that developing the reentry standards' based on recent research, continuous improvement experience and juvenile justice professionals dedicated to helping young offenders mature to be purposeful and contributing adults creates the perfect recipe for success.

Project Vision: A healthy, purposeful, productive 25-year-old

Adolescent development research has shown there is a clear path youths take to become healthy, productive and self-sufficient adults[3] and that juvenile justice involvement too often derails them. The reentry standards project (RS) was designed to challenge and monitor juvenile justice and reentry agencies to integrate the recent findings by providing effective and evidence-based services and practices that provide opportunities for youths' positive development and prevent continued offending behavior.

The project's goal was to develop and pilot test a set of standards to assess and better understand how juvenile justice reentry services and practices impact public safety and positive youth development. The standards are designed for services and programs while youths are in secure placement and on post-placement supervision. Performance meeting the standards is measured by specific short-term youth outcomes and service indicators shown by research to be most likely to result in long-term success and reduction in recidivism.

The project team and OJJDP launched the initiative officially on October 1, 2015. Before embarking on the four specific activities listed in the request for proposals, the team borrowed from the approach taken by the child welfare system[4] to design outcomes and monitoring for services and practices to nurture a caring and productive 19-year-old. Similar and aligned with PbS's vision that all youths in custody should be treated as one of our own, the team and OJJDP created a vision for a healthy, purposeful and productive 25-year-old to guide the reentry standards' development:

- They will be high school graduates pursuing further education: anything less than that would likely result in a life of under employment and low-paying jobs.
- They will have succeeded in school, developed the self-management skills and social relations that enable them to complete schoolwork, get support from others and avoid conflict. They will have developed the relationship skills and employment competencies to obtain and sustain employment.
- They will be physically healthy and have healthy diet and exercise habits.
- Any dynamic risk factors have been identified and addressed.
- They have developed self-regulation skills enabling them to persist in the face of challenges and cope with distress without having to avoid or suppress it.
- Finally, they will be caring young adults whose families and communities will nurture and they will be strongly committed to helping others and contributing to their community's well-being.

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[3] National Research Council. (2013). *Reforming Juvenile Justice: A Developmental Approach*. Committee on Assessing Juvenile Justice Reform, Richard J. Bonnie, Robert L. Johnson, Betty M. Chemers and Julie A. Schuck, Eds. Committee on Law and Justice, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

[4] Biglan, Anthony. (2014). A Comprehensive Framework for Nurturing the Well-Being of Children and Adolescents. *US Department of Health and Human Services, Children's Bureau*. Washington, DC.

Four Project Activities

The four activities identified by OJJDP to guide the development of the new reentry standards began in October 2015. The project task timeline was as follows:

Activity 1 – Synthesize and analyze the current literature in implementation science, juvenile reentry and youth development with current practice in juvenile reentry and data collection across the nation to identify key indicators for measuring the juvenile reentry process.	October 2015 – September 2016
Activity 2 – Translate key indicators identified above to user-friendly and understandable draft juvenile reentry measurement standards to pilot test.	September 2016 – July 2017
Activity 3 – Pilot test the measurement standards to learn if they are meaningful, feasible, valuable, and understandable to professionals and identify strategies to recommend for broad/national implementation.	July 2017 – August 2018
Activity 4 – Revise and provide final recommended measurement standards to the Office of Juvenile Justice and Delinquency Prevention (OJJDP) that incorporates the findings and feedback gathered during the pilot phase and suggests strategies for national implementation.	August 2018 – April 2019

Strategies

To maximize effectiveness, the project team identified five strategies to build on existing research, experts and experience: Prioritize research but balance with practices, incorporate a continuous feedback loop, engage an expert advisory group, align with existing data projects, ensure meaningful content and feasible implementation and set the bar high with a continuous improvement model.

Prioritize Research but Balance Practices

The first project activity included a literature review to examine current research to set the foundation for what is known about juvenile reentry. The team acknowledged that many reentry practices have not yet been researched and many research findings have not yet been implemented in the field nor would be feasible to implement on a grand scale. The team recognized the need to create a framework for the literature review and field scan that could be compared and contrasted and would focus on specific reentry practices with room for broader practice concepts to be revealed. The framework identifies 11 practice domains, which have been revised and reshaped into 11 slightly different

domains framing the final recommended standards. The original 11 domains were: educational achievement, gainful employment, family and social supports, well-being and health, community connection and contribution, reduced reoffending, risk and needs assessment, case management, collaboration, cost effectiveness, implementation.

Incorporate a Continuous Feedback Loop

Throughout the project, PbS and OJJDP relied on a continuous feedback loop and constant revisions to learn as much as possible to inform the final product. The feedback included selected individuals, meetings and opportunities presented by organizations engaged with PbS and its partners and the Technical Working Group described below.

The goal was to use an iterative process so changes agreed to could be tested and submitted for feedback as the standards were developed. It resulted in seven versions of the standards and measures. The feedback recommended changes ranging from adding or removing a domain area and replacing a single word to something that was more likely to be understood and accepted by the field.

Engage an Expert Advisory Group

The RFP called for a national advisory group to provide feedback and guidance to the standards' development. It was called the Technical Working Group (TWG) for this project and was comprised of juvenile justice professionals, leaders, researchers; reentry specialists, program representatives and youths.

The group was consulted many times during the project as a group and as selected individuals, by email and in person, to review drafts of standards, measures, field testing approaches and project recommendations. The group convened in person once - in early March 2017 - for a one-and-a-half day meeting with the project team members and two local case workers and two local youths. The meeting's goal was to finalize a set of standards and measures for field testing. To prepare for the meeting, TWG members were asked to rate their agreement with the draft standards and note their potential major and minor edits to help guide the discussion.

In addition to reviewing and revising the draft standards, the TWG meeting created a list of issues and considerations to address before field testing:

1. Make sure youths are appropriately assessed; guard against over-assessing youths. The standards did not include screening standards for specialized assessments and the group wanted to be sure only youths screened as needing a specialized assessment were assessed.
2. Consider developing a domain for fairness and accountability. Given the research and concerns for fairness and accountability around revocation practices and graduated sanctions, the group suggested exploring the addition of a new domain.

3. Ensure youth and family voices are heard and fully inform the case management plans. The group stressed the importance of encouraging youth ownership of the plan, but also the responsibility of the team, including families to make the final determination based on factors including developmental and chronological age, appropriateness and safety.
4. Avoid overlapping standards, especially within the case management domain.
5. Be holistic and not overwhelming.
6. Field test as widely and in as many programs as possible.

Align with Existing Data Projects

OJJDP funded several projects in 2015 aimed at improving juvenile justice outcomes through better data collection and use. The reentry standards project team identified, coordinated efforts and sought feedback from other initiatives to avoid sending conflicting information or guidance out to the field.

The project team coordinated especially closely with the Juvenile Justice Model Data Project (MDP), which was tasked with developing model measures and analyses that monitor trends and assess the efficiency and effectiveness of juvenile justice systems and to provide guidance to the field on data elements and coding categories required to calculate the model measures. Together the project teams worked to provide OJJDP and the field with complimentary perspectives by collecting different types of data. MDP looks at the efficiency and effectiveness of the entire juvenile justice system from arrest through reentry and RS focuses on guidance for juvenile justice professionals for reentry services. The literature review and field scan for RS included recidivism and cost effectiveness. Recognizing these principles are largely at the system level and it would be more effective for agencies to collect using MDP, RS omitted them from the draft standards and focused on developing other areas.

Ensure Meaningful Content and Feasible Implementation

Throughout the process and especially during field testing, the project team strategized to ensure the standards would be meaningful and feasible to the field. Field test agencies were asked to include agency and partner organization staff from all relevant departments, private providers and facility staff from all areas to participate in different meetings during the site visits. With a lot of perspectives represented throughout field testing, the project team gathered a lot of feedback and had the opportunity to ask specific questions to those who provide reentry services.

Set the Bar High with a Continuous Improvement Model

The literature review and field scan provided the foundation of the project and while feedback from agencies was key to adapting the draft standards into a useful tool for agencies and practitioners, the project team was responsible for promoting best practices. Certain standards and concepts were met with pushback about being too aspirational, but the project team proceeded under the belief that if something can be done well in one place then it can be done well anywhere. The field scan and field testing found a lot of promising practices and examples that supported the research that were included

in the final standards. Supporting statements for those seen as too aspirational often focused on the importance of meeting basic needs first, but measurement standards are much more than meeting basic criteria.

Lastly, the TWG recommended PbS focus on incremental implementation, recognizing that real, measurable change happens over time and not all at once. Attempting to take the final standards and adopt all over night would not be feasible, so the project team presented the standards using a growth model for success. Any agency adopting the standards should start by focusing on one or two concepts that need improvement. By collecting data and analyzing data, they can measure how well changes have taken effect at their programs. Once the data shows positive change sustained over time, the agency can shift focus to another area of need.

Activity 1 – Literature Review and Field Scan
Setting the Framework

The project team created a framework to focus and coordinate the literature review and field scan. Reviewing the specific areas included in the RFP and consulting some well-known reentry and positive youth development research and field experts, the team first identified a set of common practice domains for reentry services or practices standards and youth reentry outcome standards. Within each domain, the team identified specific, notable practices to include in the literature review and field scan. Establishing common domains provided a common framework for coordinating and learning simultaneously from both the literature review and field scan. It also allowed for the analysis and comparison of the findings from both efforts that led to the identification of practice themes from which the standards could be developed. The team and OJJDP adopted an iterative process to allow for continual learning and incorporation of findings, which was very helpful and led to the final product presented in this report.

The original framework domains were split into two categories: system/process domains and youth domains. System/process domains included: assessment, case management, multi-system collaboration, implementation, cost effectiveness and reduce reoffending/crime-free. Youth domains included: educational achievement, gainful employment, family and social supports, well-being and health and community connection and contribution.

PbS and partners identified a total of 134 practices within the 11 domains to focus the literature review and field scan. As a result:

- Vera, the research partner, conducted the literature review that identified and coded 173 studies looking at reentry practices;[5]

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[5] See Appendix A, References for Literature Review.

- PbS and CJCA conducted an in-depth scan of 29 states and the District of Columbia for the prevalence of the practices;[6] and
- Additionally, PbS conducted a targeted scan for the 22 practices not found to be prevalent in the in-depth scan by looking at federal funding, national organizations and training and technical assistance centers as well as legislation.[7]

Separately, the literature review and field scan findings were classified into three categories for analysis and identification of practice themes to develop the standards: strongly supported by research/prevalence, moderately supported by research/prevalence and little/no support in research/prevalence. The classification showed both convergence and divergence in reentry research and field practices. Two of the major lessons learned were:

1. Every practice was found to be evident in at least one location; and
2. Many of the practices most strongly supported by research were the least prevalent in the field (e.g., strong ties to positive peers are developed) and the opposite was true: some of the most prevalent field practices lacked research (e.g., adhere to the same curriculum as the community or federal/state guidelines for public schools).

(For detailed results, see Appendix D, Results of the Literature Review and Field Scan by Practice.)

Task Guidelines

Committed to a transparent and explicit process for developing reentry measurement standards that are grounded in research, reflect current values and experiences of the field and to prevent any conflict of interest and biases toward any conclusion, the project team agreed on the following guidelines for analyzing the results of the literature review and field scan and translating the lessons learned into the first draft of standards:

- Research evidence was prioritized over other evidence (e.g., experiential);
- The research findings were rated to indicate quality and strength of evidence;
- The field scan findings were rated by the prevalence of the practice and data quality;
- To best guide practices now and in the future, the recommended standards intentionally set expectations for the highest quality services and practices and the resulting youth outcomes;
- The standards serve both to provide direction for reentry services and practices and to educate the field. For example, ensuring youths leave with a sense of hope is a concept that has been in practice in many juvenile justice reentry services informally. The reentry standards offer ways to operationalize and measure efforts to do so;
- The standards must be written and implemented in a way that promotes continuous improvement and provides real-time, user-friendly information; and

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[6] See Appendix B, References for Published Documents in Field Scan.
[7] See Appendix C, References for Targeted Practices.

- The standards must be based on extensive field input to ensure they are relevant, meaningful, measureable and marketable. The team was very clear that the final recommendations need to convince juvenile justice agencies and service providers to use the standards and measures to make data-driven decisions, improve practices and continually improve outcomes for youths.

Literature Review
Approach

Vera conducted a literature review in 2016 using several methods to identify relevant literature. Starting with a systematic approach, the framework evolved over the course of the review. The original framework included a grounded theory approach where the literature itself identified the practices most supported by the science. However drawing from preliminary findings of the national practice scan conducted by PbS, the framework evolved to more specifically target the domains and practices that were identified by the field. In this way, the search became much more specific, focusing on evidence that supported particular practices in use by jurisdictions across the country.

The five-prong approach included a variety of methods. Because Vera has engaged in literature searches on the topic of juvenile reentry for past projects, a first step was to gather any information that had been collected and synthesized to date. Next, Vera staff identified reentry "classics" (well-known studies or academics) and searched their reference lists (snowball technique). Vera staff then searched for existing meta-analyses and systematic reviews on the topic to obtain the most up to date information about the effectiveness of reentry and aftercare programming. Gathering summaries of existing literature helps provide a solid foundation of the research, highlighting any gaps that need to be filled with a new literature search. The fourth step in the review was an electronic database search within each domain area to gather information that had not already been synthesized. The electronic database search included Criminal Justice Abstracts, Google Scholar, JSTOR, EBSCO Host/Academic Search Premier, NCJRS, and Pro-Quest Dissertations, among others. Finally, an organizational website review, such as the website for the Council of State Governments (CSG) and their What Works in Juvenile Reentry Clearinghouse, in partnership with the Urban Institute, and the National Institute of Justice's CrimeSolutions.Gov website, among others, was conducted to fill in any remaining gaps and supplement the information gathered.

Inclusion Criteria and Study Selection

An important step in any systematic literature review is to define the inclusion and exclusion criteria. These parameters also helped to craft search terms and key words for the review. The review focused on program or intervention evaluations to determine the effectiveness of various practices. Many of the studies located were from peer-reviewed journal articles, but also included were several published reports, dissertations and research briefs.

- Population: Youth (or derivative—adolescent, young person, young adult, juvenile)

- Decision-Point: Post-release (reentry) from incarceration (prison, out-of-home placement, detention)
- Location: United States
- Years: 2000-2016 (also included "classics" prior to 2000)
- Domains: Education, Employment, Family, Well-being/Health, Community Connection/Contribution, Reduced Reoffending, Assessment, Case Management, Collaboration, Cost Effectiveness and Implementation)

Once an article was located, through any of the search strategies identified above, Vera staff reviewed the title and abstract to ensure it adhered to the inclusion criteria of the project. If the study met the inclusion criteria, staff filed the study by the proper domain area, purged any duplicate articles, and screened for methodological quality.

Assessment of Study Quality

Vera staff categorized studies into three tiers defined by methodological rigor. The categorization was adapted from a recent systematic review of juvenile justice intervention literature. Tier 1 is the baseline level, including quantitative studies with none or not comparable control groups and qualitative studies. It was important to the project team to incorporate qualitative studies as they are instrumental in developing an understanding of the reentry processes of young people and the challenges faced upon release from incarceration. Tier 2 is the moderate quality level, including quantitative studies with comparable control groups in addition to mention of program fidelity. Finally, Tier 3 is the high quality level, including those studies that employed a randomized control trial (RCT) or very high-level quasi-experimental design (see Table 1 for the methodological quality tiers).

Table 1: Methodological Quality

TIER	CRITERIA
Tier 1	• *Title/abstract scan, fits inclusion and exclusion criteria* • *Qualitative/theoretical literature included*
Tier 2	• *Was a comparison/control group used?* • *What data/method was used to study outcomes? Statistical controls?* • *Was the program/intervention implemented with fidelity?*
Tier 3	• *Randomized Control Trial (RCT)* • *High-level quasi-experimental design (i.e. longitudinal, large sample sizes, multi-site)*

Vera staff identified and coded a total of 173 studies, more than half of which (92) were categorized as Tier 1 baseline quality research, 39 percent (68) were categorized as Tier 2 moderate quality research and eight percent (13) were Tier 3 research, the highest quality.

All studies were coded to identify the practices that were most impactful to the youth reentry process. Vera staff reviewed each article and highlighted the following pieces of information: tier, location/jurisdiction/state, qualitative indicator, domain, top three practices supported within the

study, outcome measures, direction of outcomes (positive, mixed, null, or negative) and notes (for study context, if needed). A spreadsheet was developed and shared with PbS and the project team. The spreadsheet was structured to allow for sorting by various practices and domains to determine how the evidence was distributed across categories. Additionally, Vera conducted more in-depth coding for the higher quality studies—Tiers 2 and 3. For these studies, Vera reviewed each article and highlighted the following pieces of information: presence of a control group, control group equivalence, attrition, data sources, location/jurisdiction/state, publication type, intervention description, primary outcome measure, sample size, age, dosage of intervention, direction of outcomes and description of intervention effect, statistical significance, domain and practices supported, keywords and notes.

Reentry Practices Strongly Supported by Research

Vera's research focused on practices shown to impact reoffending and while limited by bounds of time and resources, illuminated the following reentry practices as being strongly supported by research:

Family and Social Supports:
- Engaging family and social supports in treatment and reentry planning (e.g., part of the treatment team)
- Offering family support services, including counseling
- Providing flexible hours for frequent phone contact and teleconferencing
- Open for flexible visiting hours and inclusive list of allowed visitors (siblings, positive friends, own children)

Assessment:
- Using assessments to identify and divert youths better served by other agencies (e.g., mental health, substance use, developmentally delayed)
- Collecting, reporting and analyzing assessment data
- Using individualized assessments guided by the risk-need-responsivity framework to develop treatment plans

Implementation:
- Collecting, reporting and analyzing data about youths' improvement/corrective action plans and monitored for problems and achievements
- Basing the program purpose/approach on research
- Use of evidence-based/supported services (e.g., FFT, MST, MDFT)

Educational Achievement:
- Offering career/technical education
- Collecting and using data to monitor academic progress
- Completing educational assessment of youths' competencies, needs and learning style
- Offering courses to earn high school diploma and GED

Gainful Employment:
- Collecting data on employment time (e.g., types, numbers of kids, hours)

Well-being and Health:

- Identifying, facilitating and encouraging available, meaningful family and social connections
- Promoting physical fitness programs

Community Connections and Contributions:

- Identify and develop strong ties to positive peers
- Hold victim conferences, mediation with trained professionals
- Engage youths in mentoring

Field Scan
Approach

To complement the research findings, PbS systematically scanned juvenile justice systems in all 50 states and the District of Columbia to collect information on existing reentry services and practices. Most reentry services are operated by the state (38 states), some are operated mostly by the state (eight) and a few (five) are operated locally.[8] The scan results describe what's going on in each state, not what works. It is not exhaustive. The results are also impacted by the varied responsibilities of state juvenile corrections agencies and the different combinations of how states operate detention, probation and reentry.

Eligibility

The reentry service or practice was included in the scan if it was in use between 2010 and the present within a state's juvenile reentry continuum (placement, transition and community). PbS decided not to distinguish at what point the service or practice was being used at this point in the project due the huge nature of the scan demands and other, more efficient opportunities to collect that information at a later point. For example, many state agencies are responsible for several or all components of the continuum and some of the locations of the services and practices are obvious. Pilot testing allowed PbS to add that layer of information to the project.

Strategy

PbS started the scan by searching the domain areas and looking for evidence of the reentry services and practices in each jurisdiction to build a picture of the extent to which reentry services and practices are being implemented across the country. While that approach located research and mentioned some services practices within the jurisdictions included in the research, it didn't provide the national overview PbS was hoping for so the strategy was adjusted for a second scan looking at individual states' information for evidence of the services and practices in each of the reentry domains.

The team began a state-by-state scan with an in-depth review of four states looking for the prevalence of each of the practices identified (134 total different practices) in both the youth outcomes and

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[8] National Center for Juvenile Justice. (2017). *Juvenile justice services*. Retrieved from http://www.jjgps.org/juvenile-justice-services#basic-services?filter=reentry

system/process domains. The first four states helped improve the list of existing services and practices within each domain. The in-depth scan included internet and state website searches using general search topics, specific agencies and programs and following recommendations from juvenile justice reentry leaders and experts for resources and practice information. PbS staff expanded the in-depth state scan from the original four states in three more waves for a total scan of 29 states and the District of Columbia. Conducting the scan in waves allowed for adjustments (e.g., practices were often labeled differently depending on the jurisdiction) and provided time for the team to meet and discuss the variations of each practice and preliminary findings.

PbS found four main sources of data and cataloged the prevalence of existing services and programs in as many of the sources as discovered:

1. Published materials (e.g., website, annual reports, conference or training presentations);
2. Internal information (e.g., PbS survey data, CJCA survey data);
3. On-site observation (personally observed during a visit conducted for a different project); and
4. Personal communications (informal discussions, emails with experts).

The in-depth scans benefited greatly from the existing data already collected by PbS and CJCA and focusing on state agencies responsible for secure placement, aftercare and community-based services. The team also was able to capitalize on members' participation in other national initiatives and conferences to gather practice information as well as program visits across the country as part of other PbS or CJCA work to provide on-site observations. On-site observations and personal communications were not intentionally looked for/sought after but included as descriptive data to help inform the later selection of pilot sites and because it offers an added value to the published and internal data.

Several practices that were not found to have much prevalence in the field scan were practices that the PbS staff felt were being implemented from their experience and field work. The work expanded to a third scan examining different sources for prevalence: federal grants, training and technical assistance centers, national organizations and/or initiatives and legislation to try to uncover missing information. The third scan found evidence of the practices generally and specifically and will be included in the consideration of prevalence for developing the standards.

The field scan team met regularly to share findings, assess the quality of the finding and determine if it should be included in field scan summary document. The practices were modified as necessary (e.g., a service or practice found was not on the original list of practices) and as such, not all practices on the final list were identified for the scans of all states.

Reentry Practices found to be Highly Prevalent in the Field

Overall, PbS found at least some evidence of the existence of all 134 practices in juvenile justice systems. Evidence for all but two practices (99 percent) was found in more than one data source. Also:

- The vast majority of practices (98 percent) were documented by published materials;
- A majority of practices (96 percent) were documented by internal data from national partner organizations;
- Most practices (99 percent) were documented by on-site observation; and
- Not quite half (46 percent) were documented by personal communications.

Practices found to be highly prevalent in the field scan are presented in Table 2 below by domain and with the corresponding finding by the literature review.

Practices found to be highly prevalent in the field scan but limited or no support in the literature review included quality assurance and quality implementation process from the implementation domain as well as the following practices from the educational achievement domain: adhere to the same curriculum as the community or federal/state guidelines for public schools, professional staff development, qualified staff and year-round academic classes.

Table 2: Highly Prevalent Practices

Domain	Practice	Literature Review Finding
Assessment	Use of matrix matching youths' individual strengths/needs to placement/supervision/services	Some
	Use of individualized assessments guided by the risk-need-responsivity framework and use of assessments to guide treatment plan	Strong
Case Management	Use of assessments, case history and collateral contacts to design treatment plans and identify aftercare service needs, interventions and treatment goals	Strong
Cost Effectiveness	Data is collected, reported and analyzed on cost per youth	Strong
Educational Achievement	Career/technical education offered	Strong
	Career/technical education tools offered	Strong
	Data is collected and used to monitor academic progress	Strong
	Use of educational assessment of youths competencies, needs and learning style	Strong
	High school diploma and GED programs	Strong
	Post-secondary courses	Strong
	Provide/address special education needs	Strong
	Vocational certifications	Strong
	Collaboration with community education agency and individual youth's local school district (e.g., for substance use and health curriculums)	Some
	Academic credit/credit recovery	Some
	Adherence to the same curriculum as the community or federal/state guidelines for public schools	Limited/no
	Professional staff development	Limited/no
	Employment of qualified staff	Limited/no
	Year-round academic classes	Limited/no
Family and Social Supports	Engagement of family and social supports in treatment and reentry planning (e.g., part of the treatment team)	Strong
Gainful Employment	Career, technical education	Strong
	Job readiness assessment and skill development	Some
Implementation	Data reported regularly (e.g., monthly, quarterly, annually as appropriate)	Strong
	Electronic data used	Strong
	QA/QI process; QA/QI tools; audits	Limited/no

Activity 2 – Translate Results of the Literature Review and Field Scan into the First Draft Reentry Measurement Standards

Classifying the Findings

PbS combined the classifications assigned by both the literature review and field scan to identify convergence and divergence of findings and establish Groups A, B and C to inform the development of the standards (see Table 3, Classifying the Findings). All practices that were strongly supported by research or were moderately supported by research and highly prevalent were included in Group A, which comprised nearly half of the practices (48 percent). The remaining practices split nearly evenly into the two remaining groups: 25 percent in Group B (moderate research, some prevalence) and 27 percent in Group C (little/no research, some or little/no prevalence).

Table 3: Classifying the Findings

	High Prevalence	**Some Prevalence**	**Little/No Prevalence**
Strong Research	Group A	Group A	Group A
Some Research	Group A	Group B	Group B
Little/No Research	Group B	Group C	Group C

The findings revealed notable trends and interesting nuances. For example, all of the domains except cost effectiveness have practices that fall into all three groups, which could be interpreted as validating what many in the field consider to be the partial implementation of reentry best practices in juvenile justice. Also, there were several practices promoted by reentry initiatives that had no research support but were in place in many jurisdictions as well as the opposite – some practices strongly supported by research were not found in many jurisdictions. While almost half of the practices identified (44 percent) were strongly supported by research, only 18 percent were found to be highly prevalent in the field scan. Also, while almost one-third of the practices (31 percent) were found to have limited/no research, only 13 percent were found to have little/no prevalence.

Integrating the findings from the research review and field scan, PbS looked for areas where the findings converged and diverged.

Several reasons became apparent for convergence:
- Research-driven decision-making
- Research-driven allocation of resources
- Research-driven services and training

Several reasons became apparent for divergence:
- Practices promoted by national organizations but not yet researched
- Practices funded but not yet researched

- Practices borrowed from other fields but not yet researched

The literature review and field scan findings were very helpful for developing the first draft set of standards and measures for pilot testing in Activity 2. (For a detailed summary, see Appendix E, Results of the Literature Review and Field Scan by Classification.)

Finalizing Draft Standards for Field Testing

Prior to field testing, the project team continued to collect feedback and adjust as part of its commitment to a continuous feedback loop. For example, some of the feedback from the TWG and other selected experts included adding new domain areas to recognize the importance of fairness and accountability, minimizing data entry, streamlining overlapping service areas and being very clear about the desired youth outcomes. Generally all feedback supported PbS's strategy of including newer practices as a way to promote the new developmental research in juvenile justice.

Format

The 11 domains used for the literature review and field scan formed the basis for the initial draft of the standards submitted to OJJDP in December 2016: Assessment, Case Management, Cross-System Collaboration, Implementation, Cost Effectiveness, Reoffending/Crime-Free, Educational Achievement, Gainful Employment, Family and Social Supports, Well-being and Health and Community Connection and Contribution. Unsurprisingly, the initial categorization of domains changed over the one year of field testing, adding encouragement and support to extensive testing and collecting feedback from the ultimate users of the reentry standards.

Each domain has an overarching goal, which is followed by several standards describing the highest expectations for reentry services and practices, and then by specific measures that indicate the extent to which the related services and practices were being used and/or the impact of the practices in terms of changing youths behavior, perceptions and abilities.

One of the struggles for the project was to provide a single set of reentry measurement standards that provide guidance to reentry services and programs both while youths are in state secure placement and while under post-placement supervision in the community. The agencies and individuals providing reentry support and services are numerous, have different missions and change as youths progress from secure placement to post-placement supervision. The project held fast to the commitment to develop standards that would be applicable regardless of the setting. To do so, PbS proposes that the standards' measures be collected at two reentry points: when a youth leaves secure placement for the community and when a youth leaves post-placement supervision – the agency closes the case. PbS staff used a backpack analogy to describe how the standards and data can apply to different reentry services and locations: the reentry standards describe the competencies, skills, experiences and connections research says youths need for the best chances of successful reentry- what the youth needs to take with

him/her upon exiting to the community. Agencies are responsible for ensuring the backpack is filled, not necessarily having to provide the services but ensure the services have been provided.

The standards were developed in the domain areas and introduced by a goal to provide and orient practitioners to the overarching purpose of the standards and provide guidance for adapting to local situations. The goals and standards format has been used successfully by PbS for nearly 25 years and is familiar to the more than 200 correction, detention, assessment and community-based residential facilities participating in PbS. For pilot testing, each of the standards was followed by a short list of example outcome measures and/or data elements that will indicate how well a program or service meets the standards.

Activity 3 – Pilot Test the Standards

Strategy and Process

PbS developed a pilot testing strategy to gather information from professionals who would most likely use and benefit from the reentry standards and measures. The field feedback was essential to ensuring the standards and measures are meaningful, feasible, comprehensive and simple – all at once. The strategy also set out to pilot test at a variety of different reentry systems and settings, in a variety of geographic locations and with varied data collection capacities.

PbS developed an application process for site selection. Applications were accepted via the PbS website for six weeks in the late summer of 2017. The application was posted with a four-page information sheet describing the project and field test process. The application collected information on services and programs within the project domains, data capacity and asked about other reentry- or data-related initiatives in which the agency was currently involved.

PbS received applications from six different agencies volunteering to participate: Arkansas Division of Youth Services (DYS), Delaware Division of Youth Rehabilitative Services (DYRS), Idaho Department of Juvenile Corrections (DJC), Oklahoma Office of Juvenile Affairs (OJA), Utah Juvenile Justice Services (JJS) and Washington State Rehabilitation Administration Juvenile Rehabilitation (JR). The project team considered all applications using a standardized scoring process and selected three agencies for in-person site visits: Arkansas DYS, Oklahoma OJA and Utah JJS. The three that were not selected for in-person site visits all agreed to offer time to review a draft of the standards at a later point in the project.

Field testing with each agency included three phases: preparation, site visit and follow up.

Preparation for each visit included a phone call with the Reentry Project Coordinator (RPC) to discuss the submitted application and discuss the agency structure and reentry programs in more detail. The RPC was also charged with distributing a mapping questionnaire to any program that would be involved in the field test site visit to help the project team gain a baseline understanding of the reentry services and data capacity.

For each site visit, three or four members of the project team visited the selected jurisdiction. Each field test started with a meeting at the state office with several stakeholders. At the meeting, PbS staff presented a project overview and the current draft standards. Participants completed prioritization exercises in breakout groups to rank each standard on a chart rating the meaningfulness and feasibility for their agency. Following the stakeholder meeting, the team would spend the afternoon and the next day or two visiting programs within the agency and private providers as selected by the RPC and PbS team. The team used standardized note-taking protocols during the discussions with program staff. Each site visit concluded with a meeting between the PbS team and the executive staff to debrief and discuss the next steps in the project.

The team used specific pilot testing protocols to collect feedback on the:

- Standards and Domains. (Are they meaningful? Comprehensive? Helpful toward advancing reentry work? Too much or too little?)
- Data elements to indicate performance. (Do they indicate performance as intended? Is the data available and/or accessible? Where and how?)
- Implementation of the standards. (How the proposed standards work/do not work in real situations.)
- Ease/difficulty of data collection. (What is difficult to collect? What can be modified to make it easier and more effective to use?)
- Buy-in. (How do we make it meaningful/worth collecting to users? What's the best approach to introduce them to the field?)

PbS conducted pilot testing of the draft reentry standards at over 30 programs in six states during a 10-month period. PbS continually collected feedback to meet the project's overarching objectives and those identified during earlier activities including: how the new standards work in real life situations, how they can be modified to be more effective and easier to use and the best ways to introduce them to the rest of the field to facilitate understanding of and widespread implementation. Approaching the field testing through agencies allowed for the inclusion of the most sites and broadest testing across different settings and system approaches.

Agency and Site Visits

PbS started the field testing process in July 2017 with a pre-pilot visit to two program providers offered by the Massachusetts Department of Youth Services (DYS). The project team presented the project overview, draft of the standards and expanded version of the standards with outlined data elements with the DYS team before the site visits. The team attended a DYS monthly case management meeting and visited two community programs - one residential and one day program - focusing on education and employment.

In December 2017 the project team visited Oklahoma OJA. OJA was selected to be the first pilot test due to the wide array of programs and reentry initiatives underway and PbS's past experience with OJA that showed they have the leadership and dedication that would make the visit meaningful and productive. Following a large stakeholder group meeting with representatives from the state agency including the director, department leaders, district managers, case managers and the legal team as well as private providers of residential, community and family services the first morning, the team split up and visited a total of 11 reentry service sites over three days: secure placement, community residential programs and community non-residential programs.

In March 2018 the project team visited Arkansas DYS. Arkansas presented the opportunity to learn about a system reliant on juvenile justice private providers contracted by the state and an agency not familiar as a PbS participant. Following a large stakeholder meeting with more than 30 attendees including representatives from the state agency and private providers the team visited 11 reentry service sites over two and a half days of site visits then concluded with a debriefing meeting with the management team.

Understanding that juvenile reentry is not limited to state agencies, the project team decided to seek out opportunities to visit large programs, counties and city agencies. The first additional site visit was a half-day visit to the United Teen Equality Center (UTEC) in nearby Lowell, MA in April 2018. UTEC is nationally known for being a model program that reaches out to disconnected youth to engage them in workforce development and alternative education. Two members of the project team toured the program and met with the CEO, the Director of Organizing and Policy and the Director of Evaluation and Impact for a comprehensive discussion about programs and data.

Sacramento County was selected for a site visit based on its comprehensive REDY Go! (Reentry Development for Youth) program. Two members of the project team visited the REDY unit in June 2018. The REDY team is led by the chief deputy for the Sacramento Probation Department and is comprised of representatives of the Sacramento County departments including probation, behavioral health and education. The site visit included meetings with department leads and staff as well as a tour.

Utah JJS was selected through the application process. Known for the continuum of services and exceptional data system, JJS was strategically set to be the last of the three agency-wide visits. Four members of the project team visited in late June 2018 following comprehensive and detailed planning with the agency to ensure a variety of programs and staff members would be involved. The overall structure of the site visits followed the same format as in Oklahoma and Arkansas, starting with a meeting of about 20 management staff and other stakeholders then another day and a half of site visits and meetings with various staff in case management and data departments followed by a debrief meeting with the executive management team. Overall, the project team visited a total of seven sites within a couple of hours driving distance of the state office in Salt Lake City, representing a range of services from secure placement to non-residential.

For the final site visit, the PbS team took an opportunity to visit the American Indian Opportunities Industrialization Center (AIOIC) in Minneapolis. AIOIC is a community services organization founded in 1979 in response to the education and employment disparities faced by American Indians. The program is available to all youths and adults seeking assistance and is free to all through extensive grant planning. Two members of the project team visited with executive staff of each department, toured the location and met with several members of the data and case management teams to discuss the draft standards.

Focus Groups

PbS decided to host focus group phone calls with members of each agency that was not selected for a site visit. In early 2018, Louisiana Office of Juvenile Justice (OJJ) also volunteered to be a part of the development of the reentry standards and agreed to provide feedback on a remote basis. The calls provided the opportunity for all volunteers to participate in the project and for PbS to collect more feedback from places throughout the country to ensure the standards will be most meaningful and feasible for the field.

The calls were held two weeks after the final site visit in Minneapolis, so the team could discuss gaps or raise any issues that surfaced during the field testing. PbS sent out the Mid-Project Report, the same report presented to Sacramento, Utah and AIOIC as the primary document with the standards. An early draft of the report was part of the discussion at UTEC in April. Focus group volunteers were also given a written document with questions to consider for feedback. PbS also extended these calls to members of the TWG as an alternative option to submitting written feedback about the Mid-Project Report.

Field Testing Lessons Learned

1. *We need to balance the need for a comprehensive and holistic set of standards with the need avoid overwhelming the field.* The standards and domains evolved significantly during field testing following feedback from each visit. Field testing participants helped to prioritize the domains and standards that was used to narrow the final recommendation to seven domains and 33 standards. The field testing also provided feedback that guided the decision to approach three domains as overarching system or agency guiding principles rather than standards for reentry practices because of their broad applicability across reentry services and locations and more general scope. The reentry standards were presented within the context of other OJJDP data projects, including the National Center for Juvenile Justice's Juvenile Model Data Project, assuring the participants that the data would be coordinated and consistent between projects to avoid confusion in the field.

2. *The data elements the PbS staff expected to be non-existent and potentially problematic for agencies to access and report were identified as data elements that could be added to existing records and data*

collection efforts. For example, the reentry standards ask for information about a youth's well-being and sense of hope and purpose, mastering social competencies, establishing lifelong healthy habits and level of civic awareness and engagement were identified as not yet available but could be relatively easy to collect and report. Several field testing participants already survey youths using PbS's youth climate and exit interview survey so had a bi-annual vehicle to ask youths about hope, purpose and civic awareness and only needed the specific questions. Other agencies needed a survey. Similarly, agencies had existing records and/or files with information about youths' competencies but not specific data elements that would reflect changes.

3. *Implementation was seen as feasible largely due to existing reentry efforts underway, though support was needed to build capacity and provide training, technical assistance and other support.* Agencies visited mostly seemed confident the standards would be feasible to implement based on how much they are already doing within each of the domains. Representatives from sites that currently participate in PbS offered a critical look at how the data could be collected through the lens of PbS, noted elements they already collect through PbS data collection forms and strategized how outcome measures and reports could be developed. Generally, voluntary implementation was welcomed but mandatory may be more likely to result in broader use of the standards.

4. *Data collection was most feasible in statewide agencies and most difficult in small, individual reentry service providers.* The project team visited a variety of sites representing a range of data capacities from those using almost entirely paper systems to those with robust data collection and reporting systems. Statewide agencies had existing electronic systems for the youths in secure placement and some also had data about the youths placed in community residential programs, few had access to information about youths when they were released to post-placement supervision largely because it was provided by a different agency. Data is more readily available in the agencies participating in PbS, which collects data in secure placement and community residential programs. Community residential programs had data required by licensing authorities but often it wasn't accessible or helpful to make decisions about daily practices or to measure effectiveness. Small community non-residential reentry services relied on probation, parole or the courts to collect and report data.

Activity 4 – Revise and Provide Final Recommendations
Revisions Based on Pilot Testing Results

The final revision work included analysis of pilot testing, additional feedback and targeted information gathering when questions, conflicts or gaps arose. The team also reviewed about 1,000 publications and more than 100 individual documents collected from the field such as assessment tools, case planning templates; examples of data collection protocols used to gather information for youth files, youth plans

and youth surveys; program manuals, data reports and local standards; and provider contracting requirements and licensing audits.

The revision process included tapping several reentry experts and experienced juvenile justice leaders to provide feedback on specific areas. For example, Gina Vincent, Director of Transitional Law and Psychiatry Research, Department of Psychiatry, University of Massachusetts Medical School, for assessment information; Josh Weber, Program Director, Juvenile Justice, Council of State Governments, for combining of Education and Employment to promote a career pathway approach; Jasmine Hayes, Deputy Director, United States Interagency Council on Homelessness, for stable housing; and Kent Pekel, President and CEO, Search Institute, for creating a developmental relationship between youths and staff. The standards also were presented to a group of experts and practitioners as part of PbS's Community Standards Review, which looked at the current PbS standards and outcomes for community residential placements. The group included community program providers, researchers and community case managers and provided additional perspectives and feedback.

Recommendations

1. A set of 33 reentry standards included in a framework with guiding principles.

The final report recommends 33 reentry standards that will help guide states and localities to assess, measure and understand juvenile reentry practices and outcomes following an integrated case management approach. The standards are grounded in juvenile justice, youth development and reentry research and knowledge as well as best practices and expert experience in performance measurement and data collection. The standards are applicable across the many different locations and agencies responsible for reentry services. Working closely with the OJJDP Juvenile Justice Model Data Project (MDP) and the National Center for Juvenile Justice (NCJJ) as it identified measures for long-term outcomes of recidivism and cost effectiveness, the team did not develop standards and measures in those areas to maximize efficiency and avoid confusing the field with duplication and/or conflict.

2. Two types of measures.

Our recommendations include two types of measures: individual youth-level outcomes and program performance indicators to assess how well agencies and services are meeting the reentry standards. The standards connect the services – assessment, reentry planning and case management – with short-term youth outcomes designed to measure concepts, competencies and resources that research has identified as able to affect the long-term outcome of reoffending. The measures also are intended to provide timely information about the skills, connections, perceptions and supports youth have when they leave placement or post-placement supervision to be used for case management and program improvement. The service indicators are designed to connect the initial identification of key risk and responsivity factors to their integration into the youth's case plan and the rehabilitative interventions and services youths received. The youth outcomes are designed to reflect the resulting impact on youths' skills,

competencies, experiences and connections for youths' education, employment, well-being, health and community connection and contribution. We recommend that the data be collected at two points: when youths leave secure placement and when post-placement supervision ends. The data can be collected using administrative records and a Youth Reentry Survey (see Appendix F, Youth Reentry Survey) administered to youths shortly before they leave secure placement and when they end post-placement supervision.[9] Basic administrative and demographic information also will be collected (see Appendix G, Reentry Data Elements). The ideal data collection system will be electronic, connecting the different reentry providers and services' information for a complete picture of the youths' preparedness for reentry and provide an accurate, timely and meaningful reflection of program or service performance that can be used for decision-making, resource allocations and continuous improvement.

The standards and measures are organized by domains that emerged from the research as key to preventing reoffending. The model is based on the theory that reentry principles, such as valuing families and collaboration, will guide the services provided, such as assessments and case management, which will result in short-term positive outcomes for youths in areas known to reduce the long-term outcome of reoffending. See Figure 1 below.

The principles: Be fair, Hold youths accountable without criminalizing normal adolescent behavior, Value families and Collaborate, collaborate, collaborate are overarching beliefs. The principles guide agencies and organizations in all circumstances, regardless of changes in leadership, goals or strategies. Because the principles cut into all domains and are best implemented locally, we recommend the principles be guided by core beliefs, or statements of actions to take to align with the principles. The data elements describing implementation of the core beliefs are included in the recommended youth survey and administrative data collection protocol and we recommend be developed into individual reports, one for each principle.
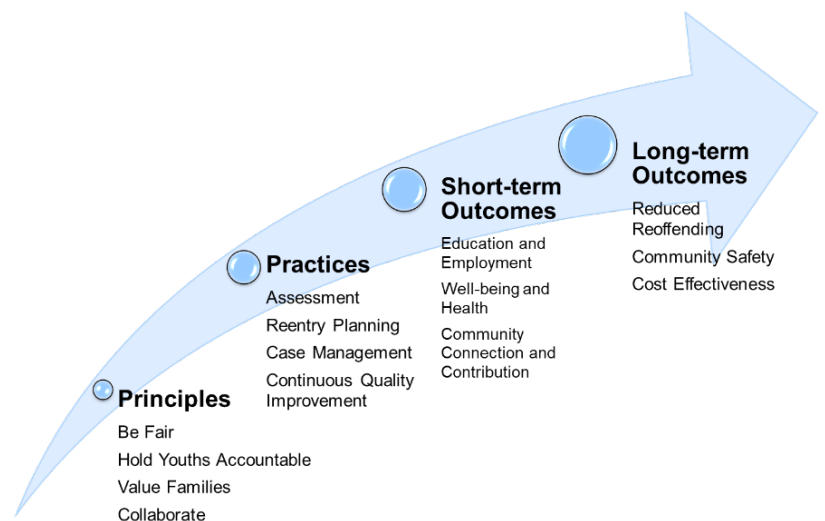

Figure 1: Project Framework

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[9] The Youth Reentry Survey is a recommendation and was not formally tested under this program.

The reentry practices standards fall into four domains: Assessment, Reentry Planning, Case Management and Continuous Quality Improvement. Agency performance is assessed largely by program-based data that describes the activities and extent to which practices and policies have been implemented, called service indicators for this model. For example, how many youths were assessed, how many had reentry plans. The standards align with integrated case management system approaches and continuous quality improvement strategies that guide programs to implement intervention models with fidelity.

The youth short-term outcome standards fall into three domains: Education and Employment, Well-being and Health and Community Connection and Contribution. The outcomes focus on areas key to healthy development, desistance from delinquency and increased likelihood youths will lead productive, purposeful adult lives. Positive youth outcomes, different from the failure measure of recidivism, provides understanding of youths' preparedness to return to the community at the time they leave facilities and/or post-placement supervision, such as information to make adjustments for continued case management when they leave facilities as well as data on how well programs are preparing youths for reentry. (Long-term outcomes were included as part of this project.)

Guiding Principles and Core Beliefs

The principles are overarching beliefs to guide agencies and organizations in all circumstances, regardless of changes in leadership, goals or strategies. Pilot testing showed that the principles spread across many domains and are best implemented locally. Instead of developing specific standards for related practices, the project team identified core beliefs, or statements of actions, indicating implementation of the principles. The data describing the core beliefs is included in the administrative and youth survey protocols so it can be included in reports focused domains or principles.

Core beliefs for each principle:

Be fair:
- Ensure all youths are treated fairly; and
- Promote racial, ethnic and gender parity.

Hold youths accountable without criminalizing normal adolescent behavior:
- Use a system of graduated sanctions that are age-appropriate and flexible to meet youths' unique needs; and
- Promote positive behavior changes through incentives and positive reinforcement.

Value families:
- Engage families as valued partners in development and implementation of all planning; and
- Maximize families' strengths to help their child succeed.

Collaborate, collaborate, collaborate:

- Establish a state-level multi-agency entity to ensure youths have accesses to services; and
- Ensure a multi-disciplinary team develops, implements and continually monitors all youths' reentry plans.

The Standards and Measures

Standards Format and Definitions

The recommended 33 reentry standards are intentionally aspirational and ask agencies to expand their practices and stretch their data capacity. Over time, with support, it can be done.

Domain Area

Goal

A broad statement of purpose that defines the program's hopes and vision of the future. They are ambitious and general by design.

Standards

The aspirational level of quality or performance that is desired; the implementation of practices expected to achieve positive results.

Brief summary of literature review, field scan and pilot testing findings that supported the direction of the standards and measures.

Domain Measures

Youth Outcomes and Indicators
The measures needed to quantify the results or impacts of activities, processes and programs. Designed as percentages and rates that change over time to reflect changes in skills, competencies, perceptions, beliefs, knowledge and resources research has identified as able to affect the long-term outcome of reoffending but available earlier to be used for case planning and similar adjustments to services provided.

Practice Indicators
The measures needed to quantify the extent to which an activity has occurred, the program practices and processes that connect the initial identification of key risk-need-responsivity factors into their integration into a youth's case plan and the interventions, programming and services the youths received.

The Standards

Assessment
1. Assess all youths using empirically-validated tools that are guided by the principles of risk-need-responsivity, are appropriate for the youths and administered by trained and qualified staff.
2. Complete additional assessments to gather information relevant to youths' successful reentry planning.
3. Use risk-need-responsivity assessments to match youths with the appropriate level of supervision and types and dosage of services and how to intervene effectively.

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

Case Management
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 successful.

Continuous Quality Improvement
1. Ensure fidelity of youths' assessment and their seamless transition to services, school and employment in the community.
2. Match youths appropriately to the program's target population.
3. Ensure staff are qualified, well-trained and well-supervised.
4. Provide appropriate treatment dosage and duration.
5. Collect and use data regularly to assess, monitor and adjust practices to adhere to the program model.

Education and Employment
1. Ensure all youths have a clear plan for their 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.
7. Ensure all youths have access to all supports necessary to obtain and sustain employment.

Well-being and Health
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 and Contribution
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.

Standards and Measures by Domains

Assessment

Goal

To determine appropriate placements, levels of supervision and services and what personal strengths and/or specific individual factors might influence their effectiveness.

Standards

1. Assess all youths using empirically-validated tools that are guided by the principles of risk-need-responsivity, are appropriate for the youths and administered by trained and qualified staff.
2. Complete additional assessments to gather information relevant to youths' successful reentry planning.
3. Use risk-need-responsivity assessments to match youths with the appropriate level of supervision and types and dosage of services and how to intervene effectively.

Research highlights the significance of empirically-validated assessment tools to identify a youths' risks of reoffending, the specific needs that must be addressed to decrease that risk and the individual factors that may affect the youth's ability to respond to interventions.[10] Research also notes the importance of using tools based on the principles of risk-need-responsivity to ensure youths are matched with appropriate levels of supervision and services.[11] The risk-need-responsivity framework has been shown to improve decision-making and promote fairness and unbiased decisions.[12]

The reentry Assessment standards build on the evidence for gathering comprehensive information to design youths' individualized case management and reentry plans and ensuring they are connected to culturally-responsive and gender-responsive programming. The standards recognize the growing research and availability of tools to identify and address youths' exposure to trauma and traumatic stress and promote the inclusion of information that assesses youths' individualized needs that, if addressed, will reduce recidivism and maximize positive responses to services. The standards promote use of the assessment results to inform decisions about placement/supervision level (risk) and for reentry/case management planning (needs and strengths). Appropriate use of assessments and the need to reassess youths is addressed in the Continuous Quality Improvement domain.

[10] Bechtel, K., Lowenkamp, C. T., & Latessa, E. (2007). Assessing the risk of reoffending for juvenile offenders using the youth level of service/case management inventory. *Journal of Offender Rehabilitation*. 45(3/4). 85-108.

[11] Schmidt, F., Hoge, R. D., & Gomes, L. (2005). Reliability and validity analyses of the youth level of service/case management inventory. *Criminal Justice and Behavior*. 32(3). 329-344.

[12] Lipsey, M.W., Conly, C.H., Chapman, G., & Bilchik, S. (2017). *Juvenile Justice System Improvement: Implementing an Evidence-Based Decision-Making Platform*. Washington, DC: Center for Juvenile Justice Reform.

Assessment Measures

Youth Outcomes and Indicators

· Percent of youths who report they had access to supports that honored their cultural traditions and language
· Percent of youths who report they had experiences that honored their cultural traditions and language

Service Indicators

· Percent of youths assessed at placement intake using a tool guided by risk-need-responsivity
· Percent of youths assessed prior to a change in supervision status using a tool guided by risk-need-responsivity principles
· Percent of youths assessed using empirically-validated tools
· Percent of youths assessed by trained and qualified staff
· Percent of professional overrides with comments or explanations
· Percent of youths assessed for educational needs/abilities
· Percent of youths assessed for employment aptitude/interests/skills
· Percent of youths who were identified by a mental health screen as needing a follow up assessment who were assessed for mental health needs
· Percent of youths who were identified by a substance use screen as needing a follow up assessment who were assessed for substance use needs
· Percent of youths who were assessed for strengths and needs
· Percent of youths assessed for prosocial development needs
· Percent of youths assessed for physical health needs
· Percent of youths who were identified by a trauma screen as needing a follow up assessment for exposure to trauma and/or traumatic stress
· Percent of youths whose families were assessed for strengths and needs
· Percent of youths with high criminogenic risk/needs scores who were matched with the most intensive services/supervision
· Percent of youths with moderate criminogenic risk/needs scores who were matched with moderate services/supervision
· Percent of youths with low criminogenic risk/needs scores who were diverted or matched with least intensive services/supervision
· Percent of youths whose case management and reentry plans included individualized interventions to address assessed responsivity issues

Four Main Principles of Risk-Need-Responsivity[13]	**Risk:** Focuses on matching the level of supervision and service to the youth's risk of reoffending; **Need:** Targets a youth's dynamic risk factors in treatment; **Responsivity:** Tailor interventions to a youth's specific characteristic, learning style, motivation, mental health; and **Professional discretion:** Professional judgment considering factors other than risk and needs scores, e.g., legal, ethical and service availability.

[13] Vincent, G. M., Guy, L. S., & Grisso, T. (2012). Risk Assessment in Juvenile Justice: A Guidebook for Implementation. National Juvenile Justice Network. Retrieved from
http://njjn.org/uploads/digitallibrary/Risk_Assessment_in_Juvenile_Justice_A_Guidebook_for_Implementation.pdf

Reentry Planning

Goal

To develop reentry plans that provide the roadmap for youths to transition from juvenile justice custody/supervision to living and thriving post-system involvement.

Standards

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

The literature review found strong support for reentry planning that begins when a youth is placed in detention or placement and that implementation of a comprehensive reentry planning process improved reoffending outcomes.[14] The findings also supported integrated case management strategies that design individualized reentry plans that incorporate information from assessments into clear, goal-oriented, measurable and well-monitored road maps for success.[15] Effective reentry planning requires a designated multi-disciplinary team that includes family members and the youth, shares information, ensures timely access to appropriate services and meets regularly to discuss youths' plans and progress.

The reentry planning goal and standards are designed to emphasize the importance of an inclusive and comprehensive planning process that results in a meaningful, measurable plan. The reentry planning process offers opportunities to promote perceptions of fairness by partnering with youths and families to develop reentry plans and priorities and demonstrate they are valued, listened to and respected.

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[14] See Appendix A, References for Literature Review.

[15] Olver, M. E., Stockdale, K. C., & Wong, S. C. P. (2012). Short and long-term prediction of recidivism using the youth level of service/case management inventory in a sample of serious young offenders. *Law and Human Behavior*. 36(4). 331-344.

Reentry Planning Measures

Youth Outcomes and Indicators

· Percent of youths who report participating in their multi-disciplinary team meetings
· Percent of youths who report it will be easy to comply with or meet expectations in their reentry plan
· Percent of youths who agree with the goals and expectations in their reentry plan

Service Indicators

· Average time between youths' admission and reentry case manager's initial contact with family
· Average time between admission and start of reentry planning
· Average time between youths' admission and reentry case manager's initial contact with youth
· Percent of youths whose reentry plans started on the day they were admitted
· Number of different disciplines represented by members of multi-disciplinary team
· Percent of multi-disciplinary team meetings with families participating
· Percent of multi-disciplinary team meetings with youths participating
· Percent of multi-disciplinary team meeting with different agencies participating
· Percent of youths whose case management plans include a reentry plan component
· Percent of youths whose case management plans were updated monthly
· Percent of youths whose case management plans were developed by a multi-disciplinary team of facility staff, post-placement supervision staff and service agencies
· Percent of youths whose reentry plans had individuals assigned to coordinate tasks within designated timeframes
· Percent of youths whose reentry plans were updated to reflect progress, offer ongoing feedback and make revisions accordingly
· Percent of youths whose case management and reentry plans include assessment results and recommendations
· Percent of youths whose case management and reentry plans include case history
· Percent of youths whose case management plans include current progress updates
· Percent of youths whose case management and reentry plans include collateral contacts
· Percent of youths who were allowed more than one chance in response to non-compliance or other behavioral issues
· Percent of youths whose reentry plans progressively increase their freedom and responsibility
· Percent of youths whose reentry plans document opportunities for autonomous decision-making and critical thinking

Case Management

Goal

To provide consistent, relationally-grounded support and meaningful, prompt access to services.

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 successful.

Research showed that case management, when done well, results in desired outcomes and reduced reoffending. Research also supports a continuum of care approach that starts on day one of admission to the facility with a case manager assigned soon thereafter who is consistent and available in the youths' lives. Effective case managers can become an intervention in and of themselves. They use time with the youths as opportunities to promote long-term behavior changes and support youths' self-defined goals.[16] The case worker knows the youths' strengths and interests, backgrounds and communities and helps them set short-term goals and practice problem-solving. The case manager knows adolescents have a hard time understanding long-term consequences and making mistakes is part of normal development.

The reentry Case Management goal and standards are written to ensure that roles and responsibilities are clear and no youth's case falls through the cracks. The multi-disciplinary team brings expertise and information together to develop and monitor the youths' individual plans. The case manager is responsible for making sure the plan is implemented as designed. The standards promote recent research showing relationships are at the heart of what youths need to learn, grow and thrive and that has been operationalized to understand and document what makes a relationship developmental – meaning it helps youths discover who they are, develop abilities to shape their own lives and learn how to engage with and contribute to the world around them.[17]

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[16] National Research Council. (2013). *Reforming Juvenile Justice: A Developmental Approach*. Committee on Assessing Juvenile Justice Reform, Richard J. Bonnie, Robert L. Johnson, Betty M. Chemers and Julie A. Schuck, Eds. Committee on Law and Justice, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

[17] Roehlkepartain, E.C., Pekel, K., Syvertsen, A.K., Sethi, J., Sullivan, T.K., & Scales, P.C. (2017). *Relationships First: Creating Connections that Help Young People Thrive*. Minneapolis, MN: Search Institute.

Case Management Measures

Youth Outcomes and Indicators

· Percent of youths who reported their case manager[18]
  o Takes them seriously
  o Lets them know they like being with them and expresses positive feelings toward them
  o Makes it a priority to understand who they are and what they care about
  o Is someone they can count on and trust
  o Helps them see future possibilities for themselves
  o Stands up for them when they need it
  o Is an example they can learn from
  o Asks for and listens to their opinion and considers them when making decisions
  o Understands and supports their needs, interests and abilities
  o Works with them to accomplish their goals and solve problems
  o Exposes them to new ideas, experiences and places
  o Introduces them to people who can help them grow
  o Helps them work through barriers that could stop them from achieving their goals
  o Makes it clear they want them to live up to their potential
  o Recognizes their thoughts and abilities while also pushing them to strengthen them
  o Holds them accountable for appropriate boundaries and rules
  o Provides practical assistance and feedback to help them learn
  o Praises their efforts and achievements

Service Indicators

· Percent of youths who were assigned a reentry case manager upon intake to placement
· Percent of youths whose reentry plans include identification of assessed and continuing service needs
· Percent of youths with assessed or continuing mental health needs who received mental health services
· Percent of youths with assessed or continuing substance use needs who received substance use services
· Percent of youths with assessed or continuing adolescent or criminogenic needs who received and completed evidence-based programming
· Percent of youths with assessed of continuing skills development needs who received and completed evidence-based curricula
· Percent of youths with assessed academic needs who received educational support and services
· Percent of youths whose education plans were in place immediately upon release or change of location
· Percent of youths whose families were referred and connected to appropriate agencies to address basic needs, reduce environmental stressors and improve parenting skills
· Percent of youths whose reentry plans include resources and strategies to address areas identified in the family assessment
· Percent of youths whose reentry plans include at least one verified long-term adult support
· Percent of youths whose reentry plans include more than one verified long-term adult support
· Percent of youths whose reentry plans include verified stable housing
· Percent of families who reported they could easily access services and supports identified the reentry plan
· Percent of families who reported that their youth was easily re-enrolled in their home school

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[18] Leffert, N., Benson, P.L., Scales, P.C., Sharma, A.R., Drake, D.R. & Blyth, D.A. (1998). Developmental assets: Measurement and prediction of risk behaviors among adolescents. *Applied Developmental Science*, 209-230.

Continuous Quality Improvement

Goal

To apply a continuous quality improvement process based on ongoing data collection and analysis of program fidelity.

Standards

1. Ensure fidelity of youths' assessment and their seamless transition to services, school and employment in the community.
2. Match youths appropriately to the program's target population.
3. Ensure staff are qualified, well-trained and well-supervised.
4. Provide appropriate treatment dosage and duration.
5. Collect and use data regularly to assess, monitor and adjust practices to adhere to the program model.

Juvenile justice agencies are operating in an era of demands for evidence-based practices and data demonstrating accountability. Continuous Quality Improvement (CQI) processes provide a framework to continually improve practices and services with the goal of achieving the best possible outcomes for youths. It provides a way to regularly assess organization performance and understand how current programs, practices and policies are impacting the quality and delivery of services and outcomes produced.[19, 20]

The increasing numbers of evaluations examining the effectiveness of juvenile justice programs and practices to reduce reoffending and improve youth outcomes has shed light on the need for research examining implementation practices to better understand the differences between what research has shown to work, and policy had prescribed, and what is actually implemented and practiced.
The reentry standards model promotes overall CQI practices.

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[19] Loeffler-Cobia, J., Deal, T. & Rackow, A. (2012). *Continuous Quality Improvement Guide for Juvenile Justice Organizations*. Harrisburg, PA: Pennsylvania Commission on Crime and Delinquency.

[20] Rudes, D. S., Lerch, J., & Taxman, F.S. (2011). Implementing a reentry framework at a correctional facility: Challenges to the culture. *Journal of Offender Rehabilitation*. 50. 467-491.

Continuous Quality Improvement Measures

Youth Outcomes and Indicators

· None

Service Indicators

· Percent of personnel administering risk-need-responsivity assessment tools who have completed the recommended training by an approved trainer for proper administration of the tool
· Percent of youths who were able to meaningfully participate in the assessment process
· Percent of assessments observed by a supervisor
· Percent of youths appropriately matched to the program's population
· Percent of caseloads/group sizes that are consistent with the model
· Percent of staff who have completed the necessary training in the model by an approved trainer and in a timely manner
· Percent of staff who have received the recommended level of supervision
· Percent of staff who have the required qualifications to implement the program
· Percent of program sessions observed by a supervisor
· Percent of youths who received the correct intensity (frequency) for the model
· Percent of youths who received the correct duration (length of program) for the model
· Percent of programs that occurred as scheduled
· Number/frequency of fidelity monitoring tools used regularly and consistently
· Number/frequency of other processes for monitoring, such as observation
· Percent of youths surveyed for feedback (annually or more frequently)
· Percent of staff surveyed for feedback
· Percent of families surveyed for feedback
· Percent of youths who achieve improved outcomes aligned with the program's purpose

Education and Employment

Goal

To develop a long-term career pathway with primary input from the youths that lays out the sequence of education, training and workforce skills they need to obtain and retain employment.

Standards

1. Ensure all youths have a clear plan for their 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.
7. Ensure all youths have access to all supports necessary to obtain and sustain employment.

Research has consistently shown poor school performance is a significant indicator of delinquency and that delinquency is a strong predictor of poor school performance.[21] Research also has shown that youths who succeed in school while incarcerated are less likely to reoffend and any involvement in the juvenile justice system from attending court hearings to incarceration disrupts learning. Being attached to a school can be a protective factor and discourage delinquent behaviors; education is a critical factor in determining the risk of reoffending.[22]

The research on justice-involved youths shows lack of employment to be one of the biggest predictors for unsuccessful reentry and access to employment and job training opportunities help youths avoid continued involvement in juvenile justice.[23]

The reentry Education and Employment goal and standards were developed based on the mounting evidence showing the benefits of appropriate, individualized education programming and services that allow for the variation in youths' needs, ages, interests and abilities. Similarly, the integrated academic and technical skills plan recognizes youths' unique skills and abilities, capitalizes on their unique talents and interests and provides a long-term framework for gaining meaningful employment and sustainable financial health.

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[21] Ramirez, S., & Harris, A. (2010). Success and failure in education and criminal justice: Identifying common mechanisms. In Penelope Peterson, Eva Baker and Barry McGaw (Ed.), International Encyclopedia of Education 3rd ed. (pp. 874-880). Oxford, U.K.: Elsevier; Academic Press.

[22] Lee, S., & Villagrana, M. (2015). Differences in risk and protective factors between crossover and non-crossover youth in juvenile justice. Children and Youth Services Review, 58, 18-27.

[23] Maseelall, A., Petteruti, A., Walsh, N., & Ziedenberg, J. (2007). Employment, Wages and Public Safety. Retrieved from http://www.justicepolicy.org/images/upload/07_10_REP_EmploymentAndPublicSafety_AC.pdf

Education and Employment Measures

Youth Outcomes and Indicators

· Percent of youths who report having a plan for their education and employment that leads to a career
· Percent of youths who report having a plan for their education and employment they believe they will follow
· Percent of youths who report their education and employment plan will help them achieve their career goals
· Percent of youths who completed the academic goals listed in their reentry plan
· Percent of youths who completed the technical education programming as identified in their reentry plan
· Percent of youths who report they were told about ways to help pay for college or technical school
· Percent of youths with demonstrated career readiness skills (measured by assessment)
· Percent of youths whose career readiness skills improved while at the program
· Percent of youths who have resumes
· Percent of youths who have had one or more job interviews
· Percent of youths who report they feel ready to get a job
· Percent of youths who report they were confident they would get a job they liked
· Percent of youths who are employed
· Percent of youths who are employed in the community
· Percent of youths who have held a job
· Percent of youths who have a job in the community they will continue after release from secure placement or post-placement supervision
· Percent of youths who have proper identification such as a driver's license or government-issued ID
· Percent of youths who have/can access their social security card
· Percent of youths with transportation
· Percent of youths who are parents who have access to day care
· Percent of youths who report they can pay their living expenses

Practice Indicators

· Percent of youths whose long-term education and employment plan included documentation of their input
· Percent of eligible youths who earned high school diploma
· Percent of eligible youths who earned a GED or equivalent
· Percent of youths who completed post-secondary courses
· Percent of youths who reported they received assistance with Pell Grants and funding for higher education
· Percent of eligible youths who earned certifications
· Percent of youths who completed employability assessments
· Average hourly wage for employed youths
· Average length of employment (overall not just at program)
· Percent of youths employed by type of job

Well-being and Health

Goal

To respond to all youths' needs and experiences to establish well-being and good health.

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.

Recent science provides insights into factors for both children and adults that are universal to our well-being and health. Well-being refers to the essential human needs for social connectedness, stability, safety, access to resources and hope. Well-being tells us about overall life satisfaction, resiliency, the quality of our relationships and realization of our potential. It indicates the presence of positive emotions, absence of negative emotions and general perceptions of quality of life.[24]

Physical health – feeling healthy and full of energy – is shown to be a key component of well-being. Physical health refers to both immediate conditions of the body, mind and heart and the understanding that healthy living is essential. It is a concept beginning to emerge in juvenile justice and is strongly supported as a holistic approach that recognizes youths' exposure to trauma and traumatic events.[25]

The reentry Well-being and Health goal and standards are based on the well-being literature in general and current practices at a small number of juvenile justice settings. They are intended to promote increasing attention to factors such as social connectedness, resiliency and hope in juvenile justice settings, concepts not historically part of services for young offenders. The standards and measures offer suggestions that expand on the traditional practices for safety and physical health and add cultivating hope and purpose alongside social competencies to continue juvenile justice's efforts to increase public safety and decrease delinquent behavior by giving youths skills, competencies and tools to succeed.

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[24] Centers for Disease Control and Prevention. (2018). *Health-Related Quality of Life: Well-being Concepts.* Retrieved from https://www.cdc.gov/hrqol/wellbeing.htm

[25] The Full Frame Initiative. (2015). *The Five Domains of Wellbeing.* Retrieved from https://fullframeinitiative.org/

Well-being and Health Measures

Youth Outcomes and Indicators

· Percent of youths who report feeling healthy
· Percent of youths who report at least one hour of physical exercise most days of the week
· Percent of youths who report they had completed a course on nutrition, exercise and making healthy choices
· Percent of youths who report eating healthy foods, getting exercise most days and maintaining a healthy weight is important to them
· Percent of youths who report they know their talents and skills
· Percent of youths who report they know how to use their leisure time appropriately
· Percent of youths who reported it was easy to be themselves
· Percent of youths who report they feel safe at home
· Percent of youths who report they feel safe right now
· Percent of youths who report they feel their lives have a purpose
· Percent of youths who report they have goals and expect to achieve them
· Percent of youths who report they feel confident they can succeed
· Percent of youths who report they will have a good life as an adult
· Percent of youths who report they value diversity (getting to know people who are different from themselves)
· Percent of youths who report people who know them would say they don't give up when things get hard for them
· Percent of youths who report that when things don't go their way, they are good at finding a way to make things better
· Percent of youths who reported they are likely to smoke tobacco, use drugs or drink alcohol when they leave
· Percent of youths who consider themselves to be good learners
· Percent of youths who like to learn or problem solve

Practice Indicators

· Percent of youths with identified physical health issues that were treated in placement and who are connected to an accessible, appropriate community service to continue treatment in the community
· Percent of youths with identified emotional health issues that were treated in placement and who are connected to an accessible, appropriate community service to continue treatment in the community
· Percent of youths with identified psychological health issues that were treated in placement and who are connected to an accessible, appropriate community service to continue treatment in the community
· Hours per week registered or licensed medical staff is available in placement
· Percent of youths who have access to medication as needed
· Percent of youths who have a primary care physician
· Percent of youths who have health insurance
· Percent of youths who have a permanent verified living arrangement
· Percent of youths who have demonstrated interpersonal skills, e.g., conflict resolution
· Percent of youths who have demonstrated mental processing skills, e.g., decision-making
· Percent of youths who have demonstrated compassion for others
· Percent of youths who have demonstrated positive self-worth

Community Connection and Contribution

Goal

To ensure youths develop long-term social connections and a sense of belonging in the community.

Standards

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.

Connection to people and communities is an essential human need. Research from the 1990s[26] showed that a relationship with at least one positive adult could be enough to prevent a youth from reoffending and the benefits of ensuring continuity of care to address needs such mental health and substance use treatment. More recent reentry initiatives are expanding the description of community connection to being mutual – giving and receiving – to address the human need for belonging. When youths are connected to prosocial adults and peers they find reasons to invest in societal norms. When youths connect to the wider community through experiences and opportunities to contribute and participate they learn they have value and experience the feeling of belonging.[27, 28]

However, while juvenile justice research makes clear the importance of youths socializing with prosocial peers instead of negative peers to prevent recidivism, the more common practice emerging in the field is to teach youths the strategies, skills and tools to deal with the negative peers.[29] For most youths, they get a sense of belonging from their old friends or youths in their neighborhoods and lack opportunities to meet "new" prosocial peers.

The reentry Community Connection and Contribution goal and standards are grounded in developmental and social research showing connection and relationships are critical to a youth's growth, learning and thriving and designed to make addressing youths' needs for connection and sense of belonging a priority in juvenile justice.

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[26] Center for Research on Health Care (CRHC) Data Center. (n.d.). *Pathways to Desistance*. Retrieved from http://www.pathwaysstudy.pitt.edu/

[27] Jacobi, T. (2008). Writing for change: Engaging juveniles through alternative literacy education. *Journal of Correctional Education*. 59(2). 71-93.

[28] Center for Promise (2015). *Don't quit on me: What young people who left school say about the power of relationships*. Washington, DC: America's Promise Alliance.

[29] Casarjian, B., & Casarjian, C. (2003). *Power Source: Taking Charge of Your Life*. Boston, MA: Lionheart Press.

Community Connection and Contribution Measures

Youth Outcomes and Indicators

· Percent of youths who report there is at least one adult in their life, other than their case worker or paid professional, who they can go to for advice or emotional support
· Percent of youths who report having people in their neighborhood who care about them
· Percent of youths who report they can identify one or more prosocial adults who they talk to for help solving problems
· Percent of youths who report they have one or more prosocial adult they look forward to spending time with
· Percent of youths who report their family encourages them to do well
· Percent of youths who report most of their friends do well in school
· Percent of youths who report most of their friends do not carry a weapon
· Percent of youths who report most of their friends do not use drugs/alcohol
· Percent of youths who reported they had completed a gang/negative peer prevention class/curriculum/program
· Percent of youths who report they knew how to stay out of trouble when pressured from negative peers to engage in negative behavior
· Percent of youths who report they were confident they would not join/rejoin a gang
· Percent of youths who report having the skills to avoid getting into trouble again
· Percent of youths eligible for voter registration who have registered to vote
· Percent of youths who report participating in political events, community organizing, national or local civic work
· Percent of youths who report participating in politics, volunteer work or national or local civic work was important to them
· Percent of youths who report having attended a special event in the community
· Percent of youths who report that helping other people was important to them
· Percent of youths who report having done volunteer work that made them feel proud that they could contribute to the community
· Percent of youths who report they were given chances to make their neighborhood a better place

Practice Indicators

· Percent of youths whose reentry plans have identified one or more prosocial adult they will go to for problem-solving
· Percent of youths who are engaged with prosocial peers
· Percent of youths who participated in activities in the community led by community organizations and/or agencies

Implementation Strategy

PbS recommends an incremental strategy for implementation of this project to allow for the broadest diffusion and simplest adoption for the variety of agencies and locations responsible for reentry services. The standards and measures provide agencies with accurate, standardized and comprehensive pictures of the skills, competencies, perceptions, values, experiences, knowledge, relationships and resources the youths have with them, in a metaphorical backpack, to help them with reentry. The data will assess what is working and what needs to be improved so youths leave with the best chances for successful lives.
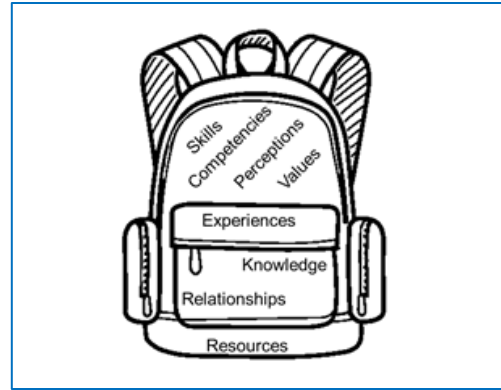
The data will be available at two points – leaving secure placement and at the end of post-placement supervision – providing different agencies and locations with specific information about their impact on the youths rather than the impact of an entire system (e.g., recidivism). Comparing the data at both points will help state-level decision-makers better understand how the system components collaborate, the strengths and weaknesses of the various locations and services and how to use timely short-term data to adjust and reform practices to achieve long-term goals of reduced reoffending and positive youth outcomes.

The field has been working for the last decade or so to shift the measures describing juvenile justice effectiveness from relying on recidivism – a measure of failure – to include positive outcomes for youths. Recidivism is the measure most often used, however it has many limitations and provides little helpful information about effectiveness of individual agencies, facilities or programs. Recidivism reflects both an individual's behavior and the system's response. For example, when defined as rearrest, may be a better indicator of the intensity of surveillance in an area than an individual's behavior.

Looking at youth outcomes and indicators and practice indicators at release from secure placement and from post-placement supervision will allow juvenile justice agencies to better understand youths' experiences and preparation for reentry in a standardized format that will allow for comparison over time. Reviewing and reporting the same data at these two times also will highlight how different agencies coordinate to provide a continuum of care, a key to successful reentry and will be a more accurate reflection of each agencies' performance than relying on recidivism only, because recidivism measures generally do not distinguish between system components.

How the data is analyzed and presented is key to implementation because done well, the information easily shows the value of collecting reentry data and using national research-based standards. For example:

- Monthly reports at the program or facility level can be examined for continuous improvements, decision-making, practice and policy changes;

- Annual or bi-annual reports at the state or agency level can be used monitor services' effectiveness and cost effectiveness, identify gaps in services and interventions;

- Annual reports at the state or national level to hold us all accountable for ensuring reentry services for youths whose offenses led to placement meet the goals of preventing continued delinquency and promoting positive development; and

- Additional publication of research, trend reports and case studies to increase understanding of what works in reentry services for youths leaving placement and add to the growing library of information about effective juvenile justice practices.

The implementation strategy is based on the work of this project to date as well as PbS's 25 years of experience working across the country to collect, analyze and report performance data related to national standards. PbS provides correction, detention, assessment and community residential programs with a comprehensive set of standards and measures to monitor and improve conditions of confinement and quality of life. Over time, facilities have used the data as a continuous self-improvement tool to integrate research-based practices and services that seemed out-of-reach in 1995.

PbS offers five recommendations for implementation of the reentry standards model. The recommendation recognize the need to balance the size and scope of the standards and measures with challenges of implementation across different agencies and variety of data capacity within agencies. Additionally, PbS is mindful of the service providers' dedication to spending their time with the youths, not doing a lot of data collection. Some are steps that can be taken quickly and administratively, others require more time and support. The recommendations recognize the difficulties ahead for data collection and reporting. This is especially important because adoption of the standards and measures is voluntary, will likely be perceived as asking agencies to do more with no additional funding and there is a wide variation in data collection and technology capacity. The recommendations focus on ways to show the value of the standards and get "buy-in" needed to adopt the standards and allows for incremental adoption – just as there is no requirement to adopt the standards, there is no penalty for incomplete data. However, the reentry standards and measures can only improve reentry outcomes, be valuable to the field and meet OJJDP's stated objectives if implementation is supported. We strongly urge OJJDP to consider the recommendations below.

Recommendations for Next Steps
Develop, field test and implement reentry surveys for families and staff.

Administrative data is collected by all programs and often for various purposes not limited to reporting for agency oversight and securing funding. Administrative data provides specific

information about services provided, who received them and how frequently the services were received. This data is limited because it does not allow a platform for the perceptions of those administering or receiving the services. Limitations during the project did not allow for the development of staff or family surveys to supplement the administrative data from additional perspectives.

We recommend that additional surveys be developed for staff and families to further paint the picture of how well the services and programs provided are delivered and received. Surveying staff and families also provides them a forum to express their feelings, voice concerns and become a part of the process of providing quality and effective reentry services.

Launch a Demonstration Project to implement the reentry standards and measures in selected jurisdictions and develop implementation tools, training and case studies to promote integration of the standards and measures in juvenile justice agencies.

OJJDP launched the reentry standards project to set research-based, aspirational guidelines for juvenile justice agencies and to identify measures to assess how well the most recent juvenile justice information about reentry services is being implemented in current practices. The standards are ambitious and designed to encourage continuous self-improvement. Many of the standards and measures recommended to assess and monitor reentry services will require a paradigm shift for juvenile justice agencies and time to achieve. PbS recommends support for a multi-year demonstration project that would work intensively with selected sites to implement the comprehensive standards and improvement reentry model, identify the effective approaches at the varied agencies and locations involved in reentry and the training, coaching and tools needed to sustain implementation. Each site selected will serve as leaders to encourage and support additional sites and gradually help expand the impact to all 50 states and the District of Columbia.

OJJDP held the same expectations for the then-aspirational and challenging PbS standards in 1995 and now, more than two decades later, the then-innovative approaches are now part of daily operations: screening for suicide, mental health and trauma, use of validated assessments, flexible family visitation policies and connecting youths to community agencies and supports before they leave. Much of the success sustaining PbS's continuous improvement model across the country is due to OJJDP's support beyond the original 18 months of development and field testing phases to be a national demonstration program. That implementation support resulted in PbS being selected as a winner of the 2004 Innovations in American Government Award from the Harvard University, the only OJJDP or Department of Justice program to do so, and allowed PbS to transition from a federally funded project to a fee-for-service, self-sustaining program.

We recommend that OJJDP similarly support a multi-year demonstration project to provide assistance as agencies adopt the reentry standards and continuous improvement model and allow for the development of training, technical assistance tools, technological solutions, coaching strategies, case

study examples and creating a learning community and other innovative resources to deepen and expand implementation.

Continue to support improvements to reentry programs' capacity to collect, analyze and report data.

The ability to collect, analyze and report reentry data varies widely across the country and within jurisdictions. Field testing found a range of data collection and reporting capacity: a few sophisticated state agency electronic youth-level data systems that included data from community providers and/or courts to many small, community providers struggling with paper files and forms. Most agencies visited said they have or have access to the data identified in the reentry standards measures but there were many others who reported the data did not exist or wasn't collected. Data collection and reporting must be made as easy as possible to engage agencies in implementing the standards and measures.

We recommend a two-pronged approach to address data collection issues:

1. Continue to support improvements to reentry programs' capacity to collect, analyze and report data through training and technical assistance and expand the current funding beyond Second Chance Act grantees; and

2. Convene a group of data, technology and management information system leaders and experts to assess the different system structures and opportunities with technology service providers to support agencies in the collection and reporting of the reentry standards data (as well as other national data collection efforts).

Supporting capacity is important because implementation of this work is voluntary. Agencies interested in improving reentry outcomes can serve as catalysts and will encourage other agencies to join the work. For PbS the community of volunteer participants has become a powerful network of professionals sharing resources, ideas and continually motivating each other to produce the best outcomes.

Additionally, developing a strategy and tool to ease data collection will be essential to engage both large, state agencies with robust data systems and small, private agencies with minimal access to data, as well as standardize data across different system components such as state correction agencies and county probation/ parole departments.

Develop a coaching program to guide leadership at all levels in using the reentry standards and measures.

The value and effectiveness of on-going coaching is emerging from research and is one of the lessons learned in PbS's 25 years of operations. The coach provides support and promotes best practices, continues and reinforces the lessons of trainings, provides a 24/7 resource for questions and expert advice on juvenile justice practices, verifies data accuracy and offers an external perspective on agency

performance. Given frequent leadership changes at juvenile justice agencies and staffing turnover at the facility and program level, the coach becomes the consistent presence who helps keep reforms and initiatives on track and promotes data informed decisions. Coaches will help leaders, program and community staff analyze data and identify areas that need changes as well as successes that need to be recognized and celebrated.

We recommend the development of a national coaching program with the goals of creating a team of experts to serve as resources to guide implementation of the reentry standards and measures. The coaches can develop a peer-led training to build capacity for internal coaching within agencies that can be easily sustained.

Align existing and new reporting requirements with the reentry standards and measures.

One of OJJDP's purposes for funding the development of reentry measurement standards was to begin to collect uniform data on the effectiveness of its reentry grant initiatives and monitor compliance with funding expectations. Data on reentry programs and services exists and pilot testing confirmed agencies collect or have access to it.

We recommend that OJJDP include the reentry standards and measures as reporting requirements in existing projects as possible, in all new grant awards and for legislatively mandated data requirements. Not only will it help OJJDP to monitor awards, but it will establish nationally understood data elements and definitions for a more unified understanding of reentry services.

Appendix

Appendix A: References for Literature Review

Appendix B: References for Published Documents in Field Scan

Appendix C: References for Targeted Practices

Appendix D: Results of the Literature Review and Field Scan by Practice

Appendix E: Results of the Literature Review and Field Scan by Classification

Appendix F: Youth Reentry Survey

Appendix G: Reentry Data Elements

Appendix A: References for Literature Review

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Appendix D: Results of the Literature Review and Field Scan by Practice

Literature Review Findings

Domain	Strong	Some	Limited/no	Total
Assessment	4	4	3	11
Case Management	7	1	2	10
Collaboration	2	8	2	12
Community Connection and Contribution	3	5	5	13
Cost Effectiveness	6			6
Educational Achievement	9	3	7	19
Family and Social Supports	7	5	6	18
Gainful Employment	3	3	4	10
Implementation	7	1	5	13
Reduced Reoffending	9			9
Well-being and Health	4	2	7	13
Total	**61**	**32**	**41**	**134**

Field Scan Findings

Domain	High	Some	Little/no	Total
Assessment	2	9		11
Case Management	1	9		10
Collaboration		9	3	12
Community Connection and Contribution		5	8	13
Cost Effectiveness	1	5		6
Educational Achievement	14	5		19
Family and Social Supports	1	17		18
Gainful Employment	2	7	1	10
Implementation	3	6	4	13
Reduced Reoffending		8	1	9
Well-being and Health		13		13
Total	**24**	**93**	**17**	**134**

Literature Review Findings by Domain
Assessment
Strong
Assessments are completed using empirically-validated tool(s) by trained staff
Assessments identify and divert youths better served by other agencies (e.g. mental health, substance use, developmentally delayed)
Data on youths assessed/ completed assessments is collected, reported and analyzed
Individualized assessments are guided by the risk/ needs/ responsivity framework and guide treatment plan
Some
Assessment data linked to needs/ placement/ supervision/ services (from matrix)
Assessment(s) results help guide and are included in treatment plan
Matrix matching youths' individual strengths/ needs to placement/ supervision/ services
Reassessment
Limited/no
Primary causes of delinquency identified, reflected in treatment plan
QA/QI process
Staff training
Case Management
Strong
Assessments, case history and collateral contacts used to design treatment plan that identifies aftercare service needs, interventions and treatment goals
Case management coordinated by single assigned case worker/manager
Case worker/ manager assigned as soon as in placement/ under supervision
Case worker/ manager facilitiates, coordinates and ensures follow through on referrals and acceptances to community programs, counseling, school placement
Case worker/ manager regularly available to youth and family and coordinates all aspects of programming including home visits, furloughs
Data used to monitor youth outcomes: education, employment, well-being, family, community and reoffending
Discharge data collected, reported and analyzed
Some
Treatment plan includes transition plan, progressively increasing youths' freedom and responsibility; incorporates family and community, meaningful incentive, enforceable graduated sanctions
Limited/no
Progress, plan goals and progress are reviewed monthly with multi-disciplinary team, youth, family and other involved agencies
Treatment plan completed by team at initial staffing/ within 30 days of placement
Collaboration
Strong
Blended funding (Medicaid, Title IVE waiver) to access services
Data-sharing
Some
Agencies identified shared action plans/ coordinated approach
Agencies identified shared goals and plan detailing responsibilities and deadlines
Agencies identified shared indicators for success

Comprehensive team (mental health, education, substance use, child welfare, Medicaid, police, etc.)
Cross-system training
Cross-systems protocols
Formal, ongoing structure exists among youth-serving agencies
Shared indicators used to guide plans, improvements
Limited/no
Plans reflect collaboration by child-serving agencies
Volunteers, private agencies participate and contribute to programming

Community Connection and Contribution

Strong
Strong ties to positive peers are identified and developed
Victim conferences, mediation with trained professionals is completed
Youths engage in mentoring
Some
Community service is completed
Restitution is completed
Staff are connected to the community; represent the communities the youths come from
Youths engage in prosocial leisure activities (e.g. sports, art/ music class)
Youths engage in volunteering
Limited/no
Civic responsibilities (e.g. vote) are demonstrated
Staff seek new connections and opportunities for youths
Youths engage in leadership/ participation in organized group (e.g. club, sports team)
Youths engage in responsible living (e.g. recycle, global citizenship activities)
Youths' interests and talents are identified and incorporated in treatment plan, individual and group activities

Cost Effectiveness

Strong
Collect, report and analyze data on annual program costs
Collect, report and analyze data on cost per youth
Collect, report and analyze data on number of youths served
Collect, report and analyze data on program/ treatment duration per youth
Collect, report and analyze data on youth outcomes: education, employment, well-being, family, community and reoffending
Collect, report and analyze data on youths risk levels

Educational Achievement

Strong
Career/ technical education offered
Career/ technical education tools offered
Collect and use data to monitor academic progress
Educational assessment of youths competencies, needs and learning style
High school diploma and GED programs
Post-secondary courses
Programs for different learning styles (e.g. visual, auditory, kinesthetic)
Provide/ address special education needs
Vocational certifications

Some
Academic credit/ credit recovery
Apprenticeships
Collaboration with community education agency and individual youth's local school district (e.g. for substance use and health curriculums)
Limited/no
Adhere to the same curriculum as the community or federal/ state guidelines for public schools
Dedicated education budget
Liaison position for reenrollment
Professional staff development
Qualified staff
Virtual/ distance learning programs
Year-round academic classes
Family and Social Supports
Strong
Data on FSS perceptions of services and inclusion of family
Family support services, including counseling
Family-youth counseling
Flexible hours for frequent phone contact and teleconferencing
Flexible visiting hours and inclusive list of allowed visitors (siblings, positive friends, own children)
FSS engaged in treatment and reenry planning (e.g. part of the treatment team)
Use of evidence-based/ supported services (e.g. FFT, MST, MDFT)
Some
Family finding, ongoing contact maintained by case manager
Family members and social supports (FSS) identified by soliciting information from youths, family members, social supports
FSS strengths/ needs are assessed
Parenting skills for youths with children
Staff training on FSS
Limited/no
Family Council/ advocates
Family handbooks, orientation on rules and rights
FSS invited to events
Home visits allowed, furlough program
Tours given to FSS
Two-way communication: facility to family, family to facility
Gainful Employment
Strong
Career, technical education
Data on employment time (e.g. types, numbers of kids, hours)
Data on income and wages
Some
Apprenticeships
Facilitate connections to employers
Job readiness assessment and skill development

Limited/no
Certification programs
Develop additional employment opportunities as needed
Professional development services
Support employment (e.g. transportation)
Implementation
Strong
Cultural competence
Data is collected, reported and analyzed about youths' improvement/ corrective action plans and monitored for problems and achievements
Data is collected, reported and analyzed on successful discharges
Data reported regularly (e.g. monthly, quarterly, annually as appropriate)
Electronic data used
Graduated responses
Program purpose/ approach based on research
Some
New resources, linkages and supports are developed as needed
Limited/no
Analysis of case matching identifies gaps between services and needs on an ongoing basis
QA/QI process; QA/QI tools; audits
Racial fairness
Staff training and support
Youth-community interactions and involvement facilitated
Reduced Reoffending
Strong
Data can be sorted by offense type; separate status offenses, technical violations
Data can be sorted by risk level (initial), risk level prior to release
Data can be sorted by supervision level
Data includes demographics
Data is collected, reported and analyzed about service quality/ implementation
Data is collected, reported and analyzed on the service matching based on risk/ needs assessment (dosage, duration)
Data sets length of follow up
Reoffending measurement data identifies the specific population to be measured (e.g. youths leaving facilities, first-time offenders)
The "act" defining reoffending is adjudication at minimum; may include placement in both juvenile and adult systems
Well-being and Health
Strong
Available, meaningful family and social connections are identified, facilitated and encouraged
Data is collected, reported and analyzed about youths' feelings/ perception of individual physical, emotional safety
Physical fitness programs promoted
Substance use/ addiction issues are identified and addressed
Some
Prosocial leisure activities (e.g. sports, art/music class) are facilitated and encouraged

Resources are identified in treatment plan are accessible
Limited/no
Agreements for emergency physical and behavioral health services; in- and out-patient
Medicaid, SSI benefits (and other related)
Mental/ behavioral health policies ensure easy and timely access to mental/ behavioral health practitioners
Physical and dental health policies ensure easy and timely access to physical health practitioners
Preventive health care services (e.g. HIV counseling/ testing, nutrition and diet, pregnancy prevention)
Services include mastery of life skills, job readiness, parenting, major life domains
Youths have stable housing, transportation available

Field Scan Findings by Domain

Assessment

High

- Individualized assessments are guided by the risk/ needs/ responsivity framework and guide treatment plan
- Matrix matching youths' individual strengths/ needs to placement/ supervision/ services

Some

- Assessment data linked to needs/ placement/ supervision/ services (from matrix)
- Assessment(s) results help guide and are included in treatment plan
- Assessments are completed using empirically-validated tool(s) by trained staff
- Assessments identify and divert youths better served by other agencies (e.g. mental health, substance use, developmentally delayed)
- Data on youths assessed/ completed assessments is collected, reported and analyzed
- Primary causes of delinquency identified, reflected in treatment plan
- QA/QI process
- Reassessment
- Staff training

Case Management

High

- Assessments, case history and collateral contacts used to design treatment plan that identifies aftercare service needs, interventions and treatment goals

Some

- Case management coordinated by single assigned case worker/manager
- Case worker/ manager assigned as soon as in placement/ under supervision
- Case worker/ manager facilitates, coordinates and ensures follow through on referrals and acceptances to community programs, counseling, school placement
- Case worker/ manager regularly available to youth and family and coordinates all aspects of programming including home visits, furloughs
- Data used to monitor youth outcomes: education, employment, well-being, family, community and reoffending
- Discharge data collected, reported and analyzed
- Progress, plan goals and progress are reviewed monthly with multi-disciplinary team, youth, family and other involved agencies
- Treatment plan completed by team at initial staffing/ within 30 days of placement
- Treatment plan includes transition plan, progressively increasing youths' freedom and responsibility; incorporates family and community, meaningful incentive, enforceable graduated sanctions

Collaboration

Some

- Agencies identified shared action plans/ coordinated approach
- Agencies identified shared goals and plan detailing responsibilities and deadlines
- Agencies identified shared indicators for success
- Comprehensive team (mental health, education, substance use, child welfare, Medicaid, police, etc.)
- Cross-system training
- Cross-systems protocols
- Data-sharing
- Formal, ongoing structure exists among youth-serving agencies

Volunteers, private agencies participate and contribute to programming
Little/no
Blended funding (Medicaid, Title IVE waiver) to access services
Plans reflect collaboration by child-serving agencies
Shared indicators used to guide plans, improvements

Community Connection and Contribution

Some
Community service is completed
Restitution is completed
Staff are connected to the community; represent the communities the youths come from
Youths engage in prosocial leisure activities (e.g. sports, art/ music class)
Youths engage in volunteering
Little/no
Civic responsibilities (e.g. vote) are demonstrated
Staff seek new connections and opportunities for youths
Strong ties to positive peers are identified and developed
Victim conferences, mediation with trained professionals is completed
Youths engage in leadership/ participation in organized group (e.g. club, sports team)
Youths engage in mentoring
Youths engage in responsible living (e.g. recycle, global citizenship activities)
Youths' interests and talents are identified and incorporated in treatment plan, individual and group activities

Cost Effectiveness

High
Collect, report and analyze data on cost per youth
Some
Collect, report and analyze data on annual program costs
Collect, report and analyze data on number of youths served
Collect, report and analyze data on program/ treatment duration per youth
Collect, report and analyze data on youth outcomes: education, employment, well-being, family, community and reoffending
Collect, report and analyze data on youths risk levels

Educational Achievement

High
Academic credit/ credit recovery
Adhere to the same curriculum as the community or federal/ state guidelines for public schools
Career/ technical education offered
Career/ technical education tools offered
Collaboration with community education agency and individual youth's local school district (e.g. for substance use and health curriculums)
Collect and use data to monitor academic progress
Educational assessment of youths competencies, needs and learning style
High school diploma and GED programs
Post-secondary courses
Professional staff development
Provide/ address special education needs

Qualified staff
Vocational certifications
Year-round academic classes
Some
Apprenticeships
Dedicated education budget
Liaison position for reenrollment
Programs for different learning styles (e.g. visual, auditory, kinesthetic)
Virtual/ distance learning programs
Family and Social Supports
High
FSS engaged in treatment and reenry planning (e.g. part of the treatment team)
Some
Data on FSS perceptions of services and inclusion of family
Family Council/ advocates
Family finding, ongoing contact maintained by case manager
Family handbooks, orientation on rules and rights
Family members and social supports (FSS) identified by soliciting information from youths, family members, social supports
Family support services, including counseling
Family-youth counseling
Flexible hours for frequent phone contact and teleconferencing
Flexible visiting hours and inclusive list of allowed visitors (siblings, positive friends, own children)
FSS invited to events
FSS strengths/ needs are assessed
Home visits allowed, furlough program
Parenting skills for youths with children
Staff training on FSS
Tours given to FSS
Two-way communication: facility to family, family to facility
Use of evidence-based/ supported services (e.g. FFT, MST, MDFT)
Gainful Employment
High
Career, technical education
Job readiness assessment and skill development
Some
Apprenticeships
Certification programs
Data on employment time (e.g. types, numbers of kids, hours)
Develop additional employment opportunities as needed
Facilitate connections to employers
Professional development services
Support employment (e.g. transportation)
Little/no
Data on income and wages
Implementation

High
Data reported regularly (e.g. monthly, quarterly, annually as appropriate)
Electronic data used
QA/QI process; QA/QI tools; audits
Some
Analysis of case matching identifies gaps between services and needs on an ongoing basis
Data is collected, reported and analyzed about youths' improvement/ corrective action plans and monitored for problems and achievements
Data is collected, reported and analyzed on successful discharges
Program purpose/ approach based on research
Staff training and support
Youth-community interactions and involvement facilitated
Little/no
Cultural competence *(late addition, not searched)*
Graduated responses
New resources, linkages and supports are developed as needed
Racial fairness *(late addition, not searched)*
Reduced Reoffending
Some
Data can be sorted by offense type; separate status offenses, technical violations
Data can be sorted by risk level (initial), risk level prior to release
Data includes demographics
Data is collected, reported and analyzed about service quality/ implementation
Data is collected, reported and analyzed on the service matching based on risk/ needs assessment (dosage, duration)
Data sets length of follow up
Reoffending measurement data identifies the specific population to be measured (e.g. youths leaving facilities, first-time offenders)
The "act" defining reoffending is adjudication at minimum; may include placement in both juvenile and adult systems
Little/no
Data can be sorted by supervision level
Well-being and Health
Some
Agreements for emergency physical and behavioral health services; in- and out-patient
Available, meaningful family and social connections are identified, facilitated and encouraged
Data is collected, reported and analyzed about youths' feelings/ perception of individual physical, emotional safety
Medicaid, SSI benefits (and other related)
Mental/ behavioral health policies ensure easy and timely access to mental/ behavioral health practitioners
Physical and dental health policies ensure easy and timely access to physical health practitioners
Physical fitness programs promoted
Preventive health care services (e.g. HIV counseling/ testing, nutrition and diet, pregnancy prevention)

Prosocial leisure activities (e.g. sports, art/music class) are facilitated and encouraged
Resources are identified in treatment plan are accessible
Services include mastery of life skills, job readiness, parenting, major life domains
Substance use/ addiction issues are identified and addressed
Youths have stable housing, transportation available

Appendix E: Results of the Literature Review and Field Scan by Classification

Type	Domain	Practice	Literature Review	Field Scan	Group
Process	Assessment	Assessments identify and divert youths better served by other agencies (e.g. mental health, substance use, developmentally delayed)	Strong	Some	A
Process	Assessment	Matrix matching youths' individual strengths/ needs to placement/ supervision/ services	Some	High	A
Process	Assessment	Individualized assessments are guided by the risk/ needs/ responsivity framework and guide treatment plan	Strong	High	A
Process	Assessment	Assessments are completed using empirically-validated tool(s) by trained staff	Strong	Some	A
Process	Assessment	Data on youths assessed/ completed assessments is collected, reported and analyzed	Strong	Some	A
Process	Assessment	Reassessment	Some	Some	B
Process	Assessment	Assessment data linked to needs/ placement/ supervision/ services (from matrix)	Some	Some	B
Process	Assessment	Assessment(s) results help guide and are included in treatment plan	Some	Some	B
Process	Assessment	Primary causes of delinquency identified, reflected in treatment plan	Limited/no	Some	C
Process	Assessment	QA/QI process	Limited/no	Some	C
Process	Assessment	Staff training	Limited/no	Some	C
Process	Case Management	Assessments, case history and collateral contacts used to design treatment plan that identifies aftercare service needs, interventions and treatment goals	Strong	High	A
Process	Case Management	Case management coordinated by single assigned case worker/manager	Strong	Some	A
Process	Case Management	Case worker/ manager assigned as soon as in placement/ under supervision	Strong	Some	A
Process	Case Management	Case worker/ manager facilitiates, coordinates and ensures follow through on referrals and acceptances to community programs, counseling, school placement	Strong	Some	A
Process	Case Management	Case worker/ manager regularly available to youth and family and coordinates all aspects of programming including home visits, furloughs	Strong	Some	A
Process	Case Management	Data used to monitor youth outcomes: education, employment, well-being, family, community and reoffending	Strong	Some	A
Process	Case Management	Discharge data collected, reported and analyzed	Strong	Some	A
Process	Case Management	Treatment plan includes transition plan, progressively increasing youths' freedom and responsibility; incorporates family and community, meaningful incentive, enforceable graduated sanctions	Some	Some	B
Process	Case Management	Progress, plan goals and progress are reviewed monthly with multi-disciplinary team, youth, family and other involved agencies	Limited/no	Some	C
Process	Case Management	Treatment plan completed by team at initial staffing/ within 30 days of placement	Limited/no	Some	C
Process	Collaboration	Blended funding (Medicaid, Title IVE waiver) to access services	Strong	Little/no	A

Process	Collaboration	Data-sharing	Strong	Some	A
Process	Collaboration	Shared indicators used to guide plans, improvements	Some	Little/no	B
Process	Collaboration	Agencies identified shared action plans/ coordinated approach	Some	Some	B
Process	Collaboration	Agencies identified shared goals and plan detailing responsibilities and deadlines	Some	Some	B
Process	Collaboration	Agencies identified shared indicators for success	Some	Some	B
Process	Collaboration	Comprehensive team (mental health, education, substance use, child welfare, Medicaid, police, etc.)	Some	Some	B
Process	Collaboration	Cross-system training	Some	Some	B
Process	Collaboration	Cross-systems protocols	Some	Some	B
Process	Collaboration	Formal, ongoing structure exists among youth-serving agencies	Some	Some	B
Process	Collaboration	Volunteers, private agencies participate and contribute to programming	Limited/no	Some	C
Process	Collaboration	Plans reflect collaboration by child-serving agencies	Limited/no	Little/no	C
Youth	Community Connection and Contribution	Strong ties to positive peers are identified and developed	Strong	Little/no	A
Youth	Community Connection and Contribution	Victim conferences, mediation with trained professionals is completed	Strong	Little/no	A
Youth	Community Connection and Contribution	Youths engage in mentoring	Strong	Little/no	A
Youth	Community Connection and Contribution	Community service is completed	Some	Some	B
Youth	Community Connection and Contribution	Restitution is completed	Some	Some	B
Youth	Community Connection and Contribution	Staff are connected to the community; represent the communities the youths come from	Some	Some	B
Youth	Community Connection and Contribution	Youths engage in prosocial leisure activities (e.g. sports, art/ music class)	Some	Some	B
Youth	Community Connection and Contribution	Youths engage in volunteering	Some	Some	B
Youth	Community Connection and Contribution	Civic responsibilities (e.g. vote) are demonstrated	Limited/no	Little/no	C
Youth	Community Connection and Contribution	Staff seek new connections and opportunities for youths	Limited/no	Little/no	C
Youth	Community Connection and Contribution	Youths engage in leadership/ participation in organized group (e.g. club, sports team)	Limited/no	Little/no	C

Youth	Community Connection and Contribution	Youths engage in responsible living (e.g. recycle, global citizenship activities)	Limited/no	Little/no	C
Youth	Community Connection and Contribution	Youths' interests and talents are identified and incorporated in treatment plan, individual and group activities	Limited/no	Little/no	C
Process	Cost Effectiveness	Collect, report and analyze data on cost per youth	Strong	High	A
Process	Cost Effectiveness	Collect, report and analyze data on annual program costs	Strong	Some	A
Process	Cost Effectiveness	Collect, report and analyze data on number of youths served	Strong	Some	A
Process	Cost Effectiveness	Collect, report and analyze data on program/ treatment duration per youth	Strong	Some	A
Process	Cost Effectiveness	Collect, report and analyze data on youth outcomes: education, employment, well-being, family, community and reoffending	Strong	Some	A
Process	Cost Effectiveness	Collect, report and analyze data on youths risk levels	Strong	Some	A
Youth	Educational Achievement	Career/ technical education offered	Strong	High	A
Youth	Educational Achievement	Career/ technical education tools offered	Strong	High	A
Youth	Educational Achievement	Collect and use data to monitor academic progress	Strong	High	A
Youth	Educational Achievement	Educational assessment of youths competencies, needs and learning style	Strong	High	A
Youth	Educational Achievement	High school diploma and GED programs	Strong	High	A
Youth	Educational Achievement	Post-secondary courses	Strong	High	A
Youth	Educational Achievement	Provide/ address special education needs	Strong	High	A
Youth	Educational Achievement	Vocational certifications	Strong	High	A
Youth	Educational Achievement	Programs for different learning styles (e.g. visual, auditory, kinesthetic)	Strong	Some	A
Youth	Educational Achievement	Collaboration with community education agency and individual youth's local school district (e.g. for substance use and health curriculums)	Some	High	A
Youth	Educational Achievement	Apprenticeships	Some	Some	B
Youth	Educational Achievement	Academic credit/ credit recovery	Some	High	A
Youth	Educational Achievement	Adhere to the same curriculum as the community or federal/ state guidelines for public schools	Limited/no	High	B
Youth	Educational Achievement	Professional staff development	Limited/no	High	B
Youth	Educational Achievement	Qualified staff	Limited/no	High	B
Youth	Educational Achievement	Year-round academic classes	Limited/no	High	B
Youth	Educational Achievement	Dedicated education budget	Limited/no	Some	C

Youth	Educational Achievement	Liaison position for reenrollment	Limited/no	Some	C
Youth	Educational Achievement	Virtual/ distance learning programs	Limited/no	Some	C
Youth	Family and Social Supports	FSS engaged in treatment and reenry planning (e.g. part of the treatment team)	Strong	High	A
Youth	Family and Social Supports	Data on FSS perceptions of services and inclusion of family	Strong	Some	A
Youth	Family and Social Supports	Family support services, including counseling	Strong	Some	A
Youth	Family and Social Supports	Flexible hours for frequent phone contact and teleconferencing	Strong	Some	A
Youth	Family and Social Supports	Flexible visiting hours and inclusive list of allowed visitors (siblings, positive friends, own children)	Strong	Some	A
Youth	Family and Social Supports	Use of evidence-based/ supported services (e.g. FFT, MST, MDFT)	Strong	Some	A
Youth	Family and Social Supports	Family members and social supports (FSS) identified by soliciting information from youths, family members, social supports	Some	Some	B
Youth	Family and Social Supports	Parenting skills for youths with children	Some	Some	B
Youth	Family and Social Supports	Staff training on FSS	Some	Some	B
Youth	Family and Social Supports	Family finding, ongoing contact maintained by case manager	Some	Some	B
Youth	Family and Social Supports	FSS strengths/ needs are assessed	Some	Some	B
Youth	Family and Social Supports	Family Council/ advocates	Limited/no	Some	C
Youth	Family and Social Supports	FSS invited to events	Limited/no	Some	C
Youth	Family and Social Supports	Home visits allowed, furlough program	Limited/no	Some	C
Youth	Family and Social Supports	Tours given to FSS	Limited/no	Some	C
Youth	Family and Social Supports	Family handbooks, orientation on rules and rights	Limited/no	Some	C
Youth	Family and Social Supports	Family-youth counseling	Strong	Some	A
Youth	Family and Social Supports	Two-way communication: facility to family, family to facility	Limited/no	Some	C
Youth	Gainful Employment	Career, technical education	Strong	High	A
Youth	Gainful Employment	Data on income and wages	Strong	Little/no	A
Youth	Gainful Employment	Data on employment time (e.g. types, numbers of kids, hours)	Strong	Some	A
Youth	Gainful Employment	Job readiness assessment and skill development	Some	High	A
Youth	Gainful Employment	Apprenticeships	Some	Some	B
Youth	Gainful Employment	Facilitate connections to employers	Some	Some	B
Youth	Gainful Employment	Certification programs	Limited/no	Some	C

Youth	Gainful Employment	Develop additional employment opportunities as needed	Limited/no	Some	C
Youth	Gainful Employment	Support employment (e.g. transportation)	Limited/no	Some	C
Youth	Gainful Employment	Professional development services	Limited/no	Some	C
Youth	Implementation	Data reported regularly (e.g. monthly, quarterly, annually as appropriate)	Strong	High	A
Youth	Implementation	Electronic data used	Strong	High	A
Process	Implementation	Cultural competence	Strong	Little/no	A
Process	Implementation	Graduated responses	Strong	Little/no	A
Process	Implementation	Data is collected, reported and analyzed about youths' improvement/ corrective action plans and monitored for problems and achievements	Strong	Some	A
Process	Implementation	Data is collected, reported and analyzed on successful discharges	Strong	Some	A
Process	Implementation	Program purpose/ approach based on research	Strong	Some	A
Process	Implementation	New resources, linkages and supports are developed as needed	Some	Little/no	B
Youth	Implementation	QA/QI process; QA/QI tools; audits	Limited/no	High	B
Process	Implementation	Racial fairness	Limited/no	Little/no	C
Process	Implementation	Staff training and support	Limited/no	Some	C
Process	Implementation	Analysis of case matching identifies gaps between services and needs on an ongoing basis	Limited/no	Some	C
Process	Implementation	Youth-community interactions and involvement facilitated	Limited/no	Some	C
Youth	Reduced Reoffending	Data can be sorted by supervision level	Strong	Little/no	A
Youth	Reduced Reoffending	Data can be sorted by offense type; separate status offenses, technical violations	Strong	Some	A
Youth	Reduced Reoffending	Data can be sorted by risk level (initial), risk level prior to release	Strong	Some	A
Youth	Reduced Reoffending	Data includes demographics	Strong	Some	A
Youth	Reduced Reoffending	Data is collected, reported and analyzed about service quality/ implementation	Strong	Some	A
Youth	Reduced Reoffending	Data is collected, reported and analyzed on the service matching based on risk/ needs assessment (dosage, duration)	Strong	Some	A
Youth	Reduced Reoffending	Data sets length of follow up	Strong	Some	A
Youth	Reduced Reoffending	Reoffending measurement data identifies the specific population to be measured (e.g. youths leaving facilities, first-time offenders)	Strong	Some	A
Youth	Reduced Reoffending	The "act" **defining** reoffending is adjudication at minimum; may include placement in both juvenile and adult systems	Strong	Some	A
Youth	Well-being and Health	Available, meaningful family and social connections are identified, facilitated and encouraged	Strong	Some	A

Youth	Well-being and Health	Data is collected, reported and analyzed about youths' feelings/ perception of individual physical, emotional safety	Strong	Some	A
Youth	Well-being and Health	Physical fitness programs promoted	Strong	Some	A
Youth	Well-being and Health	Substance use/ addiction issues are identified and addressed	Strong	Some	A
Youth	Well-being and Health	Prosocial leisure activities (e.g. sports, art/music class) are facilitated and encouraged	Some	Some	B
Youth	Well-being and Health	Resources are identified in treatment plan are accessible	Some	Some	B
Youth	Well-being and Health	Agreements for emergency physical and behavioral health services; in- and out-patient	Limited/no	Some	C
Youth	Well-being and Health	Medicaid, SSI benefits (and other related)	Limited/no	Some	C
Youth	Well-being and Health	Mental/ behavioral health **policies** ensure easy and timely access to mental/ behavioral health practitioners	Limited/no	Some	C
Youth	Well-being and Health	Physical and dental health **policies** ensure easy and timely access to physical health practitioners	Limited/no	Some	C
Youth	Well-being and Health	Preventive health care services (e.g. HIV counseling/ testing, nutrition and diet, pregnancy prevention)	Limited/no	Some	C
Youth	Well-being and Health	Services include mastery of life skills, job readiness, parenting, major life domains	Limited/no	Some	C
Youth	Well-being and Health	Youths have stable housing, transportation available	Limited/no	Some	C

Appendix F: Youth Reentry Survey

Appendix F: Youth Reentry Survey

YOUTH SURVEY – REENTRY

Youth ID _____

Date _____

Race/ ethnicity _____

Please check one of the following:

□ I agree to participate in the survey

□ I do not agree to participate in the survey

Tell us about your experiences with the juvenile justice system. How much do you agree with the following statements:

- **I had input into proceedings and meetings about me.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **The incentives and rewards helped keep me working on my goals.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **Staff make more positive comments than negative comments to youths.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I had input into deciding incentives and rewards here/in my plan.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **Staff are fair when responding to misbehavior.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **Staff let me know before they take away privileges or give sanctions.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree □ Does Not Apply

- **I was treated fairly.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I was respected.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **My race and cultural heritage was respected.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **My gender and gender identity was respected.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I had access to supports that honored by cultural traditions and language.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I felt safe here.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I was able to see, call or write to my attorney when I asked.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **It was easy to be myself here.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **My attorney was available when I needed them.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I was given chances to learn from my mistakes.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **The juvenile justice system is fair.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

In preparation to leave, how much do you agree with the following statements:

- **I feel prepared to transition to my next school.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I have a plan for my long-term education and employment that is helpful.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I am confident I will achieve my reentry goals.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I am ready to get a job/continue my current employment.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I have a permanent place to live.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **It will be easy to pay my rent/ living expenses.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I have the supports I need to be successful.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I can comply with/ meet the expectations of my reentry/aftercare plan.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I know how to avoid trouble with negative peers and gangs.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I understand what is expected of me when I leave.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

Do you have a stable place to live?

Yes   No

If yes, who do you live with?

Family   Friends   Significant other   Alone   Other _____

If no, where do you mostly sleep?

Shelters   Couch surfing   Outdoors   Car   Transitional housing   Other_____

What things from the list below do you have in your possession or you can easily get if you need them?

Please check all that apply.

□ Valid ID (license, state ID, school ID)
□ Birth certificate
□ Social Security card
□ Passport
□ Medical records
□ Immunization records
□ Prescriptions
□ Cell phone
□ Other: _____

Do have needs in the following areas:

- **Food**
  □ Yes, a lot   □ Some   □ A little   □ None

- **Transportation**
  □ Yes, a lot   □ Some   □ A little   □ None

- **Day care**
  □ Yes, a lot   □ Some   □ A little   □ None

- **Paying rent**
  □ Yes, a lot   □ Some   □ A little   □ None

- **Paying living expenses**
  □ Yes, a lot   □ Some   □ A little   □ None

- **Clothing**
  □ Yes, a lot   □ Some   □ A little   □ None

How true are the following statements about your case manager?

- **My reentry/aftercare case manager helps me see future possibilities for myself.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager has been accessible to me for visits, calls and any questions or concerns I may want to share.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager listens to what I have to say.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager praises my efforts and achievements.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager lets me know they like being with me and expresses positive feelings toward me.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager makes it a priority to understand who I am and what I care about.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager is someone I can count on and trust.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager helps me see future possibilities for myself.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager makes it clear they want me to live up to my potential.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager recognizes my unique talents and abilities while challenging me to continually grow.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager talks to me when I have a problem, or my behavior slips and helps me explore ways I can do better.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager provides practical assistance and feedback to help me learn.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager is an example I can learn from.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager stands up for me when I need it.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager asks for and listens to my opinions and considers them when making decisions.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager works with me to accomplish my goals and solve problems.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager helps me connect with people and resources that will help me succeed.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager has shown me new experiences and places.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager introduces me to people who can help me grow.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager has asked me who the supportive adults are in my life and helps me connect with them if needed.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare case manager helps me work through barriers that could stop me from achieving my goals.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

- **My reentry/aftercare plan is helpful.**
  □ True □ Mostly True □ Somewhat True □ Not true at all

Over the past year or so, have you ever:

- **Earned a certificate or award?**
  □ Yes □ No

- **Attended a special event?**
  □ Yes □ No

- **Taken a class about nutrition, healthy eating and exercise?**
  □ Yes □ No

- **Participated in any political or community organizing or civic activities that were important to you?**
  □ Yes □ No

- **Done volunteer work in the community that made you feel good?**
  □ Yes □ No

- **Participated in formal discussions about discrimination?**
  □ Yes □ No

- **Participated in any multi-disciplinary team meetings about your reentry/aftercare plan?**
  □ Yes □ No

- **Been told about ways to pay for college like financial aid packages and loans.**
  □ Yes □ No   □ Does Not Apply

- **Received help filling out financial aid forms.**
  □ Yes □ No   □ Does Not Apply

How important to you is:

- **Eating healthy food?**
  □ Very Important □ Somewhat Important □ A Little Important □ Not at All Important

- **Getting exercise most days?**
  □ Very Important □ Somewhat Important □ A Little Important □ Not at All Important

- **Maintaining a healthy weight?**
  □ Very Important □ Somewhat Important □ A Little Important □ Not at All Important

- **Getting to know people who are different from you?**
  □ Very Important □ Somewhat Important □ A Little Important □ Not at All Important

- **Helping other people?**
  □ Very Important □ Somewhat Important □ A Little Important □ Not at All Important

How well do these statements describe you:

- **I know my life has a purpose.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I am going to live a good life when I'm older.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I'm confident I will succeed.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I believe I have some control over what happens in my life.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **When things don't go my way, I am good at finding ways to make things better.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I am a good learner.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **People who know me would say I don't give up when things get hard for me.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **Most of my friends do well in school.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **Most of my friends carry a weapon.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **Most of my friends do drugs/ alcohol.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I feel healthy right now.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I feel healthier than when I first got here.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I get at least one hour of physical exercise every day of the week.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **If my friend gets in trouble the same way I did, they are going to get the same treatment I did.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I understand the rules, my legal rights and how to protect them.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

- **I understand what will happen to me if I break the rules, get into trouble or don't comply with requirements.**
  □ Strongly Agree □ Agree □ Disagree □ Strongly Disagree

When you leave, how likely are you to:

- **Use tobacco?**
  □ Very Likely □ Somewhat Likely □ A Little Likely □ Not at All Likely

- **Use drugs?**
  □ Very Likely □ Somewhat Likely □ A Little Likely □ Not at All Likely

- **Use alcohol?**
  □ Very Likely □ Somewhat Likely □ A Little Likely □ Not at All Likely

- **Go to your parent(s), grandparent(s) or other relatives for advice or emotional support?**
  □ Very Likely □ Somewhat Likely □ A Little Likely □ Not at All Likely

- **Go to an adult in your neighborhood for advice or emotional support (coach, neighbor, religious leader)?**
  □ Very Likely □ Somewhat Likely □ A Little Likely □ Not at All Likely

- **Go to your case manager/program staff/ PO for advice or emotional support?**
  □ Very Likely □ Somewhat Likely □ A Little Likely □ Not at All Likely

- **Be part of a gang?**
  □ Very Likely □ Somewhat Likely □ A Little Likely □ Not at All Likely

- **Spend your free time in a positive community activity, such as sports teams or clubs?**
  □ Very Likely □ Somewhat Likely □ A Little Likely □ Not at All Likely

- **Find a job that you enjoy doing?**
  □ Very Likely □ Somewhat Likely □ A Little Likely □ Not at All Likely

Appendix G: Data Elements

Reentry Data Elements

Youth File/Administrative Data

- Unique Youth ID (shared between agencies, facilities, programs, and the court)
- Youth attorney assignment start date
- Youth attorney assignment end date

Characteristics of Placement

- Supervision status start date
- Supervision status end date
- Date discharge to the community
- Admission date
- Exit date

Graduated Reponses

- Date of response to non-compliance
- Non-compliance response type
- Date of reward or incentive
- Reward or incentive type
- Date of authorized leave/passes/furlough

Reentry Case Planning

- Date reentry case manager assigned
- Date reentry case manager assignment ends
- Key components in the reentry plan (i.e., coordination with education, stable housing plus back-up plan, continued care, leisure time, family needs, prosocial adult, opportunities for autonomous decision-making and critical thinking, assessment results, case history, current progress reports, collateral contacts)
- Notation of long-term career pathway plan and goals
- Date goal on reentry plan is started
- Date goal on reentry plan ends
- Reason for goal on reentry plan ending (i.e., successful completion, status change, no longer viable)
- Date of contact with youth
- Date of contact with family
- Case plan developed by multi-disciplinary team
- Date of progress noted on plan

Screening and Assessment

- Date of youth screening
- Youth's screening type (i.e., trauma, mental health, substance abuse)
- Results of youth's screening
- Date of youth assessment
- Date of youth reassessment
- Youth assessment type (i.e., education, employment, mental health, substance abuse, prosocial needs, physical health, support system, risk-needs-responsivity,)
- Results of youth assessment by domain
- Results of youth reassessment by domain
- Date of family screening
- Family screening type
- Results of family screening

Services

- Service type (i.e., education, employment, mental health, substance abuse, prosocial needs, physical health, support system, community organizations, life skills)
- If service is service evidence-based
- Risk-level associated with service (i.e., intensive services and supervision for high-risk youth)
- Date youth referred to services
- Date youth services start
- Date youth services completed
- Reason services completed (i.e., successful completion, left placement, quit going, unavoidable obstacles)
- Date family referred to services
- Date family services start
- Date family services completed
- Youth registered to vote
- Date primary care physician assigned
- Date primary care physician assignment ended
- Date health insurance started
- Date health insurance ends