Blueprint for the Reentry of Young Offenders in Orange County, California

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THE ORANGE COUNTY BLUEPRINT FOR YOUTHFUL OFFENDER REENTRY

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Preface

More than 3,100 youthful offenders (ages 14-20) (personal communication, Stacy McCoy, September 14, 2010) leave juvenile correctional facilities in Orange County each year to return to their homes and communities. While their release from correctional facilities may be a relief to themselves and their families, many of these juveniles struggle to stay out of the system. Juveniles that exit the correctional system suffer from a myriad of problems in their lives that include a lack of education and employment skills, antisocial attitudes and values, mental health and substance abuse problems, medical issues, lack of housing, and family issues. The greater these problems, the greater is the likelihood that the juvenile will continue to commit crime and delinquency and further burden an already over-burdened juvenile and adult systems that must further allocate scarce resources for returning recidivists.

The Orange County Workforce Investment Board (OCWIB), in collaboration with the Orange County Probation Department (OCPD), was awarded a Juvenile and Young Offender Planning Grant by the U.S. Department of Labor (USDOL) in 2009. The primary goal of the grant was to develop a Blueprint for a county-wide juvenile and young offender reentry model. This document presents the results of this effort. The Orange County Youthful Offender Reentry Model was written by researchers at California State University, Fullerton, with the expertise of criminal justice, faith-based, and community agency representatives in Orange County (see Appendix A for a list of participants). The reentry model is intended to complement many of the current practices performed by OCWIB, OCPD and criminal justice and social services agencies in Orange County while tailoring their efforts more closely with evidence-based practices. In an effort to build the infrastructure for the reentry model, the Reentry Team created the following vision and mission statements:

> **Vision Statement**: Previously incarcerated youth and young adults will be active, pro-social, and contributing members of their community.
>
> **Mission Statement**: The Orange County Youth and Young Adult Reentry Team will provide youth and young adult offenders with linkages to transitional resources that will assist them to be successful in their communities.

Acknowledgments

A project of this scope does not fall to one person or even one agency. This Blueprint is the product of months of meetings among principle decision-makers in criminal justice, workforce development, education, social services, and higher education in Orange County, California. We would like to thank the Reentry Planning Team members and their respective agencies for their participation in the creation of this Blueprint. The Reentry Planning Team agencies are:

Build Futures
California Department of Corrections and Rehabilitation
Calvary Chapel, West Grove
Catholic Diocese of Restorative Justice
Chapel, West Grove
Community in Action
Community Service Programs, Inc.
Community Service Programs, Inc., Youthful Offender Wraparound
COR Community Development Corporation
Corporate Training Institute
Girls Incorporated of Orange County
Irvine Unified School District, Career Link
Justice in Education
Juvenile Consulting Services, LLC
Newport-Mesa Unified School District
Office of Senator Lou Correa
Orange County Bar Foundation
Orange County Community Resources
Orange County Community Services
Orange County Conservation Corps
Orange County Conservation Corps, John Muir Charter School
Orange County Department of Education (OCDE)
OCDE, Division of Alternative Education, Accountability Commitment Program
OCDE, Division of Alternative Education, Foster Youth Services
OCDE, Division of Alternative Education, Joplin Youth Center
OCDE, Division of Alternative Education, Juvenile Hall
OCDE, Division of Alternative Education, Youth Leadership Academy
Orange County Health Care Agency, Division of Children and Youth Services
Orange County Human Relations Council
Orange County Probation Department
Orange County Public Defender's Office
Orange County Sheriff's Department, Inmate Services Division
Orange County Social Services Agency

Orange County Workforce Investment Board
Orange County Workforce Investment Board - Youth Council
Orange County Youth Center
Pacific Youth Ministries
Phoenix House
Reentry Through Training, Counseling and Mentoring, RTTCM
Santa Ana Unified School District
Self Help Systems
Superior Court of California, County of Orange
Taller San Jose, St. Joseph's Workshop
The Bridge, Orange
The Bridge, San Juan Capistrano
The Center for the Treatment of Addiction
Urban Strategies Institute
Vital Link
Wise Place
Working Wardrobes
Youth Employment Services, YES

The representatives of these entities provided invaluable input toward the creation of this reentry model. They demonstrated expertise in their respective fields through the sharing of their knowledge. This reentry model not only promotes evidence-based practices in corrections but is tailored to the actual workings of juvenile justice in Orange County.

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Introduction

Prisoner reentry is a nation-wide movement in corrections that has emerged, in part, due to two major correctional trends (Wormith et al., 2007). First, an unprecedented number of offenders, over 600,000 nationally, exit correctional facilities every year (Sabol & Couture, 2008).[1] Second, there are alarmingly high rates of technical violations and recidivism among released offenders. The Bureau of Justice Statistics estimates, that in 2008, 51% of parolees did not successfully complete parole, and more than 10% of these offenders committed new crimes while still on parole (Bonczar & Glaze, 2009).[2] In a famous study of prison releases, it was found that two-thirds of released offenders were re-arrested and one-quarter were reincarcerated within three years of release into the community (Bureau of Justice Statistics, 1994). This "catch-and-release" system, which is characterized by a high percentage of offenders recycling in and out of the corrections system, is economically and socially draining on communities and the criminal justice system. The corrections systems across the country is currently struggling to incapacitate the nation's 1.5 million prisoners and 700,000 jail inmates behind bars (Bureau of Justice Statistics, 2010).[3] Complete incapacitation of offenders seems impossible, and unethical, considering that approximately 10 million arrests are made every year (Sourcebook of Criminal Justice Statistics, 2010) . As such, the prisoner reentry movement has a straight-forward mission important to this Blueprint: to reduce recidivism among ex-offenders by beginning their process of (re)integration into society while they are still under correctional supervision.

Description of prisoner reentry

There are currently many definitions of reentry, some that are narrow in focus and others that are broad in approach (Petersilia, 2004). What the varied definitions have in common is that prisoner reentry involves returning offenders to their homes from correctional facilities (Mears & Travis, 2004) using one or more activities that assist in the transition to the community (Reentry Policy Council, 2003). The varied conceptualizations of reentry are important to our work as they lay the groundwork for our reentry Blueprint. As such, we advance five propositions that underlie this reentry model.

[1] It is estimated that over 100,000 offenders leave California prisons every year, which is approximately 10 times the number of offenders who left California prisons 20 years earlier (Petersilia, 2000).
[2] In California approximately 27% commit new crimes (Petersilia, 2006).
[3] California has a prisoner population that is almost 200% of its capacity (California Department of Corrections). The state is currently under federal judicial review to determine the constitutionality of the level of care it provides to offenders in such a grossly overpopulated system [see Coleman et al., v. Schwarzenegger et al. No. CIV S-90-0520 (2009) & Marciano Plata et al., v. Schwarzenegger et al. No. C01-1351 (2009)]

First, prisoner reentry represents a systematic correctional process by which the criminal justice system assists offenders in their attempts to (re)integrate into the community. We therefore present a reentry model that primarily targets individual-level behavioral change using available social supports that include the family and the community.

Second, prisoner reentry provides a variety of (re)integrative programs and services to offenders as part of the process of reentry. However, there must be some *theoretical* reason why the programs and services should work. A common but weakly designed reentry model is one that gives offenders an assortment of programs and services that target all aspects of daily living (i.e. education, employment, family services, housing) without any theoretical explanations as to *how* or *why* they should work. Furthermore, while programs and services that target the daily problems of living are important, they are only a cursory and short-term solution to the cause of criminal behavior. This reentry model presumes that the central cause of criminal behavior among high risk offenders is *the content and process of their thoughts that allow, if not promote, the use of criminal behavior to obtain desired rewards*. Many offenders, especially high risk offenders, use criminal behavior to get the rewards of money and property; fix interpersonal problems with family, friends, acquaintances, strangers, employers, and teachers; or gain status in groups, such as gangs. Thus, high risk juveniles commit crime because they think it is okay to do it.

Third, reentry is a process, not a program. Reentry is a process both for the individual and the reentry provider. For the individual, reentry is a process of change—from a juvenile who thinks like a criminal to a juvenile who learns how to think (e.g. solve problems, take responsibility, and use social perspective taking) in ways that both minimize his/her perceived need for criminal behavior and maximize his/her pro-social alternatives to criminal behavior. Reentry is a process for the reentry provider in that the agency creates a model of successive steps for offender reintegration that, many times, requires successful completion of each successive step. To this end, this reentry model prescribes a variety of programs and services to be given to the offender, based on the individual offenders identified needs. So, while the reentry model provides the structure for offender reintegration, it is the programs offered within it that provide the substance to achieve recidivism reduction.

Fourth, we argue that reentry begins when the offender walks into the institution. Juvenile institutions are not only places of security and control, but can be developed into “reentry communities” similar to those of therapeutic communities. To this end, this reentry model asserts that it is the responsibility of correctional professionals to take the institutional time they have with juveniles

to reduce their criminogenic needs and, as a result, reduce the likelihood they will return. As such, classification can be used to test how well the facility is reducing the likelihood of future criminal behavior among juveniles *before* they are released into the community (Van Voorhis et al., 1995).

Fifth, we propose that any prisoner reentry model implies family and community involvement. This reentry model is built around the notion of individual behavioral change; yet, this process of change can be fostered (or harmed) at other levels such as the family (parents, grandparents, siblings) and community (peers, neighborhood, school, church). This view is consistent with evidence-based practice (Farrington & Welsh, 2007). Community advocacy and brokerage has long been considered an important component of evidence-based practice (Gendreau, 1996). Family, particularly for juveniles, is an important criminogenic need (Heilburn et al., 2000); and peer influence is central to much theory and practice in juvenile delinquency (Dembo & Schneider, 2003). To this end, this reentry model targets individual-level behavior change at three levels (individual, family, community) and the reentry teams proposed by the model represent these three levels of intervention.

Description of evidence-based corrections

Evidence-based corrections should not be defined by *what* it recommends to correctional practitioners because recommendations are likely to evolve over time as research and correctional practice pushes the bounds of current knowledge. Evidence-based corrections is better described as a method that describes the process of *how* "evidence-based corrections" and synonymously "best-practices" are discovered. Evidence-based practices (aka "What Works") is an approach to solving correctional problems using empirical evidence rather than opinions, hunches, or subjective assessments (Cullen, Myer, & Latessa, 2009; Cullen & Gendreau, 2001; MacKenzie, 2000). When an approach, technique, program, or model is called "evidence-based," it means that it has been directly studied or uses an approach, technique, program, or model that has undergone extensive scientific study and received a high level of empirical support.

The evidence-based movement is gaining momentum as organizations seek to demonstrate to stakeholders the beneficial effects of their monetary investments. The purpose of evidence-based corrections is to give correctional practitioners the best available tools to achieve their desired outcomes. The evidence-based movement epitomizes the mutually-beneficial relationship between research and practice. Practitioner actions are studied to determine their effectiveness and, if evidence of success mounts, they may be forwarded as "evidence-based" practice. Once researched, these

practices can be passed to other agencies. Likewise, researchers study these successful practices and disseminate the correctional practices to all interested parties.

Defining the Scope of the Problem in Orange County

Most youthful offenders sentenced in Orange County remain in the county to serve their sentences.[4] Sentenced juveniles who receive local custodial sentences serve them in one of the county's residential facilities (Juvenile Hall, Joplin Youth Center, Youth Guidance Center, and Youth Leadership Academy). This reentry Blueprint is intended to apply to 14-24 year old youthful offenders exiting juvenile institutions in Orange County after serving at least 30 days in custody.[5] [6] In 2009, 2,782 juveniles were placed in one of these four institutions (OC Probation personal correspondence, September 2, 2010). Most of the population were age 14-18 (2,628 juveniles) while only a small proportion was aged 19-24 (50 young adults).[7] An almost even split of the population were misdemeanants (1,053) as felons (1,172).[8] A high percentage (86.8%) of these juveniles has a documented history of substance abuse problems. Most (42 of 50, 84%) of the young adult population aged 19-24 were unemployed and many (55.6%; 15 of 27) did not have a high school diploma or GED.[9] The juveniles aged 14-18 had continuing educational needs.

Data from the juvenile population at the Youth Leadership Academy (YLA) provides a more detailed look at our population.[10] Most of the juveniles at the YLA are high risk (40 of 43; 93.0%) and have a medium to high degree of criminogenic needs (42/43; 97.7%).[11] The risk factors most prevalent

[4] There are currently less than 100 juvenile offenders from Orange County under state care (California Department of Corrections and Rehabilitation, 2010).

[5] Young offenders in the jail system participate in the newly-implemented Transitions from Jail to Community (TJC) Reentry program offered through the Orange County Sheriff's Department. It is expected that the two reentry plans can complement each other to ensure all eligible juveniles participate in an intensive reentry program. At this time, we are unable to provide reentry services to young offenders returning to Orange County from state correctional institutions due to bureaucratic logistics and the composition of the state reentry population. It is hoped that after implementation of the project with Orange County Probation, we can start working with the California Department of Corrections and Rehabilitation on their implementation as well.

[6] We strongly recommend professional discretion if attempting to apply this model to juvenile sex offenders. The authors do not intend to apply the reentry model to sex offenders because the risks/needs and supervision strategies of this population may need to be considerably tailored to them. OC Probation was unable to provide the proportion of their juvenile population that is sex offenders (OC Probation personal communication, September 2, 2010).

[7] There were 105 (3.8%) juveniles that were under age 14. They were excluded from these reported sample descriptives (OC Probation personal communication, September 2, 2010).

[8] Highest sustained petition data was unavailable for 453 juveniles (OC Probation personal communication, September 2, 2010).

[9] There were 23 young adults with unknown educational statuses (OC Probation personal communication, September 2, 2010).

[10] Darlyene Pettinnichio, Director of YLA, provided this information, September 13, 2010.

[11] YLA used a modified Wisconsin risk and needs assessment instrument to classify their juvenile offenders.

among YLA inmates are a history of violent behavior and inadequate response to supervision. The highest need areas for these juveniles are substance abuse, emotional stability, and parental/family problems. The average length of stay at the facility is 120 days with a range of 13 to 382 days. Taken together, these data tell us two important things about the juvenile reentry population in Orange County: (1) they are a high risk and high need group, and (2) they are inside facilities long enough to design a substantial custodial phase to the reentry model in order to maximize reentry preparation before release.

Project Description

OCWIB, in conjunction with OCPD, received a Young Offender Planning Grant in 2009 from the U.S. Department of Labor. The goal of this grant was to develop a juvenile reentry model in Orange County. In order to accomplish this goal, two important activities took place over the past 11 months. First, community stakeholders (including representatives from OCWIB, OCPD, CSUF, and criminal justice and community agencies) formed the Reentry Planning Team and met monthly to discuss young offender reentry in Orange County. Second, from the information garnered from the team meetings along with the literature on evidence-based practices, the reentry model was created. The first action is discussed below and the second action in the following section.

Key Areas

The Young Offender Planning grant is intended to provide prisoner reentry to juveniles in six key areas: (a) workforce development and employment strategies, (b) educational strategies, (c) individualized case management, (d) mentoring, (e) restorative justice projects and (f) county-wide efforts to reduce crime and violence. These key areas are embedded into the reentry model itself and they are presented in their own sections in this document.

Team Meetings

From February, 2010, to September, 2010, OCPD coordinated eight Reentry Planning Team meetings that were hosted by participating agencies in the county (see Appendix B for list of the meetings and hosting agencies). Each month, the team meeting focused on one (or two) of the six USDOL-defined key strategy areas. The purpose of these meetings was to capture the county's current activities in the key areas, identify the gaps in service of the key areas, and discuss implementation

issues for the key areas. These meetings provided the expertise from professionals in the county that was needed to develop a reentry model that was specifically suited to Orange County.

The Reentry Model

An overview of the Orange County Youthful Offender Reentry Model is given in Figure 1 in page 18. The goal of this reentry model is to reduce juvenile recidivism over and above other correctional options (such as regular probation). It is designed to accomplish this goal by promoting the successful reentry of juveniles through (a) reducing criminogenic needs and (b) increasing pro-social alternatives. Before an overview of the model is given, the seven key characteristics of the model are presented. As stated in the preface, the Reentry Team created the following statements to lay the foundation for the program model:

> **Vision Statement**: Previously incarcerated youth and young adults will be active, pro-social, and contributing members of their community.
>
> **Mission Statement**: The Orange County Youth and Young Adult Reentry Team will provide youth and young adult offenders with linkages to transitional resources that will assist them to be successful in their communities.

Characteristics of the model

This model is marked by seven important characteristics: (1) What Works Movement/evidence-based corrections, (2) motivational interviewing, (3) strength-based system, (4) contingency, (5) therapeutic integrity, (6) relationships, and (7) program evaluation. These characteristics are either hallmarks of what we know to reduce recidivism or are currently emerging as important characteristics in evidence-based corrections (Andrews et al., 1990; Andrews, Bonta, & Hoge, 1990; Andrews & Bonta, 2007; Gendreau, 1996; MacKenzie, 2000). A description of these characteristics is given below. [12]

*(1) What Works Movement and Evidence-based Correction*s

Practice and research with offenders have identified many effective approaches and techniques (Andrews et al., 1990; Andrews, Bonta, & Hoge, 1990; Andrews & Bonta, 2007; Gendreau, 1996). These

[12] The characteristics are presented to highlight important elements of the reentry model. Some of these elements are interdependent and some characteristics exist within in other characteristics. Therefore, the following discussion of the characteristics are re-ordered or combined to present them in their conceptual framework. As well, we have combined and re-named some of the Principles of Effective Intervention from the original seminal work of Gendreau (1996).

practices and techniques were formally presented in the 1990s by a group of scholars who have come to be called "the Canadians" (Andrews et al., 1990a; Andrews et al., 1990b; Andrews & Bonta 1994; Gendreau, 1996). These principles are currently well-known in the corrections field, the National Institute of Corrections (NIC) strongly supports them, and they serve as much of the backbone in the evidence-based movement in corrections (MacKenzie, 2000). A summary of the principles are found in the NIC *Promoting Public Safety* workshop (1999). These principles, which lay the groundwork for the reentry model, are: the risk principle, the need principle, the responsivity principle, the principle of pro-social structure, the principle of relapse prevention, and the principle of community service (see Gendreau, 1996).

Risk Principle The risk principle specifies that high risk offenders should receive intensive treatment, and low risk offenders should not receive intensive treatment or else they may worsen (Andrews, Bonta, & Hoge, 1990). The principle has much empirical support across correctional populations and institutional types (Andrews & Bonta, 2007, Andrews & Friesen, 1987; Lowenkamp et al., 2006). There are two major implications of this principle for our reentry model: accurate classification of juveniles must be done to identify their risk level, and the risk level (along with the need level) will dictate the reentry track juveniles take.

Need Principle The need principle states that recidivism can be reduced when criminogenic needs are targeted (Andrews, Bonta, & Hoge, 1990). Criminogenic needs are defined as dynamic characteristics of the offender and in the offender's life that directly increase his or her likelihood of recidivism. Not only does the presence or increase in criminogenic needs tend to increase the likelihood of recidivism but, conversely, a reduction in criminogenic needs tends to decrease the likelihood of recidivism. The strongest criminogenic needs for juveniles are temperament/personality, antisocial associates, parents/family, and antisocial attitudes (Andrews & Bonta, 2007). Education, employment, and use of leisure time are also notable criminogenic need factors, though not as strongly related to recidivism as the prior-listed major needs (Andrews & Bonta, 2007; Gendreau et al., 1996).

The implications of the needs principle for our reentry model are two-fold. First, a dynamic classification instrument must be used with young offenders that not only collects risk of recidivism information but also assesses criminogenic needs. Criminogenic needs must be included as risk factors because criminogenic needs greatly increase the risk of recidivism (Andrews & Bonta, 2007). Criminogenic needs are the primary determinate of the program and services to be given to the juvenile. The thinking behind this system is that if we can reduce the factors that directly relate to criminal

behavior, we should lower the likelihood of criminal behavior. So, when the offender's criminogenic needs are reduced, this reduction in the subsequent classification scores in turn predicts a lower likelihood of recidivism (Van Voorhis, Cullen, & Applegate, 1995). Classification is done at multiple intervals in this model to serve as a way to ascertain reentry model success, as evidenced by a reduction in risk/need scores.

The second implication of the need principle to this reentry model is that criminogenic needs *must* dictate the programs and services offered to juveniles. No programs or services are offered to juveniles unless they score high on that criminogenic need and no programs are given to offenders that do not target or assist in reducing a criminogenic need. Although this sounds simple, it is often problematic in practice. It is a common correctional practice, for a variety of pragmatic reasons, to give a program to all offenders in the facility regardless of whether they need the program and regardless of whether the program actually reduces the likelihood of recidivism (Latessa, Cullen, & Gendreau, 2002). Correctional history is littered with panacea programs and hopes for the silver-bullet that, in hindsight (and some foresight), appear naïve today (Listwan, Cullen, & Latessa, 2006). Furthermore, it is also common that correctional practitioners use their personal judgment (versus the classification instrument) to determine which programs and services offenders should receive. While the use of professional judgment is always important and appropriate in corrections, it should only be used sparingly and in extenuating circumstances.

Responsivity Principle The principle of responsivity is central to the What Works literature despite the fact that, to a large extent, it remains a work in progress. The responsivity principle has two forms: general responsivity and specific responsivity. General responsivity provides the approaches, techniques and applications that are demonstrated to work with the general population of offenders. Most notable of these is the use of cognitive behavioral techniques. Cognitive behavioral programs (CBT) use a social learning approach to target the antisocial content of offender's thoughts (i.e. cognitive distortions) and the maladaptive processes of offender's thoughts (i.e. problem-solving and social perspective-taking). Facilitators help offenders change their thoughts to pro-social and adaptive ones, and guide offenders as they practice the resultant new behaviors in the classroom and in real-life. The use of CBT programs with offenders has extensive support (Aos et al., 2006; Armelius & Andreassen,

2007; Lipsey, 1999; Lipsey et al., 2007; Losel & Beelmann, 2003; Wilson et al., 2005).[13] Behavioral programming should comprise 40%-70% of the offenders' time and take at least 3-9 months (Gendreau, 1996). Specific responsivity is an emerging part of the responsivity principle that seeks to maximize programs and services offered to offenders through a process of matching facilitators to offenders and programs. Much research of late has been devoted to specific responsivity through the study of gender (Bloom, Owen, & Covington, 2003), race/ethnicity (Spiropoulos, 2007), and personality (Listwan et al., 2004). Basically, the specific responsivity principle advocates the use of gender-specific, race/ethnic-specific, and personality-specific programming.

The implication of the general responsivity principle to the reentry model is that CBT will be the central means to change criminogenic thinking errors for high-risk offenders. This approach to offender reintegration is consistent with evidence-based practice (MacKenzie, 2000) and the What Works movement (Andrews et al., 1990a; Andrews, Bonta,& Hoge, 1990; Gendreau, Goggin, & Smith, 1996; Gendreau, 1996; Lowenkamp & Latessa, 2005). This dimension is about fostering long-term "internal control" among these juveniles in the form of cognitive and behavioral change. Internal control is considered a long-term solution to recidivism because it is a control device that juveniles take with them wherever they go and it does not require the existence of the correctional system to continually reinforce. All other programs in this reentry model directly or indirectly support the changes that are occurring in offender thinking. Thus, while the reentry model is delivered through an individualized case management model, the central program to begin the process of behavioral change for high risk offenders is the CBT program. The remaining program options target other necessary criminogenic needs and reentry services.

The major implication of specific responsivity to the reentry model is found in use of motivational interviewing (MI). MI (which will be thoroughly described on page 13) will be used to assess whether an offender is ready for programs/services and whether they are progressing in their stages of change. While many other targets of specific responsivity are in the literature, they have not been developed enough for us to advocate for their immediate use in this model. We suggest that

[13] It is important to note that while still significant, the use of CBT may have a slightly diminished effect on juveniles than adults as other programming targets may have augmented effects on juveniles than adults (i.e. education, family-based programs) (see Aos et al., 2009). It may be that juveniles may not have the cognitive development to fully comprehend a CBT program. Still, cognitive behavioral programming and behavioral modification have been shown to work for juveniles (Aos et al., 2009; Lipsey, 1999).

Orange County intermittently revisit the option of refining their matching process as the specific responsivity principle continues to develop.

Pro-social Structure Principle The principle of pro-social structure combines two important ideas in the successful management of offenders: use of leisure time and consistent exposure to pro-social environments. Use of leisure time and exposure to antisocial associates are important criminogenic needs for juveniles (Andrews & Bonta, 2007). The implications of this principle are twofold. First, juveniles' time should be structured around pro-social activities to minimize the opportunity for antisocial use of leisure time and promote the practice of pro-social thoughts and behavior. This is more difficult than it may seem. By definition, institutionalization means that young people, most of whom enter a facility with antisocial tendencies, are put in close quarters. Despite every effort for pro-social structure by correctional staff, juveniles have time to interact with each other. All personnel in institutions must be trained in the What Works literature and evidence-based corrections to recognize the importance of modeling good behavior (staff and offenders), minimizing criminogenic exposures, and the precarious nature of prosocial environments when not all correctional personnel promote the model's objectives. The reentry model, in its ideal form, prescribes that juvenile institutions almost function like therapeutic communities where every person that the juvenile interacts with is trained to promote the successful reentry of the juvenile according to techniques and approaches of this reentry model. The principle also stresses the importance of connecting youth to pro-social people and activities in the community. Pro-social people and activities include mentoring, restorative justice, and involving youth in pro-social after school/leisure activities such as sports, music, art, and drama.

The second implication of the principle of pro-social environment means that high-risk and low-risk offenders should not interact with each other. One of the possible reasons that low-risk offenders worsen with intensive treatment is because they are exposed to high-risk others during the course of treatment. Associating with antisocial others is one of the most potent criminogenic needs for youth (Andrews & Bonta, 2007). It is thought to happen through social learning, as low-risk offenders learn about the anticipation of rewards for antisocial behavior through either directly doing the behavior or, more importantly, observing others doing the behavior and getting salient rewards for it. Observed rewards can be as simple as a youth who sees a high-risk youth get officially punished for "bad" behavior according to the institution but that punished youth receives an increase in social status among the population. It is best that low-risk youth are not exposed to, or worse yet, immersed into the thinking

patterns, behavior, habits, and modeling of high-risk youth. This also means that as offenders risk levels decline, and as their transition to the community nears, they are separated from high-risk offenders.

Relapse Prevention Principle The principle of relapse prevention is one that is taken seriously in this reentry model. The process of behavioral change is difficult and one in which going "cold turkey" is a rarity rather than the norm (Prochaska, DiClemente, & Norcross, 1992). The implications of the principle of relapse prevention to this reentry model are two-fold. First, the model offers CBT booster sessions when the youth is released into the community. These booster sessions are designed to encourage generalization training originally learned in the CBT program. Second, the prevention of relapse in criminal behavior is conceptualized in this model to be consistent with that of addictive behavior: the point of relapse prevention is to prevent full-blown relapse. Therefore, when lapses in behavior occur, the youth should receive more of the model's service and supervision but not receive sanction. If enough lapses occur, then the youth should be re-classified as high-risk and undergo the intensive services of the reentry model from the start.

Community Service Principle The principle of community service ties the criminal justice-specific entity to the greater community. It is virtually impossible for a criminal justice entity to provide a reentry model without community services and support. This reentry model relies on community agencies for almost all programs and services as Orange County Probation shares productive relationships with many agencies in the county.

(2) Motivational Interviewing

Motivational interviewing (MI; Miller, & Rollnick, 2002) is a well-known, evidence-based practice used in medicine, psychology and public health that is also gaining attention in the criminal justice system. The goal of MI is to resolve ambivalence about behavioral change by targeting one of the most important aspects of such change—motivation (Miller & Rollnick, 2002). When programs and services are given to offenders in the corrections system, it is common to supply them to offenders without regard to whether the offenders want them or think they need them. A coercive system such as this can be antithetical to behavioral change because it lends itself to a maladaptive relational style between offenders and correctional staff. Furthermore, giving a group of resistant people substantive information about why they should change their behavior may be naïve.

Generally[14], MI argues that the likelihood of behavioral change increases when:

1. Facilitators use an interactional style with youth whereby the youths are treated as the experts in their own lives (versus correctional staff as the dictators of behavioral change). This serves to reduce resistance or noncompliance with behavioral change.
2. Staff supply information as to why behavioral change is beneficial to the youth. This serves to provide the reasons for behavioral change.
3. Motivation is present. Motivation provides the impetus for the youth to take the knowledge given to him/her and attempt and/or see through behavioral change (Lundahl et al., 2009).
4. Motivation is not enough. Self-efficacy, or the belief that one has the power and capability to change his or her life, must also be present. Some youths may want to change, but they do not think they can. Increasing self-efficacy for behavioral change will increase the likelihood of such change.

Still, change is a very difficult process for most people, not just juveniles in the criminal justice system. Motivation to change can increase and decrease as frustration, rewards and uncertainty wax and wane during the process of change. Motivational interviewing is a dynamic technique that requires continual assessment of juveniles according to their stages of change (Prochaska, DiClemente, & Norcross, 1992). The stages of change model recognizes that behavioral change for most people does not occur in linear form. Rather, behavioral change for many people happens in a "spiral" form where progress occurs with the continual threat, if not occurrence, of movement backward in thoughts and behaviors. When relapse occurs, the juvenile may regress to a prior stage of change; but all is not lost. A central feature of the stages of change model is to recognize and lessen regression from becoming a full-blown relapse in lifestyle.

(3) Strength-based System.

The Blueprint seeks to integrate offenders' strengths into the process of reentry. The most notable of possible strengths in the offenders lives are the integration of supportive family and pro-social others into the process of reentry. We created a model that specifically includes, but does not

[14] A thorough presentation and review of MI is beyond the scope of this Blueprint as we are more concerned with its application. We refer readers to a document recently published by the National Institute of Corrections that is directed to the use of MI in correctional settings (Walters et al., 2007).

rely on, a supportive family to help the youngster in the process of behavioral change. The model also relies on the use of offender interests, talents, and abilities to promote pro-social behavior in terms of using them as behavioral contingencies and employment options.

(4) Contingency.

Behavioral modification is a commonly used technique in correctional facilities. It can be described as the correctional use of rewards and sanctions to promote and ameliorate wanted and unwanted behavior. Contingency is an important aspect of behavioral modification. Contingency can be described as the appropriate application of operant conditioning techniques in the shaping of behavior. It is an important short-term behavioral management tool in this model. There are several elements to effective contingency for correctional staff (Spiegler & Guevremont, 1993). First, rewards should only be given as consequences for wanted behaviors whereas sanctions should only be given as consequences for unwanted behaviors. This may sound easy but is very difficult to do in practice. Assumed in the statement is that (a) all staff understand and agree which behaviors require which a consequence, (b) the consequence is consistently applied, regardless of where, when, and in front of whom the behavior is done, (c) the consequence is given immediately following the wanted or unwanted behavior, and (d) the intended reward/sanction is actually perceived by the offender in the circumstance to be a reward or sanction (the consequence is 'salient'). In general, rewards and sanctions should be used on offenders at a ratio of 4:1 (four rewards to one sanction) (Andrews & Bonta, 2007; Gendreau, 1996). Second, the juvenile must understand that the consequence is an earned response to his/her behavior and not a capricious or arbitrary issuance. Third, the use of consequences is initially administered continuously and is slowly phased out over time as the juvenile learns to provide his or her own contingencies for his or her own thoughts and behavior.

(5) Therapeutic Integrity.

The principle of therapeutic integrity is a much-neglected principle in correctional practice. Adherence to this principle, however, can mean the difference between success and failure of any correctional model (Lowenkamp, Latessa, & Smith, 2006). Program integrity refers to the degree to which program development and support, facilitators' skill levels, and the quality of the therapeutic practices correspond to the original program design (Andrews & Bonta, 2007; Gendreau & Ross, 1979). Essentially, therapeutic integrity is an assessment of whether correctional programs and models are actually implemented and managed as they were intended to be on paper. If programs and models lack

therapeutic integrity, long-term outcomes such as a reduction in recidivism are unlikely to occur as, in reality, the program never happened in reality (Lowenkamp et al., 1996b; Van Voorhis et al., 1995). So, the notion of therapeutic integrity requires that correctional professionals and researchers be careful to implement and run correctional models as originally designed. The members of the Reentry Planning Team will be important in this regard because many of them are actively involved in the programs and services given to juveniles and therefore have the direct power to promote therapeutic integrity.

(6) Relationships.

The manner that facilitators choose to interact with offenders in correctional settings is important to the success of correctional models. The principle of facilitator style draws attention to this idea by suggesting that facilitators should be interpersonally skilled and sensitive when interacting with offenders (Gendreau, 1996). This style of interaction does not mean that correctional personnel should be "buddies" with the juveniles. The implication of this principle to the reentry model is that facilitators should interact with juveniles using a style that is "fair but firm." In short, the facilitators are fair in their dealing with juveniles, including the institution of rewards and sanction. Also, facilitators are firm in their issuance of rules and expectations and do not allow juveniles to side-step the rules they must follow and the expectations they must reach.

(7) Program Evaluation.

Program evaluation is the means by which the reentry model is assessed. Without program evaluations, it is inevitably unclear whether the model is or is not working, the degree to which it is or is not, the components that are or are not working, and the relative impact that the components have on the whole. A good program evaluation not only reports what is happening in a correctional model, but why it is happening and recommendations to fix it. It is a necessary component to ensure therapeutic integrity and offender success. Upon implementation of the model, we will focus on systematically measuring therapeutic integrity as an indicator of program success. Model success will not be anecdotally claimed. We envision using a variety of program evaluations (evaluability, process, and short-term) to assure and/or increase the quality of this reentry model. After an appropriate period of time has elapsed, outcome evaluations will be performed to ensure that recidivism is actually being reduced. If recidivism is not being reduced, recommendations for improvement of the model will be made by the reentry team.

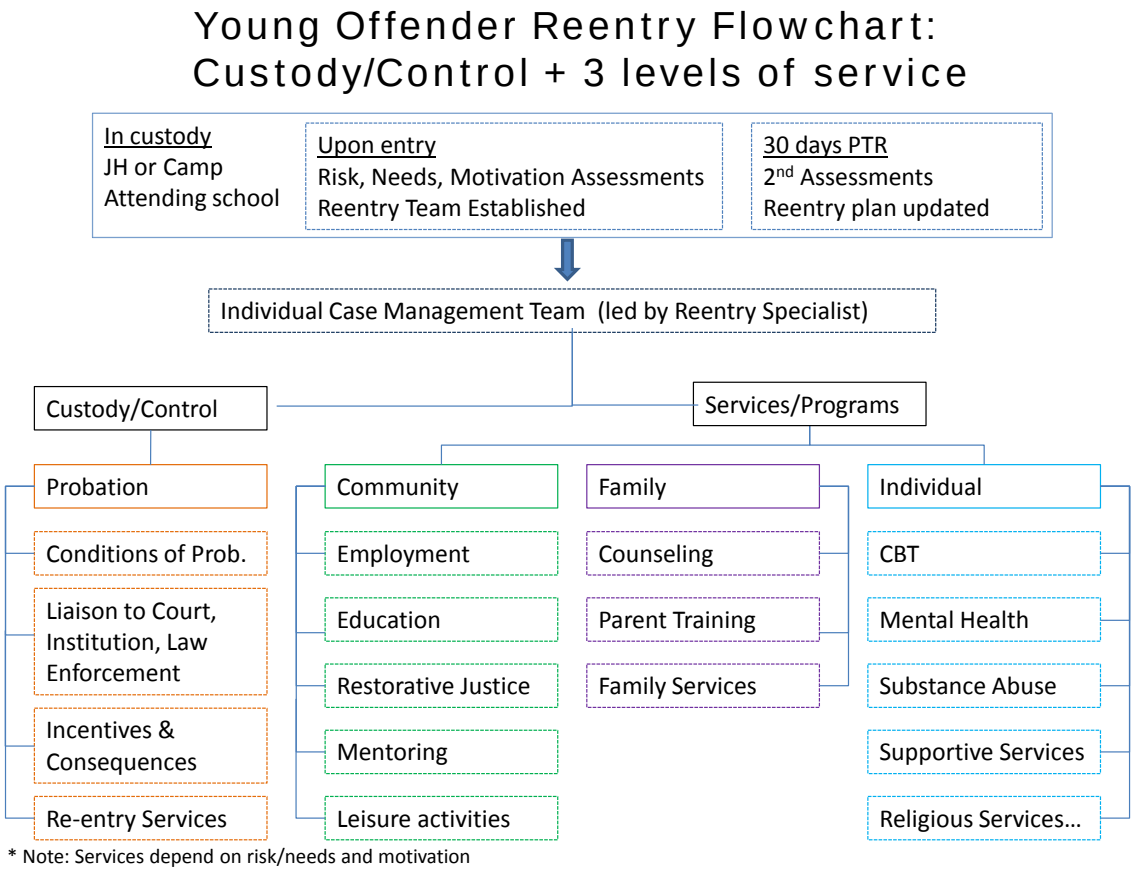
Overview of the Reentry Model

The reentry model is designed to promote successful juvenile reentry through two types of correctional actions: security/control and programs/services. Correctional security and control are defined as all activities performed by institution and community facilities to externally control the behavior of the juveniles. These actions include everything from locking a door inside an institution (security) to requiring offenders to wake up at a certain time in the morning (control). Custody and control during institutionalization serve an important, but short-term, role in the modification of behavior in this model. It is through custody and control activities that juveniles must participate in the components of the model[15] and refrain from much of the maladaptive behavior that got them into the criminal justice system in the first place. Institutionalization coupled with custody and control activities provide the foundation, or environmental respite, needed to start the implementation of reentry programs and services. While it may be true that community corrections is more successful than institutional corrections (Gendreau et al., 1996); we argue here that many juveniles cannot self-select into environments like adults can and are, to some degree, at the mercy of the negative environments in which they live. Hence, returning them to negative environments without focusing on programs and services is neither appropriate nor pragmatic. Heightened custody and control activities within the first 60 days of release are also very important. It is common to expect some relapse upon release given juveniles new-found freedom. Security and control activities identify these juveniles who relapse.

Correctional programs and services also play an important and long-term role in the modification of behavior in this model. The program and service component of the model focuses on the six key areas of juvenile reentry that include employment, education, mentoring, and restorative justice. It does so using an individualized case management approach. Furthermore, to promote the effectiveness of these six areas, the model seeks to change offender thinking; treat substance abuse and mental health problems (specialty services); bolster family supervision, control, care, and support; and provide enhancement and supportive services such as housing, transportation, and religious services/instruction. These activities will target offender behavioral change at three levels: individual, family, and community. An overview of the reentry model highlighting the two domains of reentry intervention, the three levels of program/services and the six key areas are provided in Figure 1.

[15] There is some debate whether programs can be successful with offenders mandated to them. While research is ongoing in this area, meta-analysis shows little difference in program effectiveness based on whether the offender volunteered or was mandated to programs (see Lipsey, 1999).

Figure 1: Domains, Levels of Services and Key Areas



Phases of Reentry

Consistent with many other reentry models (Taxman, Byrne, & Young, 2003; Bouffard, Bergseth, & Ford, 2009), this model has three distinct phases: custody, transition, and community. A detailed presentation of each phase of the reentry model is provided below.

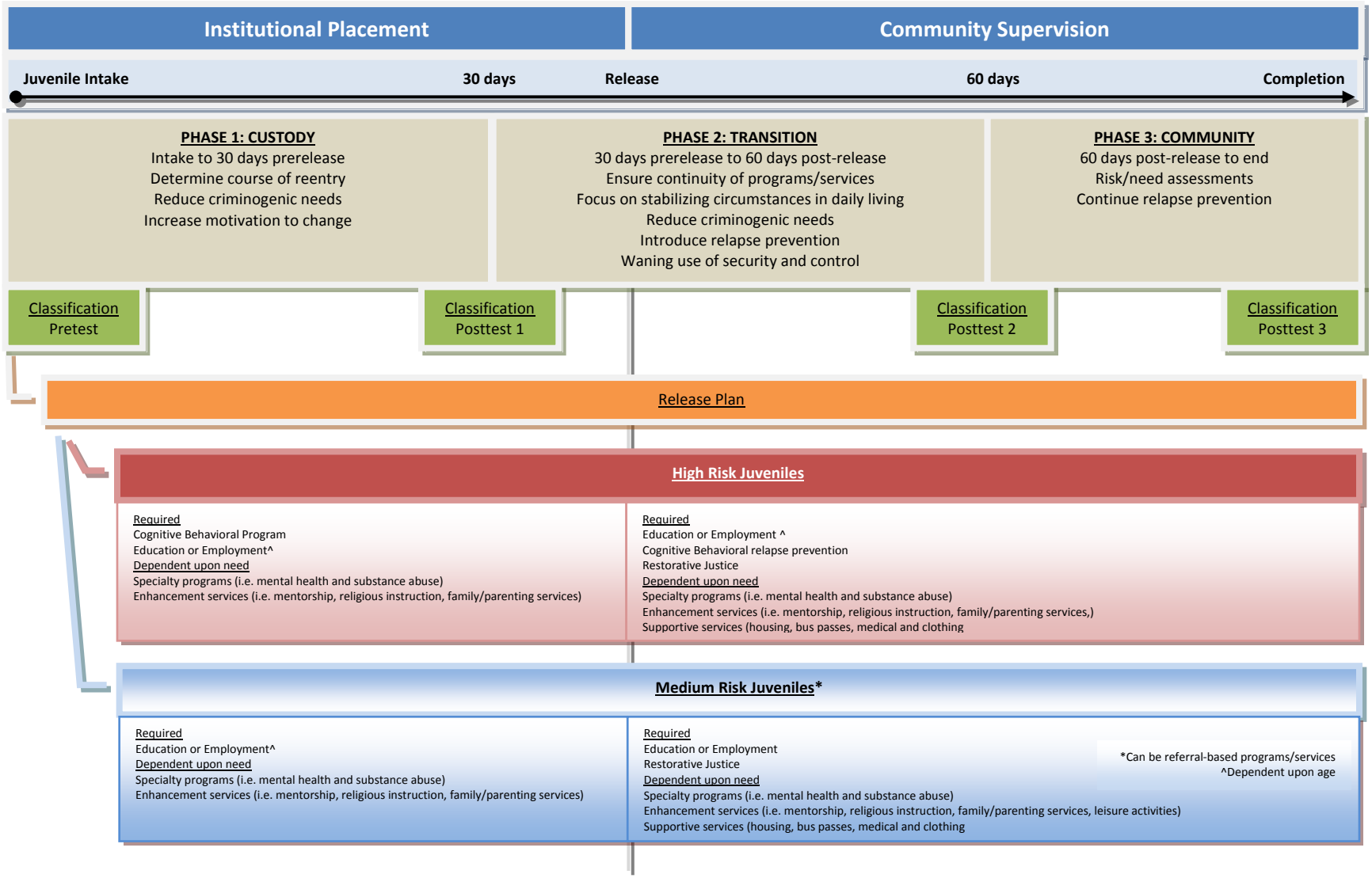
Custody phase. The custody phase begins when the juvenile is placed in a local correctional institution (any OC Probation juvenile institution). This phase is guided by two important reentry dimensions: (a) security/control and (b) programs/services. The phase is marked by four important reentry team actions: (a) the immediate classification of the youthful offender by OCPD, (b) the creation of the reentry team, (c) the creation of the Release Plan by the reentry team, and (d) the first reentry team meeting.

First we will turn our attention to the reentry actions. An important reentry dimension in the custody phase is security and control. The security and control of the offender is an internal matter of the facility in which the offender resides and is not dictated by this reentry model. This model makes some claims about its use, however. Security/control is an external mechanism of control of juvenile behavior. The reentry model, therefore, advocates for the careful use of this dimension because, as most young offenders leave facilities and complete sentences, institutional security/control will necessarily give way to non-institutional controls and offender self control. Still, security/control is considered to be very important in this model because it provides the essential environmental stability, structure and safety that many of these young offenders need in order to begin to consider adopting the second dimension of reentry: programs and services.

The second dimension of reentry is services/programs. Services and programs are ultimately designed to directly or indirectly contribute to the reduction of criminogenic needs, and hence the likelihood of recidivism. Again, the classification instrument is the dictator of program and service decisions. As stated before, the risk principle states that high risk juveniles should receive intensive programming while the low risk juveniles should not. To this end, intensive programs, most notably the CBT program, should only be given juveniles classified as high risk. Therefore, high-risk juveniles should follow the high-risk track of this reentry model. OCPD uses a classification instrument that divides their juvenile population into three primary categories: high risk, medium risk, and low risk.[16] OCPD diverts their low risk juvenile population from formal community supervision. Since low-risk offenders are diverted by OCPD, comprise less than 5% of the juvenile population, and do not receive intensive programs and services, we do not discuss them at length in this reentry model.

[16] Given the current population, it is likely that less than 5% of offenders will be classified as low risk, a small to moderate proportion will be classified as medium risk, and the majority of offenders will be classified as high risk.

Figure 2: Flowchart of the reentry model



The first action of the custody phase is to assess juveniles risk, needs, and motivation to change through the process of classification.[17] Classification serves as the backbone of the reentry model—it dictates which juveniles get what programs, services, and level of security. At its most basic level, the classification score corresponds to an offender's risk for recidivism. The risk of recidivism represents the statistical likelihood that an offender will recidivate (commit a new crime) if released. The risk score is most often used inside a facility to designate the level of security necessary to control the offender. Classification has advanced well beyond simple risk prediction and many instruments also collect information about criminogenic needs (some of which are found in the modified Wisconsin classification instrument currently used by OCPD). As stated before, intensive services should only go to those who score as high risk and not low risk. Again, the most notable criminogenic needs for juveniles are temperament/personality, antisocial associates, parents/family, and antisocial attitudes (Andrews & Bonta, 2007). Education, employment, and use of leisure time are also notable criminogenic need factors (Andrews & Bonta, 2007; Gendreau et al., 1996). These are the factors that should be targeted for change.

Classification should also identify offenders with special needs such as substance abuse problems and mental illness. These problems are important to note because the stabilization of these conditions is often necessary before any substantive reentry work (CBT, employment, education, etc) can begin. As an example, a high-risk actively mentally ill offender will not understand a CBT program without first being treated and stabilized for his/her mental illness. If not appropriately screened, the CBT program will fail for him/her due to its inappropriateness not ineffectiveness. Similarly, a high-risk offender with substance abuse problems should not begin intensive programs and services until he/she received substance abuse treatment to the point of stabilization.

Classification can also be used to identify responsivity factors. Attention to motivational interviewing/stages of change is the most notable specific responsivity factor in this model. The stages of change model holds that programs and services should not be given to offenders before they are ready to receive them. In fact, there is evidence that offenders who drop out of programs (who can be thought of as most resistant to treatment—i.e. pre-contemplation stage) recidivate at a higher rate than controls (Van Voorhis et al., 2002). Thus, motivational interviewing is a way to get offenders moving along the stages of change by getting them to think about behavior change, enacting behavior change,

[17] Classification may be done by the probation officer, reentry specialist, or other correctional personnel.

and adhering to behavior change. MI is prescribed in both a formal and informal manner in this model. First, an initial motivation to change session will be given to all high-risk offenders prior to the institution of the CBT program to get them thinking about change. Second, all correctional staff will be trained in the practical application of MI in order to foster juvenile amenability to change. Ideally, offenders will not be given the CBT program until they evolve to a point that they seem open to the idea of change.

Taken together, risk/need classification with motivational interviewing dictates who should get what type of intervention in the model and plots out the juvenile's path for reentry. As stated before, OCPD classifies their offender population into three risk categories (low risk, medium risk and high risk) and they divert their low risk population from community supervision. We therefore recommend that the OCPD-classified high-risk offenders following the high risk track of the reentry model and the medium-risk offender follow the medium-risk track of the reentry model with one important exception. We recommend that OCPD objectively assess antisocial thoughts and values among their medium risk juvenile population and bump up the juvenile that are assessed with a high level of criminogenic attitudes and values to the high-risk track or, better yet, re-validate their classification instrument to ensure that it include most or all offenders with a high level of antisocial attitudes and values.

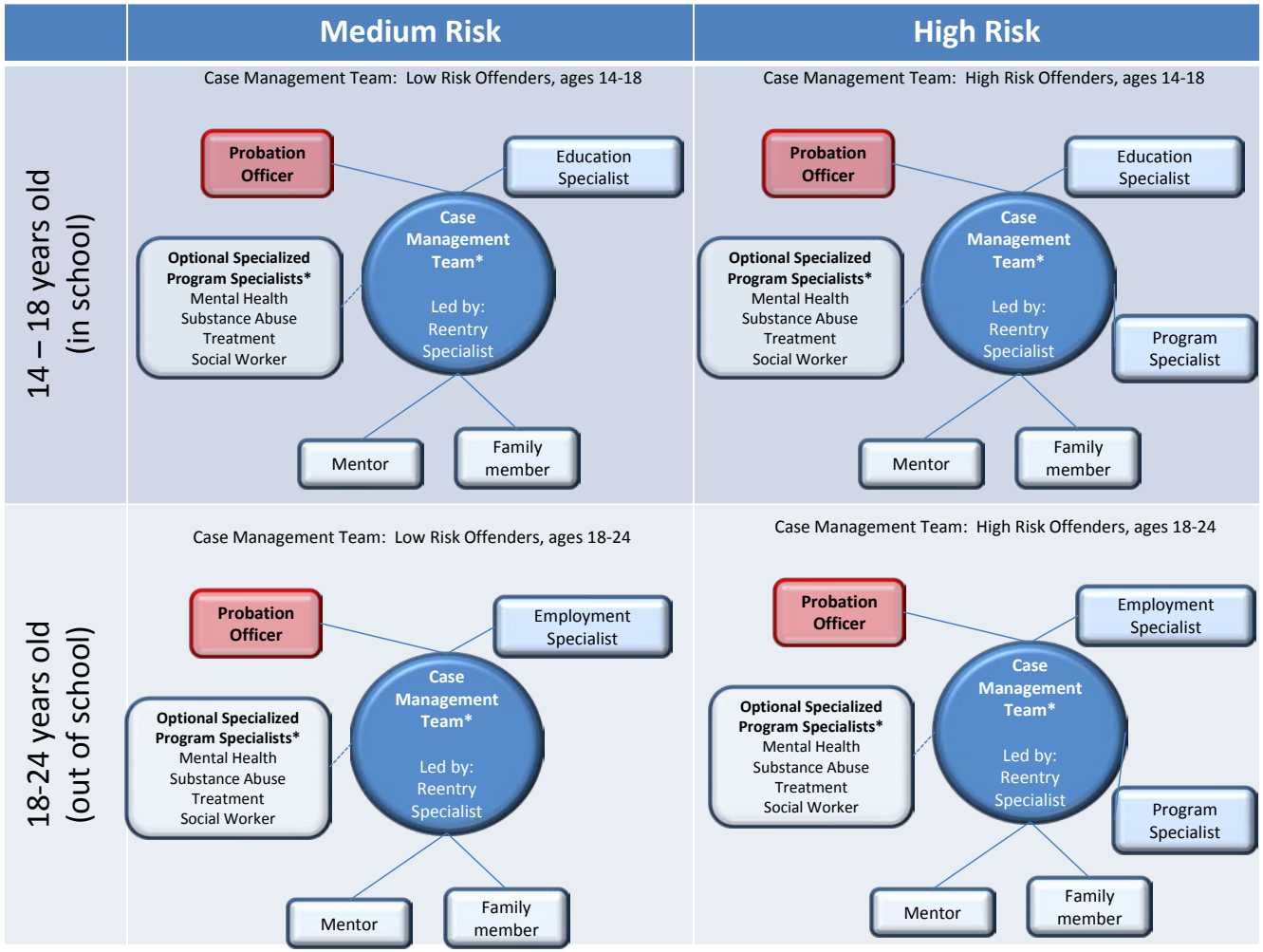
Assumed up to this point is that classification works properly. There is some concern whether the instrument used by OCPD targets all criminogenic needs (which is a central purpose of a risk/need instrument) and whether it is properly administrated throughout the county. Proper administration is a common problem with the use of classification instruments (Andrews et al., 1990). We recommend a review of the training on the administration of the instrument, the procedures by which it's used, and a demonstration of the reliability and validity of the instrument.

The second action in the custody phase is the creation of the reentry team. The reentry team serves as the hub of the reentry model. The Reentry Specialist creates the reentry team, or "Case Management Team" (CMT), based on the medium or high risk classification of the juvenile. The Reentry Specialist is the primary contact for the juvenile, his/her family, and the team. The Reentry Specialist coordinates the team and ensures that the offender is linked to all prescribed services and resources.

In addition to the reentry specialist, the reentry team will be composed of experts in given need areas. Possible experts for the reentry team are the probation officer, education specialist, employment specialist, program coordinator, social worker, substance abuse treatment specialist, and mental health specialist, restorative justice specialist, and mentor. The areas and number of experts depend upon the

juvenile's risk level, age, and specific criminogenic needs. The probation officer and family members (if available) are included in all reentry teams. Juveniles ages 14-18 have an education specialist on their team, while young adults (ages 18-25) have an employment specialist. High risk offenders have an additional program specialist to report on their progress in the CBT program. For juveniles with mental health and substance abuse issues, their mental health or substance abuse specialist is added to the team. Ideally, juvenile offenders are also paired with a suitable mentor during the custody phase who also participates in these meetings. Figure 3 presents the reentry team based on the age and risk level of the offender. Notice that the primary difference between these four groups (risk level by age level) is the use of a program specialist and whether the juvenile participates in education or employment activities. Lastly, a restorative justice specialist will serve an important role to this team after the juvenile is placed in the community as all juveniles will be encouraged to participate in a restorative justice project.

Figure 3: Types of Reentry Teams by Age and Risk Level



The third action in the custody phase is the creation of the release plan. The release plan itself is a clear, formalized, and signed "contingency contract" by all parties that details what the juvenile agrees to participate in while in the facility and while on supervision in the community. It serves as a guide to recognize the sequential accomplishments toward the reentry goals for the juvenile or lack of the same. All of the intervention targets and most of the offender activities in the reentry plan are gathered from the classification instrument which provided the risk, needs, and motivational assessment. The release plan is not complete until the juvenile signs the document at the release plan meeting. Ideally, the parents or guardians sign the document as well to promote family buy-in to the reentry plan. Changes can be made to the plan. Many of the programs and services that may be offered to juveniles are listed in Figure 1 under the services/programs box. As stated in the reentry team section, this plan is tailored to the juvenile based on his/her risk level, age, and specific criminogenic needs.

The final action in the custody phase is the first reentry team meeting. The team meeting is attended by the offender, his/her family (or mentor), and the reentry team. This meeting should take place as immediately upon custodial admittance to the residential facility as possible. The purpose of this meeting is to present the reentry plan and to gather offender and family feedback to it. Each goal and why it is part of the plan is discussed with the offender and family. The rewards and sanctions are clearly presented in the plan. The reentry plan can be modified based on offender and family feedback. The ancillary goals of this meeting are to initiate the motivation to change behavior for offenders and to promote offender and family buy-in to the plan.

The rest of the custodial phase is about providing programs and services to the offender, ensuring his/her participation and completion of programs, and promoting behavioral change though targeted and individualized MI. We advocate the initial use of rewards to promote behavioral change during this phase rather than the institution of sanctions. The continual process of rewards can be phased out over time for some offenders as they develop internal control in the form of self-rewards. The reentry team may need to re-convene during this phase with highly resistant offenders.

Transition phase. The second phase of the model is the transition phase. The transition phase begins with the juvenile's second classification assessment (intermediate outcome). Ideally, this phase begins at least 30 days prior to offender release (depending upon the length of custody). The reentry team again meets with the juvenile and his/her family to review the juvenile's progress in the reentry plan. A review of the second classification score for the offender is of primary importance. For high risk

offenders, depending on time in the institution, there should be a reduction in risk score at this second assessment.[18] A discussion of the accomplishments and lack of such while the offender was in custody is presented to the team. The juvenile and family are encouraged to discuss their experiences with the team. Motivation is again stressed in the transition phase to promote the juveniles' motivation to continue as planned, especially upon release. The release plan for this and the community phases are updated according to the young offender's accomplishments and failures. A very important set of tasks for the reentry team at this point is to talk to family about ensuring that the juvenile is connected to the needed programs and services immediately upon release from custody (even if that means setting up appointments for the juvenile and family within a day after release).

The most important part of this phase is for the team to work toward making sure that the transition from the facility to the community is smooth, with no lapses in services and programs. The reentry specialist will identify the offender's immediate needs (housing, family issues, substance abuse, mental health) and link the offender with probation service providers and programs able to meet these needs. During this phase, the reentry specialist may acquire additional team members as necessary, discuss any changes to the offender's motivation to change, and consult with the probation officer to ensure that the offender's basic needs are met as he/she prepares to exit custody.

Team members provide much of the structure that makes it possible for the transition phase to run smoothly. The mentor (or life coach) can be a primary link to help the juvenile set up a life plan (similar to the reentry plan but with more and different, including long-range, goals and steps to achieving the goals). The education specialist will assess the student's learning gaps and needs and begin the process of transferring credits and arranging for the student's transfer to a community school. The education specialist will identify an appropriate school monitor at the school the youth will be attending and coordinate with the school district transition specialist in the district that the youth will be transferring (possibly returning) to. If realistic, the education specialist and probation officer will accompany the offender on a field trip to the new school to introduce the offender to his/her school monitor, principal, teachers, and school. During transition, the employment specialist will assess the offender's vocational skills, identify vocational interests and needs, and establish a plan with the offender to take the appropriate life skills workshops or vocational classes, and/or identify potential

[18] Due to time constraints, some offenders serving very short sentences may not have a second classification and meeting or the second classification and meeting may occur just prior to release.

internships or jobs. It is highly recommended that young offenders are released with the expectation and contingency that they attend work or school the next weekday after release.

An important component of the transition phase for high-risk juveniles is CBT relapse prevention. The changes to thinking that juveniles learned in custody can be difficult to implement when they return back to the environments that, to some degree, fostered their antisocial behavior. The relapse prevention program is about promoting generalization training, which is to practice their new thinking in current, real-world scenarios. It is recommended that all high-risk juveniles are given CBT release prevention programs within the first week of release into the community. Many facilities provide (or can be trained to provide) these services, such as schools and work agencies.

It is assumed that security and control of the offender will be high during the initial weeks to months after release. But, if the offender remains successful in the community, security and control efforts can be gradually phased out. For example, it is anticipated that the reentry team (or a designated representative, such as the probation officer) contacts the young offender and/or his/her family daily when released and that this level of contact decreases over time.

Community Phase. The community phase of the reentry model is about maintaining behavioral change. It is desired that, by now, juveniles are well on their way to reintegrating to school or creating or re-establishing employment (depending upon age). It is the task of the reentry team to track juvenile progress and immediately intervene if the juvenile has a setback. We expect that all juveniles complete a restorative justice project at an appropriate time in their reentry plan. Juveniles also have the option of being given a CBT relapse prevention program if determined appropriate.

High rate security and control actions, except in cases of professional discretion or complete relapse, are inappropriate during this phase. Services and programs are all geared toward getting the juvenile to maintain pro-social thoughts and contact with pro-social environments. The start of this phase should be marked with another risk and need reassessment. If not already, there should be a marked decline in risk/needs.

Restorative justice projects are a desired component for all offenders in this model. Juveniles with a demonstrated reduction in risk can start restorative justice projects upon release from the facility. High-risk juveniles should not start restorative justice projects until a point when they have had some time to stabilize in school, work, housing, and the other issues pertinent to the reentry model or of daily life. Restorative justice is presented in detail in its own section in this work.

Individualized Case Management

Much of the discussion of this reentry model has illustrated the importance of an individualized case management approach to juvenile reentry. This individualized approach relies on the proper classification of juveniles in order to target necessary criminogenic needs and services. We elected to use a case management team approach in this model to take advantage of the continuity of care it is more likely to provide to the juvenile and the increased flexibility it is likely to give the staff when compared with other approaches. The team approach diminishes the obstructive effects of inevitable staff conflicts in scheduling, staff turnover, and sick and vacation absences (Partirdge, 2004). This flexibility is invaluable for the reentry team members and promotes the longevity of the team itself. The offender benefits from the team approach by working with the same reentry group during his/her progress through the reentry model. It also allows the team and the juvenile to develop a relationship over time and allows the team to better understand the juvenile and his/her family. It also promotes a sense of responsibility on the juvenile's end because he/she recognizes and gets to know the team that is paying attention to his/her reentry progress.

Barriers

The reentry planning team identified several barriers to implementing the proposed case management approach. First and foremost, there was much discussion about offender confidentiality and the legal issues that bind agencies; and in particular, the inter-agency sharing of juvenile offender records. There was also much debate about whether a new case management system is needed with this reentry model in order to facilitate the relatively immediate sharing of offender information. Third, the Reentry Planning Team itself could not determine, in the given time frame of the meeting, exactly where the reentry specialist (and team) should be housed. This Blueprint does not propose any particular agency location for the reentry specialist and reentry team but leaves this question to representatives from OCWIB, OCPD and the court system to answer.[19] We present the following case management system using the feedback we received during the Reentry Planning Team meeting.

[19] Other reentry programs have achieved success by selecting non-criminal justice-specific reentry specialists and putting them in an independent location. For example, Clay County Minnesota made space available for the reentry specialist and reentry team meetings in the local continuation high schools (Bouffard, Bergseth, & Ford, 2009). This is a possibility for this reentry model, as are OCWIB one-stops, and OCPD family resource centers. While we make no specific recommendation for where reentry team meetings should take place, we do hold that the place should be one where the juvenile and family feel comfortable.

Recommendations

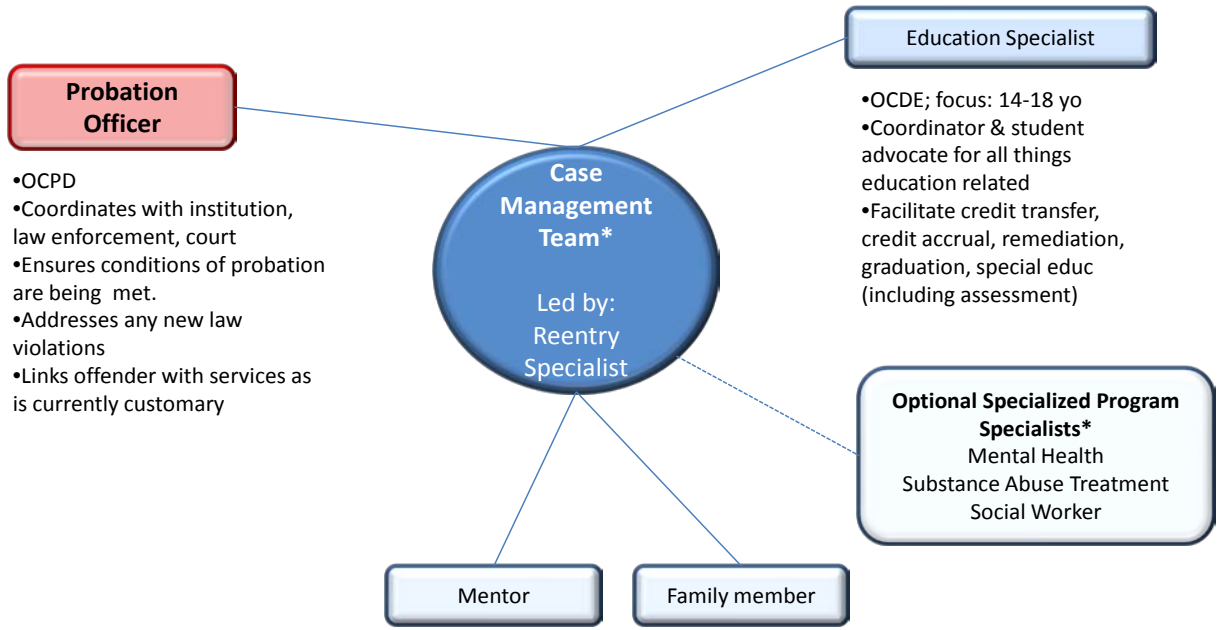
Youthful offenders will be assigned a "Case Management Team" (CMT) of experts to work with him/her. The case management team will be led by a "Reentry Specialist." The rest of the reentry team members will be determined by the juvenile's age, risk level, and identified criminogenic needs. All low-medium risk juvenile offenders (14-18) will have the following members on thesir reentry team: probation officer, a reentry specialist, an education specialist, and (ideally) a family member and/or mentor (Figure 4). In addition to the above team members, high risk juveniles will have an additional program specialist on their team (Figure 5). All low-medium risk young adult offenders (18-24) will have an employment specialist rather than the education specialist (Figure 6). High risk young adults will also have a program specialist on their team (Figure 7). Additionally, any juvenile with indicated needs will have a mental health specialist, a substance abuse specialist, and/or a social worker on the team.

The reentry specialist will coordinate all team members (including schedules and communication between team members) and facilitate the team meeting. She/he will be a primary contact for the juvenile and his/her family and ensure that the youth is being linked to the necessary services and resources, based on classification, during all phases of the model. The reentry specialist will be skilled in motivational interviewing. In accordance with best practices research, this person will develop a "firm but fair" relationship with the youthful offender. She/he is akin to a personal ombudsman while focusing on and developing the offender's strengths, and promoting information sharing among team members. This person will likely require an assistant for record-keeping duties.

The reentry specialist, with the help of the probation officer, and other experts as necessary, will ensure that the juvenile's basic needs (housing, food, medical, etc) are met, particularly during the transition phase. For example, although it is unclear how many exiting young offenders are homeless, affordable housing is a major issue in Orange County. In fact, Orange County has the one of largest teenage and young adult homeless population in the nation (National Alliance to End Homelessness, 2009). There are more than 22,000 homeless children and youth in Orange County (including those who reside in doubled/tripled-up housing arrangements (Orange County Community Services, 2009). The situation has become dire recently, as evidenced by the fact that the number of homeless youth in Orange County has doubled in the past four years (Kathy Tillotson, Build Futures, personal communication, August 27, 2010).

Figure 4

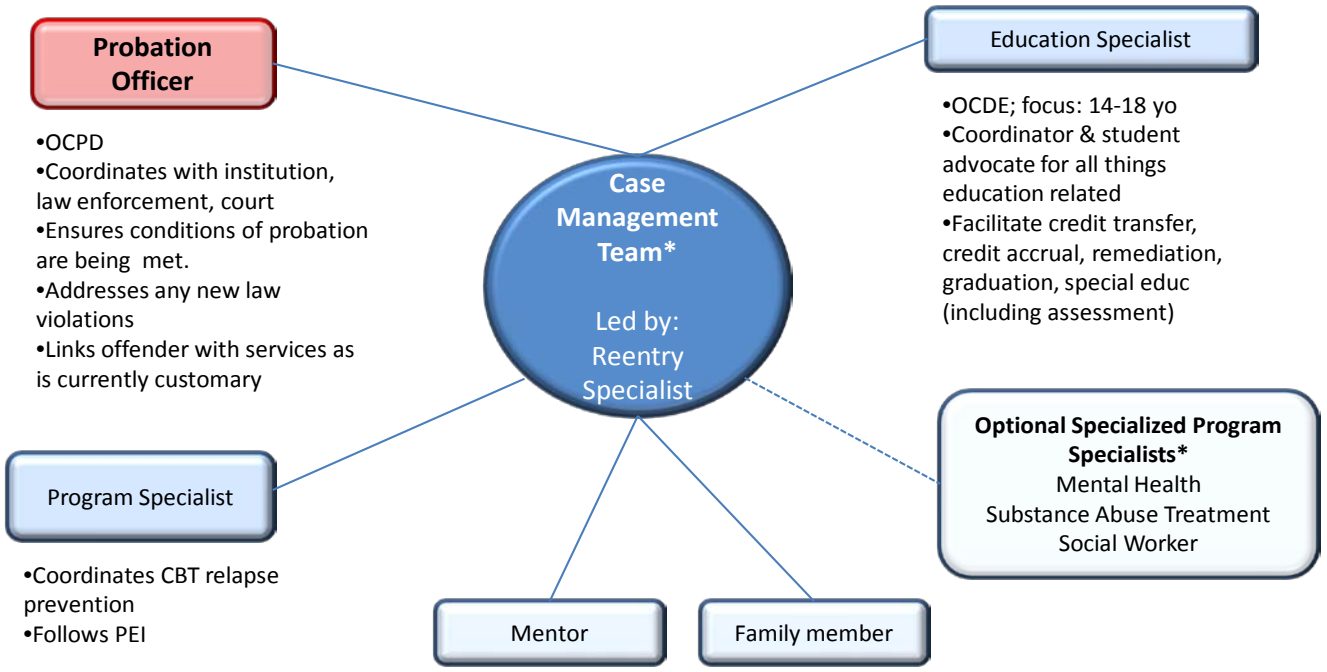
Case Management Team: Medium Risk Offenders, ages 14-18



*Team is individualized to each offender.

Figure 5

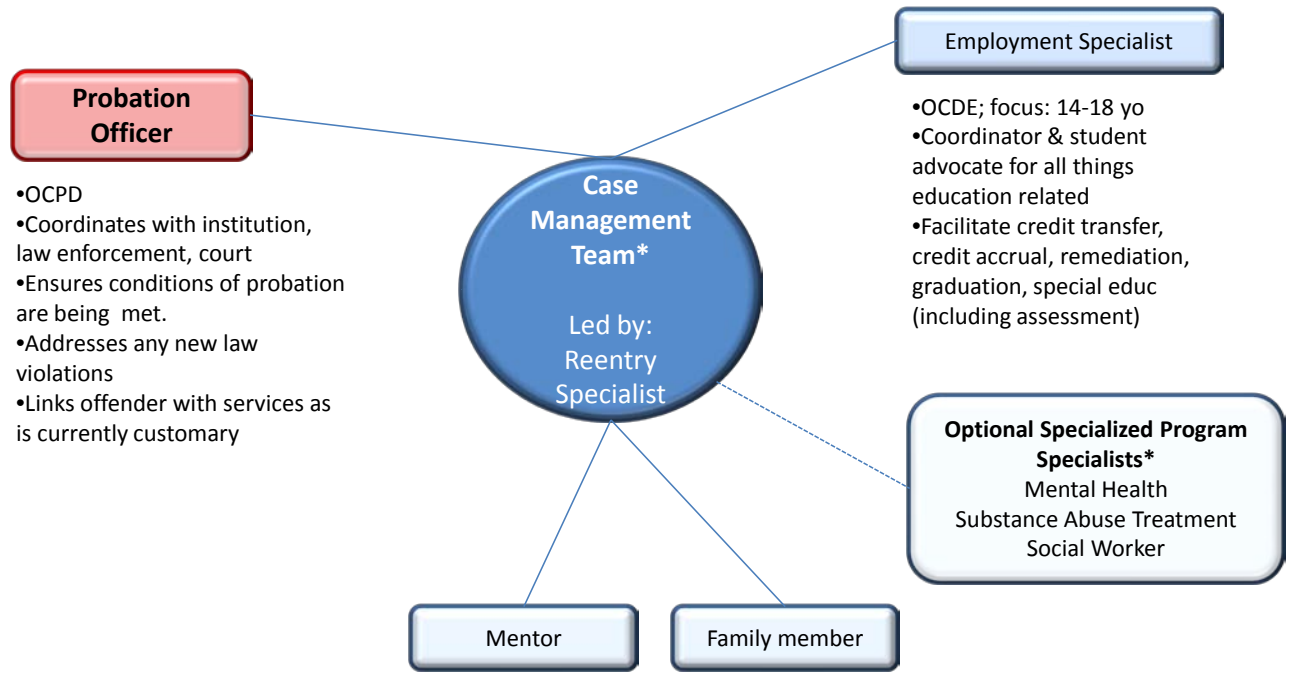
Case Management Team: High Risk Offenders, ages 14-18



*Team is individualized to each offender.

Figure 6

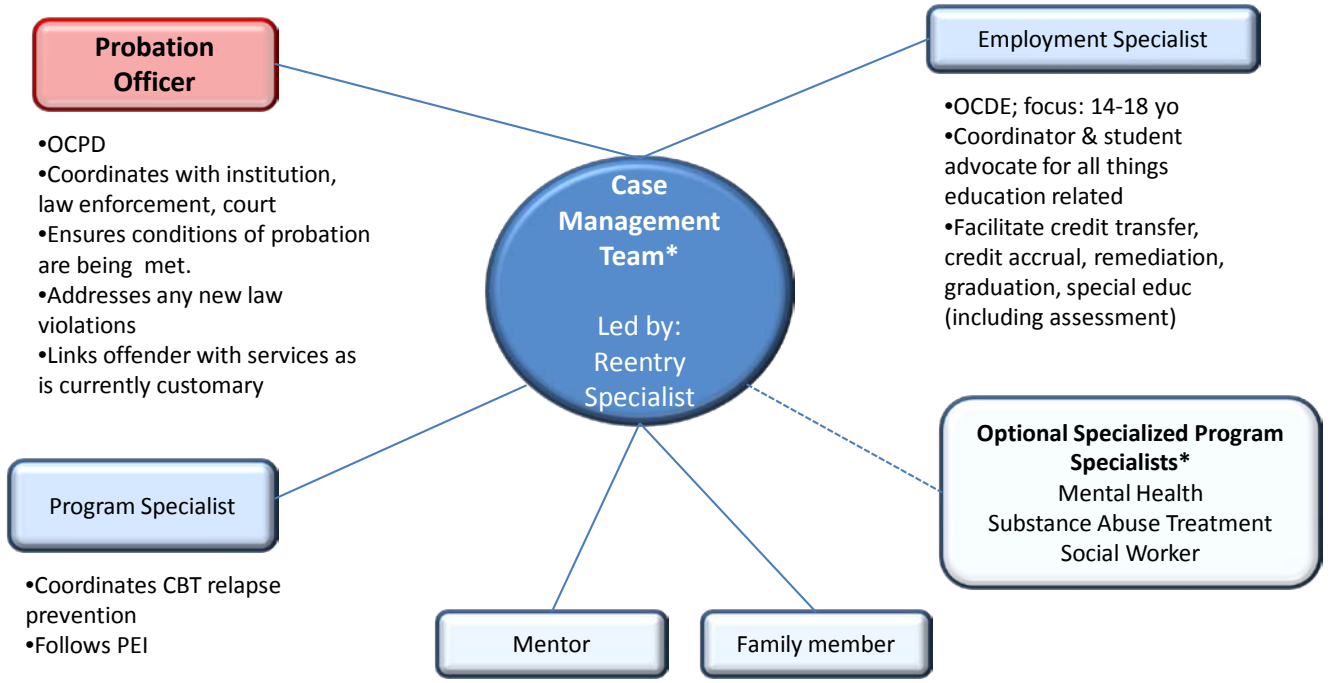
Case Management Team: Medium Risk Offenders, ages 18-25



*Team is individualized to each offender.

Figure 7

Case Management Team: High Risk Offenders, ages 18-25



*Team is individualized to each offender.

Workforce Development and Employment Strategies

A poor employment history and meager indications of employability (few job skills, lack of educational attainment, problems with authority) are common criminogenic needs found among offenders in the corrections system (see Andrews & Bonta, 2007; Gendreau et al., 1996). Yet, the correlation between unemployment and crime is a surprisingly complex one that is muddled in seemingly contradictory findings. Some authors argue that the relationship between unemployment and crime is neither strong nor consistent (Giordano, Cernkovich, & Rudolph, 2002; Piehl, 1998) and that both unemployment and crime are, in fact, maladaptive outcomes caused by a third factor, such as low self-control (Gottfredson & Hirschi, 1990). Others scholars argue, as persuasively, that employment and crime are truly related and that, in young adulthood, employment is a mechanism of informal social control that serves to reduce criminal behavior through the formation of adult social bonds (Sampson & Laub, 1990). There is also evidence that the relationship between employment and crime begins with educational accomplishments such that an increase in educational programs (post-secondary education) increases the likelihood of employment, which in turn reduces the likelihood of recidivism (Batiuk, Moke, & Wilcox-Rountree, 1997).

We take the position in this reentry model that regardless of the causal nature of unemployment and recidivism, the demonstrated correlation warrants attention (i.e. Andrews & Bonta 1995). Furthermore, this reentry model assumes that the pragmatic realities of living a pro-social life virtually require having legitimate employment. However, this is not a reentry model that simply advocates finding and giving a job to a high-risk young adult. To be sure, there are many attitudinal, motivational, and behavioral problems to overcome among offenders to prepare them for legitimate employment. The young people who leave the corrections system may have learned to rely on criminal behavior to obtain what they want. They may have limited perceptions of legitimate career options, limited motivation to be employed, little understanding of the rewards and satisfaction of employment, a sense of boredom in legitimate work, and/or a deficiency of job skills. As well, when they are released, they may also face an outside world of limited employment opportunities or a flat-out reluctance to hire ex-offenders (Solomon, Johnson, Travis, & McBride, 2004).

Our Reentry Planning Team meetings provided a great deal of insight with regard to the current employment services provided by agencies in Orange County, the employment needs and barriers to employment for our young adult population, and recommendations to adequately serve this population in Orange County. Here is what representatives in Orange County reported about employment services.

Current employment resources and services

Many agencies reported an ability to provide on-the-job training, vocational training, job readiness programs, and career development and awareness services to young adult offenders. The data tell us that, overall, job instruction is available to juvenile ex-offenders in Orange County. There was, however, a dearth of agencies that reported an ability to provide real-world employment experience to offenders. Only one to two agencies reported that they provided job placement and internship/work experience. Furthermore, there was only one agency that reported the capacity to subsidize employment as an incentive for employers. Overall, these data on current employment services identified the need for greater community incentives in Orange County to hire young adults reentering the community.

In partnership with the Orange County Board of Supervisors, the Orange County Workforce Investment Board oversees Orange County's workforce development activities and establishes programs in response to the workforce needs of Orange County. The OCWIB has successfully designed and administered employment and training programs for youth, adults, dislocated workers, and special populations. The WIA Youth Programs serve all at-risk youth populations who have barriers to employment, including offenders and ex-offenders, gang-involvement, homeless, substance abuse issues, disabilities, and pregnant/parenting. Through a network of regional service providers, the Orange County WIA Youth Services focuses on offering eligible participants access to the 10 WIA-required components that will successfully connect them to the high-wage/high-demand occupations:

1. Career exploration and preparation
2. Paid and unpaid work experience
3. Occupational skills training
4. Academic skills improvement
5. Alternative secondary education services
6. Summer employment opportunities
7. Leadership skills development and opportunities
8. Supportive services such as assistance with transportation, child care, and school supplies
9. Comprehensive guidance counseling
10. Follow-up services

In June 2010, the OCWIB was awarded $490,230 as part of the Governor's Gang Reduction Intervention and Prevention (CalGRIP) Initiative for California. The goal of the CalGRIP project is to implement intervention and prevention strategies, including job training, supportive services, education, and placement for youth ages 14 to 24 that are either at-risk of gang involvement, gang involved, or a current gang member. Many of the service strategies that have been identified for the project are the result of the intensive review and development of this Blueprint under the USDOL-funded "Young Offender Reentry Planning Grant" awarded to OCWIB. The OC-GRIP project will provide basic skills remediation, support for completing high school or earning a GED, and vocational skills training (including classroom and work-based program), in-depth assessment; individual service planning, pre-employment and work maturity skills training, job placement services, and comprehensive/wrap-around support services. Specialized support services will be provided to build a collaborative with community service organizations and law enforcement agencies in Orange County to address the needs of this population.

Employment needs and barriers

The need for greater employer incentives to provide employment opportunities to young probationers is not news to our reentry planning team members. Without exception, the greatest frustration representatives reported is the reluctance they experience from employers to hire probationers. There was little evidence that community outreach, per se, is an issue in Orange County. Agencies reported that they are successful at contacting and engaging potential employers. There is a need, reported by these agencies, to offer something in return to employers who agree to hire young adult probationers with (a) incentives to hire probationers and/or (b) minimize the risk that is put upon employers agree to participate.

Stakeholders also reported a plethora of other needs and barriers to employment that offenders experience, including: legal assistance, early intervention services, temporary housing, tattoo removal, personal counseling, medical services, mental health services, recidivism counseling, prevention strategies, reintegration strategies, family support, teen parenting classes, mentoring, pro-social activities, life skills training, anger management, community services and restorative justice projects.

Recommendations

Employment is the primary focus for young offenders ages 18-24 who have graduated from high school or earned their G.E.D. All employment services will be coordinated with OCWIB to "provide

access both to the corporations represented on the Workforce Investment Board and the service providers funded by the local workforce system." The goals of employment services in this reentry model are to (a) secure long-term employment and (b) reduce recidivism. There are many different types of employment programs that vary in style, approach and modality that can be advocated to reach these goals. Many employment programs can be more specifically described as job readiness classes, on-the-job training, job development/skills programs (certification programs), correctional industries, and vocational assessments. These programs can be offered in individual and group formats using client-centered or behavioral approaches. Regardless of which type of program or modality of service is offered, these employment programs on aggregate significantly increase the likelihood of employment and lower the likelihood of recidivism (Wilson et al., 2000; Gendreau & Ross, 1987; Washington State Institute for Public Policy, 2006).

Before the consideration of systemic incentives is given, the reentry model advocates that the young adult eligible for employment services demonstrate behavioral change before placement is given. To be sure, any reentry model must not just consider making sure that employment programs and policies are available to help clients succeed, but a reentry model must also consider the individuals that will be brought into such a system. Ideally, young adults should not be placed in employment services until they demonstrate the mind-set to handle the responsibility of employment, including the motivation, attitudes and behavior to make them capable employees. As well, they should have already received or are working toward their high school diploma or GED. Therefore, employment readiness, career development, and vocational training can be done with high-risk offenders while they are in the institution but no placement should be done until the offender demonstrates the capability of employment in their risk/need assessment. The recorded reduction in risk demonstrates an increase in pro-social attitudes and behavior and a reduction in the likelihood of recidivism. Until risk is reduced, the likelihood that young adults are ready for the responsibility of employment is minimal.

(1) Assign Employment Specialist

Offenders aged 18-24 will be assigned an employment specialist. This specialist will be responsible for providing all needed employment programs and services to the juvenile. The programs and services include interest and skills assessments, job readiness and other preparation programs, and other ancillary services. Many offenders initially need transportation services to their place of employment, tattoo removal, help getting adequate work attire, and assistance in obtaining necessary documents such as a social security number and state identification. These are services that the

employment specialist can provide to young adult offenders as they are readying to enter the job market. The employment specialist is also responsible for tracking the progress of offenders in their jobs and communicating with the juveniles' place of employment.

(2) Institute incentive program for employers who hire probationers

A county-level incentive program eligible to employers who hire young probationers coupled with intensive agency on-the-job mentoring and follow-up would encourage more employers in the county to hire probationers. Practitioners felt strongly that something is needed to increase the number of employers willing to hire persons with a criminal history. For example, funds could be used to pay the employee's wages (or a portion of his/her wages) while he/she is being trained by the employer.

Education

Education is the primary focus for young offenders ages 14-18 who have not graduated from high school or earned their G.E.D. Not only is education a criminogenic need (Gendreau et al., 1996), research shows that two-thirds of 9th graders, and three-quarters of 9th grade repeaters, drop out of school after incarceration (Berliner, Barrat, Fong, & Shirk, 2008). One main problem is that most delinquent youths are academically behind their peers—typically by four grade levels (Leone & Weinberg, 2010). This may be due to the fact that incarcerated youths are more likely than youths in the general population to have learning disabilities, emotional disorders, and behavioral disorders (Leone & Weinberg, 2010). To make matters worse, youths with disabilities and disorders are arrested at a higher rate than their non-disabled peers (Leone & Weinberg, 2010). On the positive side, research confirms that, if we successfully intervene, there is a strong correlation between educational attainment and positive life outcomes during adulthood (Leone & Weinberg, 2010). For these reasons, it is important to focus significant attention in the reentry model on improving the academic success for youths transitioning to the community from corrections institutions.

Current education resources and services

Through the well-coordinated Alternative, Community, and Correctional Education Schools and Services (ACCESS) Program, the Orange County Department of Education (OCDE) provides quality education to juveniles and adults in correctional institutions as well as to students in continuation schools and independent study programs throughout the county. Additionally, several of the larger school districts in the county also operate independent continuation schools that serve transitioning young offenders. Cross-over youths in the reentry population receive additional services through the Orange County Social Service Agency (OCSSA) which coordinates with each of the 28 school districts in the county on behalf of foster care youth. Educational services are also provided to youth who participate in truancy court.

Furthermore, 18-24 year olds may receive educational services through the Center for Opportunity, Reentry, and Education (CORE), the newest Day Reporting Center in Orange County. CORE offers a High School Diploma /GED in addition to Cognitive Behavioral Treatment (CBT) to adults on probation in Orange County. It is a collaborative partnership between OCDE and the Orange County Probation Department, and is free and open to all individuals who are on probation, and are at least 18 years of age. The program includes the Thinking for a Change (T4C) Curriculum into the daily education

of the participants. This helps to not only engage the participants in their education, but also provides them with CBT.

Education needs and barriers

Similar to research on other localities, incarcerated youths in Orange County face numerous barriers to obtaining and completing their education after release. According to reentry planning team members, typical issues faced by incarcerated youths in Orange County include: inadequate communication and coordination between agencies responsible for educating these youths (transferring records about a youth's credit needs, individualized educational plans, and academic assessments), mid-semester transfer problems; inadequate resources to monitor a youth's academic progress (attendance, behavior, academic), family language barriers, inconsistent and unsupportive families, unstable living arrangements (many cross-over youths and other placed or homeless youths move around frequently), no transportation to school, youths and families that lack empowerment, as well other medical, mental health, and addiction problems. Importantly, Orange County youths often have trouble meeting their most basic needs, for example housing and proper nutrition. Many youths need to work to support their family and/or are required to act as a parent to younger siblings (or their own offspring). Education is very often a secondary or tertiary concern for these youths and their families. Education providers stated that many students lack the motivation necessary to succeed in school – they are present-oriented (vs. future-oriented) and do not believe in the benefits of education. If they do complete high school, the inability to secure scholarships or loans hinders many young offenders, particularly those with a prior drug arrest, from being able to continue their education.

Recommendations

Education is the primary focus for young offenders aged 14-18 who have not graduated from high school or earned their G.E.D. One-third of juveniles with OC commitments spend less than 31 days in custody. This hinders Orange County's ability to get students on track academically and underlines the importance of having a highly coordinated education system that links schools throughout the county, both within correctional institutions and within the community. Although recent changes have reduced the elapsed time between the juvenile's incarceration and when he/she reports to school to a single day (or less), practitioners still reported that coordination of credit recovery, the handling of mid-semester transfers, connecting youths to special education services, the availability of tutoring for math and reading remediation, and efforts to motivate youths could be improved.

(1) Assign youth an Education Specialist

Having a youth-centered reentry team with an educational specialist for offenders aged 14-18 who have not yet graduated high school (or received their GED) will improve educational outcomes for these youths. The education specialist will assist the youth in navigating the institution to community school transition and will remove common barriers by coordinating with the youth, his/her family, the reentry team, the institution, and the community school. Specifically, the education specialist will be responsible for (1) assessing each juvenile for learning disabilities, academic achievement, and learning style preferences; (2) creating an appropriate Individualized Educational Plan (IEP) (if necessary); (3) linking each student with the appropriate services (including special education resources, tutoring, remediation); (4) tracking each student's school progress (attendance, academic, behavior); (5) communicating and coordinating with the school district's transition specialist (see #3 below) and the community school's transition monitor (see #2 below); (6) maintaining a master file of the student's units earned toward graduation by compiling the student's records from all academic institutions attended and by facilitating the transfer and retrieval of educational credits, as necessary. These coordination efforts will improve credit transfer and retrieval and ensure that the student is placed into appropriate classrooms with a schedule that moves him/her toward graduation, and that he/she will be getting any special education services that are indicated and required for success.

During the transition phase the education specialist, if feasible, should accompany each youth and his/her family on a "pre-release visit" to his/her new school to meet the principal, his/her new monitor, and potential teachers. The visit would be an ideal time to conduct an "admission interview" in which the principal meets with the new student and his/her family and others to discuss school rules and policies. Such visits have been shown to reduce anxiety among youth and encourage school attachment (Brock, O'Cummings, & Milligan, 2008).

(2) Implement "Check and Connect" program throughout Orange County

Based on practitioner reports of the difficulties students face getting to school regularly and being motivated to attend and participate in school, we recommend implementing the "Check and Connect" or a similar program throughout Orange County. Early evidence indicates that this dropout prevention program has positive benefits on staying in school and potentially positive effects on progressing in school (What Works, 2006). The program assigns each student a trained "monitor" at the youth's school to "check" the youth's performance (attendance, behavioral, academic) and to intervene

when issues arise. The monitor "connects" with the student by providing individualized attention, coordinating services, and providing encouragement and feedback. The monitor is a daily resource for the student at his/her school site and is the first line of advocacy and/or troubleshooting for the youth as he/she encounters difficulties adjusting to the school environment or receiving the required services. The monitor communicates regularly with the student's teachers as well as the reentry team education specialist. He/she is one more pro-social adult in the community that the returning youth has to turn to as they readapt to life in the community.

Teachers at schools throughout the county could be recruited to perform the duties and assume the role of monitor for students. Teachers could be paid a small stipend for the extra responsibilities required of monitors, including: meeting regularly with the student, keeping in contact with the student if he/she misses school, following up with the student's other teachers on his/her academic progress, etc. Teachers are a natural choice for this role because they (1) are on campus and are available to solve problems (and celebrate success) on a daily basis, (2) may already have a relationship with the juvenile or can easily establish a supportive relationship, and (3) have relationships with important others on campus (teachers, administrators) and unique knowledge that can help them resolve issues more efficiently than an outsider. Finally, paying teachers a small stipend is much more cost effective, realistic, and sustainable than hiring a person to monitor transitional youth at each school.

(3) Designate one "Transition Specialist" in each school district

To facilitate credit transfer and retrieval, we recommend that every school district and every juvenile correctional institution in Orange County designate a single "transition specialist" who will work with the reentry team education specialists to identify student progress and credits earned at schools within the district/institution. O.C. practitioners reported and research confirms that one of the most daunting barriers for youth transitioning between schools is the inability to retrieve information about the student from schools previously attended. The problem is not limited to Orange County. National-level research indicates that locating the person in the school district with the most up-to-date records for the student can be frustratingly difficult; and often the student's records are missing or incomplete, which has implications for his/her graduation (Brock, O'Cummings, & Milligan, 2008). Additionally, it is a common misconception among school district staff nationwide that student's academic records cannot be shared with transition staff due to privacy concerns. Having one person designated as the transition specialist at each school district and providing training to these individuals will alleviate many of the above-listed administrative issues. Orange County already has designated AB490 Foster Care Liaisons in

each of the 28 school districts, and it might be natural for this person to assume the duties of transition specialist/liaison for juvenile justice system involved youth as well.

(4) Link current databases into a coherent system to maintain youths' education records

Eventually, Orange County agencies should focus on linking agencies' existing databases into a shared data system for the purpose of maintaining accurate records of juvenile justice system involved youth. Los Angeles County maintains a single electronic data system that tracks youth through the justice system, including up-to-date school records. Orange County already has a "Foster Focus" database in place to track education credits for current wards of the court and former wards of the court now in dependency court. These existing databases may serve as models for an educational database for juvenile justice system involved youth. Funding for this project, which would ease youth transitions could come from Title I, Part D funds; which may be used to purchase equipment, hire personnel to create the system, train existing personnel on the system, and hire data clerks to maintain the system (Brock, O'Cummings, & Milligan, 2008).

Mentoring

Mentoring generally demonstrates positive outcomes for *at-risk* youth.[20] Some positive outcomes of mentoring on at-risk youth populations include: decreased depression, decreased hopelessness, decreased substance use, improved school performance, and improved work performance and retention (Bauldry, 2006; Spencer, Jones-Walker, 2004). A recent meta-analysis estimated that mentoring programs had a mean effect size of approximately 14%-18% across a variety of outcomes (DuBois, Holloway, Valentine, & Cooper, 2002) for at-risk youth.

Research on the effects of mentoring specifically on youth involved in the justice system is mixed, but some research indicates that mentoring can have positive effects on this population. In particular, mentoring has been found to reduce aggression, substance use, and delinquency (Novotney, Merlinko, Lange, & Baker, 2000; Bouffard, & Bergseth, 2008; Bouffard, Bergseth, & Ford, 2009). Importantly, the Reentry Services Project (RSP) in Minnesota has shown that combining an intensive mentoring component along with needs assessments and coordinated case management services in a multi-phase, evidence-based reentry program (such as the one we are proposing) can improve outcomes for youth, possibly beyond what would be expected without the mentoring component (Bouffard & Bergseth, 2008). Overall, the research indicates that some programs are successful and others are not. There are several key components that successful mentoring programs have in common. First, successful programs have clear program goals with a strong organizational structure that supports the goals. Second, successful mentoring programs provide adequate training and ongoing support for their mentors. Third, they have procedures in place to effectively match mentees with appropriate mentors. Finally, mentors commit to at least one year with the mentee and spend time with him/her frequently (Tolan, Henry, Schoeny, & Bass, 2008; Spencer & Jones-Walker, 2004).

Current mentoring resources and services

While there are several organizations that provide mentoring services to at-risk youth in Orange County, only one provides mentors to youth in custody. It was apparent during Blueprint meetings that there are many agencies and volunteers who want to mentor this population, but cannot for logistical and policy-related reasons. Orange County Probation Department has two volunteer programs,

[20] At-risk youth should not be interpreted to refer to the "medium risk" or "high-risk" classification groups identified in this reentry model, despite the likely overlap between these groups.

Volunteers in Probation (VIP) and Volunteer Probation Officers (VPO), that allow volunteers to work with youth under correctional supervision in a variety of capacities, including as supports.

Mentoring needs and barriers

With the exception of one program, OCPD's policy forbids persons who work with youth inside institutions (teachers, mentors, probation counselors) to continue contact with the young offender upon release. This policy nullifies important existing support systems for the juvenile when they may need it most—when they are released into the community.

Recommendations

(1) *Consider modifying OCPD's "no follow-up" rule to allow increased mentoring opportunities*

It is important to provide continuity of services and team personnel from phase one (custody) through to phase three (community). For this reason, the reentry program would benefit if OCPD were able to revise its policy prohibiting caring adults from following-up with and providing support to offenders after they return to the community. The transition to community is a very stressful time period for offenders and the more supports (caring, pro-social role models) an individual has, the more likely he/she is to make a successful transition. During Blueprint planning meetings, stakeholders indicated that there are many volunteers who are willing and able to provide that support to young offenders, but who are unable to due to the current policy. Thus, amending or clarifying the policy on volunteers following juveniles after institutional release would increase opportunities for pro-social mentorship for young offenders.

(2) Expand current mentoring program

Pacific Youth Correctional Facilities MatchPoint program has already established itself as a worthwhile and trusted program in Orange County. For this reason, it makes sense to expand the program to accommodate all offenders exiting institutions that meet criteria for participation in the reentry program. An administrator of that program felt that, with funding, it would be possible to expand the program to meet the needs of the current reentry population. One caveat, the MatchPoint program is a Christian faith-based program. Thus, it will be necessary to recruit and train additional faith-based communities (Catholic, Jewish, etc), or at the very least, volunteers to serve offenders of other faiths. Current and interested VIP volunteers could serve as mentors, as could others.

(3) Enlist local college students as mentors

University students are an ideal population to recruit to be mentors for young offenders because they often have the time, flexibility, and optimism; and are able to relate well to young offenders. With many colleges and universities within its borders, Orange County is teeming with potential mentors. For example, we envision creating a yearlong service-learning course at California State University, Fullerton (CSUF) in which CSUF students learn about juvenile justice and/or correctional rehabilitation while serving as mentors to reentering offenders for one year. This idea can easily be expanded to other colleges and universities in the area, as needed.

We are confident that this strategy can work, as it has been implemented successfully in a number of locations, most notably Michigan and Indiana. The Adolescent Diversion Project (ADP) in Michigan has been in existence for more than three decades and has matched more than 4,000 first time offenders with the same number of Michigan State University students (Davidson, 2009). It has demonstrated positive effects on both first-time juvenile offenders and university students (Sturza & Davidson, 2006). Also, the "Aftercare for Indiana through Mentoring" (AIM) program pairs juveniles exiting a correctional institution with university students enrolled in a service learning course on juvenile justice (AIM, 2004). Not only did AIM prove to be cost-effective, offenders in the program were less likely to recidivate and more likely to stay in school as a result of being mentored by a trained college student (AIM, 2006).

(4) *Incorporate mentoring into Reentry Specialist's duties*

In addition to the above, Orange County should consider having the reentry specialist take on an informal mentoring role. Not only could this serve to increase the continuity between custody, transition, and community, it could provide additional or stronger benefits for reentering offenders. Clay County, Minnesota implemented a very similar evidence-based reentry plan in which the transition coordinator (aka reentry specialist) took on this added dimension and the youth in the program were found to have reduced risk profiles, decreased drug use, and lower recidivism rates than a comparison group from a neighboring county six months post-release (Bouffard Bergseth, & Ford, 2009).

Restorative Justice

Unlike a traditional approach to criminal justice, which is centered on punishing an offender, restorative justice is focused on offender accountability and repairing the harm done through mediation and conflict resolution. The balanced approach to restorative justice concentrates on three equally important features: offender accountability, competency development, and community safety (Lawrence & Hesse, 2010; Pranis, 1998). Offenders are compelled to take responsibility for their actions and for the harms done to the victims, the communities, and their families. They are also required to make amends for their actions by restoring the losses caused by their behavior. Strategies are employed to affect change within the offender, not to punish him/her. Specifically, tactics selected are intended to improve offenders' education, vocation, social, and civic competencies with the goal of developing socially responsible young offenders. Restorative justice recognizes that public safety is as important as repairing harm and developing offenders' competencies. By emphasizing a problem-oriented approach to supervision that focuses on work, education, and service, probation officers can simultaneously improve relations with community members while ensuring public safety (Brazemore & Day, 1996).

Restorative justice often takes ones of four forms: victim-offender mediation, family group conferencing, sentencing circles, or neighborhood reparative boards; however it can also involve meaningful community service projects and other programs. Restorative justice practices are typically used (and are most appropriate) for minor crimes (theft, minor assault, vandalism, etc). The approach is not regularly used for crimes that cause major damage and/or suffering or are seen as requiring substantial sanctions (murder, felony assault, major property crime). Although used with a variety of populations across the globe, it is seen as particularly appropriate and beneficial for youthful offenders (Ward & Langlands, 2009) who are still maturing. Cognitive neuroscience research reminds us that the prefrontal cortex of the brain (the portion responsible for reasoning and impulse control) is not fully developed until early adulthood (Pettus-Davis & Garland, 2010). Because restorative justice forces offenders to be confronted with some of the consequences of their behavior, it (along with CBT) can instigate new mental processing sequences in which offenders learn to anticipate the potential consequences of their actions and thus re-evaluate their choices prior to acting. Restorative justice corresponds well to the reentry plan's focus on changing offender's thinking patterns.

Overall, restorative justice practices are shown to have positive impacts on victim satisfaction, offender satisfaction, restitution compliance, and recidivism (Latimer, Dowden, & Muise, 2005; Bonta, Jesseman, Rugge, & Cormier, 2006). As for a reduction in offender recidivism, Bonta and colleagues

(2006) concluded that restorative justice practices are moderately successful. This positive effect, however, disappeared for court mandated restorative justice programs, suggesting that the voluntary participation in restorative justice exercises must be maintained for there to be a positive effect. This is important, and indicates that any restorative justice program/project must be *perceived as* voluntary by the offender.

Bonta and colleagues (2006) further deduced that the effect size differs based on offender characteristics. Important for the current conversation, restorative justice practices offer mild benefits for low risk offenders but do slightly more harm than good for high risk offenders. In other words, restorative justice reduced recidivism for low risk offenders, but increased recidivism for high risk offenders. This is probably because high risk offenders are typically high need offenders who have many and significant needs that first require appropriate assessment and treatment with evidence-based strategies. Thus, we do not recommend any restorative justice projects until the offender's risk level declines enough so that he/she is generally considered low-risk.

Current restorative justice resources and services

Currently, there are two agencies in Orange County that provide victim-offender mediation and other restorative justice services. In the past, Orange County offered graffiti and shoplifting workshops in the tradition of restorative justice that involved both juvenile offenders and their parents; however these programs were cancelled in 2008 due to budget cuts.

Recommendations

For the above reasons, we propose that Orange County integrate restorative justice practices in the Reentry plan for low risk offenders but not high risk offenders and to provide opportunities for restorative justice programs, but not mandate participation. Furthermore, because this is a post-conviction, post-incarceration reentry plan, we suggest incorporating restorative justice through community service projects that allow low-risk offenders to make amends for their past crimes by giving back to the community in ways that are symbolic of their past crimes, when they are ready. In order for this component to be effective, it will be important to identify and include appropriate and highly valued benefits to the offender for participating in restorative justice projects, as participation must be perceived as voluntary. As a reminder, all offenders will be assessed for criminogenic needs, establish a Reentry plan, and be enrolled in appropriate treatment programs to improve the likelihood of their

successful reentry. Thus the practices below should be seen as SUPPLEMENTAL to, not in lieu of, more substantial treatments such as CBT interventions.

(1) Provide restorative justice opportunities as part of the reentry plan

Include restorative justice programs and projects in a menu of options that offenders can choose from to instigate and demonstrate new thinking patterns. Projects should be meaningful to the offender and related (in a symbolic way) to the offender and his/her crimes. The object of the community service project should be to repair the harm caused by the offender and to reintegrate the offender into the community. Similarly, other types of restorative justice could be incorporated into other aspects of the reentry plan. For example, a restorative justice program called family conferencing could take place during family counseling, if the offender is willing to participate[21].

(2) Create a database of restorative justice projects

Practitioners reported that there is no database of no-cost community service projects and that having such a database would be helpful. Therefore we recommend that Orange County consider establishing a centralized database at an appropriate time in the future.

[21] Note that family conferencing typically requires the participation of the victim (and his/her family); however due to the extended time frame between the crime and the conferencing, it is possible that the victim/s may not want to participate.

Countywide Efforts to Reduce Crime and Violence

The reentry model we propose is individual-based, not place-based. For this reason we expect to reduce crime and violence by changing offenders' thought patterns and increasing the number and quality of offenders' attachments to pro-social others and his/her community. The importance of social bonds and attachments to individuals with pro-social thoughts and actions is a central component of many criminological theories (including social control, learning, rational choice, re-integrative shaming, self control, and even labeling). Increasing social attachment and pro-social behavior can be achieved a number of ways including, as we propose, through youth sports and other extra-curricular activities, faith-based and secular mentoring (see mentoring section), and restorative justice activities (see previous section).

Criminological research has yet to produce convincing evidence that after-school sports programs have any crime prevention benefits (Hartman, 2007; Howell, 1995), however, other disciplines have long provided persuasive evidence that these programs have positive benefits for youth in general. For example, youth who play team sports are less likely to use drugs and less likely to be a teen parent; they also tend to have higher self esteem and higher self efficacy (Barron, Waddell, & Ewing, 2000). A recent study found that, after controlling for intelligence, individuals who participated in youth sports stayed in school longer and earned more money over their lifetimes (Barron, Waddell, & Ewing, 2000). Another study found that student athletes are more engaged in civic life (Ganz & Hassett, 2008). Other after-school programs (including art, drama, and music) have also been shown to have positive benefits for youth in general. Given that prisoners generally have diminished self worth, the positive benefits associated with playing youth sports may be precisely what a young offender needs – a boost in self esteem and self efficacy.

Despite a dearth of research evidence, the use of after-school sports, arts, drama, and music programs as a crime prevention and recidivism reduction tool is theoretically enticing, as it increases pro-social peer (and adult) networks, decreases unsupervised free time that could be used to engage in deviance, serves as an incentive to encourage conforming behavior and academic performance, and in the case of our population, could promote the shedding of negative self labels and the acceptance of new, positive self labels. Our strength-based reentry model emphasizes the individual as an asset to his/her community. One way to promote this idea is by allowing the offender to discover and participate in pro-social activities in which he/she excels.

Recommendations

(1) As realistic, involve offenders in pro-social after-school activities such as sports, art, drama, and/or music.

We propose that for the above reasons, offenders should be encouraged to participate in extra-curricular pursuits at an appropriate time during the community stage of their reentry plan. Participating in creative activities and sports can have many positive effects for youth. Unfortunately, many offenders have not had the opportunity to participate in these extra-curricular activities. These extra-curricular activities are likely novel to the youth and participation may have several benefits. To begin, it can serve as an incentive for desired behavior, and a consequence for non-desired behavior. Additionally, it can serve as an acceptable outlet to release extra energy, frustration and other negative emotions. Furthermore, participation may allow offenders to realize success in new, pro-social activities which may inspire youths to "do better" and possibly re-label themselves with positive, rather than negative, labels. Finally, the expanded pro-social networks that these activities might bring would also be beneficial for the transitioning youth.

In terms of team sports, every city in Orange County has recreational youth sports leagues devoted to baseball, softball, soccer, basketball, football, and cheerleading. Therefore there should be no problems enrolling every juvenile who wants to, and is able to participate, in a sport when they are ready. The issues will be cost (league fees and sports equipment) and participation logistics (transportation, family support, etc.). Reentry staff should work with the offender and the sports organizations in his/her community to enroll the offender in a league, arrange for a scholarship for league fees (if necessary), locate affordable/free sports equipment for the youth, and pair the youth with a responsible and caring adult from the league (coach) who will work with the youth and his/her family to ensure the youth gets to practice and experiences some successes in the sport. Youth should not be placed on a team with any other newly released offender, so as to not allow an environment that could be conducive to anti-social behavior (Jacob & Lefgren, 2003).

Reentry team members should work with art studios, music classes, and youth theaters (or private artists, musicians, and actors) to allow returning youth to participate in these pro-social, creative pursuits. Again, it will likely be necessary to arrange for scholarships for the youth, as well as to identify a caring, trained adult to assist the youth in developing their talents and skills.

(2) Connect interested offenders to faith-based organizations and reentry programs

Reentry team members should help offenders who are interested and not already attending religious services connect to a faith-based organization. Although academic research, for a number of reasons, is not able to substantiate the existence of consistent positive benefits of faith-based reentry programs on offender recidivism (Mears, Roman, Wolff, & Buck, 2006), anecdotal evidence suggests that faith-based programming can improve offender reentry success (LeBlanc & Nolan, 2009). We take the stand that faith-based organizations have much to offer and are an untapped resource in Orange County. Specifically, we propose that faith-based volunteers are incorporated into the reentry project as mentors, positive role models, and spiritual leaders.

Sustainability Efforts and Considerations

In an effort to address not only the design and implementation of a Reentry program in Orange County, the Reentry Team also spent time discussing sustainability of the project long-term. For the purposes of the discussions, sustainability was approached from the presentation angle of The Finance Project's sustainability planning. Because the program being designed and created implied lasting and systemic change, the Team felt a need to address sustainability of the program and sustainability of the paradigm shift in service delivery.

To address the sustainability of the project, the Team first created a foundation by identifying a vision statement and a mission statement for the program – taking into consideration the big picture perspective of the outcomes desired, as well as the more specific details of the endeavor through the mission statement. The Finance Project's sustainability planning lays the foundation for the direction of Orange County's Reentry model by looking at their eight key areas recommended for organizations wishing to embark upon a program with the scope, breadth, and depth as this brings about. These eight areas will be fully developed with additional implementation funding beyond the planning funding received to create and publish this Blueprint:

1. Vision
2. Results Orientation
3. Strategic Financing Orientation
4. Broad-Based Community Support
5. Key Champions
6. Adaptability to Changing Conditions
7. Strong Internal Systems
8. Sustainability Plan

The Orange County Reentry Planning Team will use the recommendations and expertise of The Finance Project to further develop all eight areas identified. Recognizing that sustainability is also more than fiduciary considerations, the Reentry Team will also spend time looking at marketing and public relations, awareness campaigns, electronic presence, and other areas key to sustaining an initiative long-term. During the development of this Blueprint, the Reentry Team developed the Vision and Mission of the endeavor, looked at leveraging resources – both financial and in-kind – as well as identified the key champions that would leverage their expertise to support the "redevelopment" of

youth and young adult offender Reentry. The Reentry Team is committed to developing a long-term sustainability plan for Reentry in Orange County once implementation funding is secured.

In order to build preliminary support for changes in the Reentry system for youth and young adult offenders, this Blueprint will serve as a foundation for change. The Reentry Team strategized about key champions – those political, corporate, and community leaders who will be brought on board at the Blueprint juncture in hopes of securing their early commitment to creating a Reentry system that serves the targeted populations, actively engages key champions, provides lasting support to families, and enhances the capacity of all organizations involved in successful transitional and Reentry efforts.

Summary

The reentry model proposed in this Blueprint takes current and emerging evidence-based practices in prisoner reentry and applies it to much of the current and new programs and services offered in Orange County. This model is comprehensive in that it targets most of the young offender reintegration at three levels: the individual, the family and the community. Unlike many reentry programs, this model has an exposed theoretical base that is found in behavioral and cognitive-behavioral principles, offers an individualized case management system using a reentry team of experts that promotes quality and accountability in the reentry model.

Many of the barriers and gaps to reentry in Orange County that were identified in the Planning Team meetings are overcome with this Blueprint. We would like to offer two more global recommendations relevant to the implementation process: communication and data (see Reentry Policy Council, 2004). First, collaboration among community and criminal justice agencies is one of the most important, yet assumed, parts of prisoner reentry models. OCPD currently seems successful at communicating with community partners about the juveniles in their care. The Blueprint requires as much, if not more, continuous communication between OCWIB, OCPD, and community partners. The nexus of the inter-agency day-to-day communication process is located in the reentry team. The constant maintenance of communication ties is essential for a model such as this to succeed.

Second, data-supported evaluations of this model are the central method to assess and improve it. There is some evidence that data availability may need improvement with the adoption of this reentry model. As well, the reentry specialist must be given access to and some control over uniquely integrative systems of information for these juveniles, some of which are not yet in existence.

Third, no model can be successful without the support of the organizations and actors that directly provide it. In some cases, this requires a shift in culture. If this model is adopted, training on integrating the culture of the model into OCPD facilities and other agencies are essential to promote staff buy-in. Still, we saw that most agencies are enthusiastic about supporting juvenile reentry and are ready to participate in a process that could enhance the lives of young people in Orange County.

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Appendix A: List of attendees who participated in Reentry Planning Team meetings.

Orange County Department of Education

Keith Laszlo

Elaine Goodman

Rick Martin

Bahareh Church

Byron Fairchild

Janis Trujillo

Kirk Anderson

Stephanie Hitchcock

Orange County Department of Education, Division of Alternative Education, Juvenile Hall

Megan Hauck

Orange County Department of Education, Division of Alternative Education, Joplin Youth Center

Priscila Zuniga

Orange County Department of Education, Division of Alternative Education, Youth Leadership Academy

Amber Hughes

Devon Robertson

Orange County Department of Education, Division of Alternative Education, Accountability Commitment Program

Susan Keathley

Orange County Department of Education, Division of Alternative Education, Foster Youth Services

Karla Campos-Fuentes

Santa Ana Unified School District

Rosa Galindo

Jenny Shumar

Nancy Diaz Miller

Newport-Mesa Unified School District

Becky Bishai

Irvine Unified School District, Career Link

Patty Beltran

Cindy Chavez

Orange County Sheriff's Department, Inmate Services Division

Dominic Mejico

Melody Cantrell

Matt Patuano

County of Orange, Probation Department

Andrea Chambers

Laurel Schwarz

Julie Stedman

Jeff Corp

Stacey McCoy

Daniel Hernandez

Neal Heidenrich

Cynthia Contreras

Valerie Preciado

Darlyne Pettinicchio

Chris Lillja

Paula Fox

Robert Rangel

Lisa Kopinski

Orange County Bar Foundation

Nazly Restrepo

Orange County Mentor

Bridgett Brock

Pacific Youth Correctional Ministries

Chaplain Steve Lowe

Jan Lowe

Marilyn Jones

Corporate Training Institute

Ruth Cossio-Muniz

Gregg James

Build Futures

Kathy Tillotson

Winnie Huynh

Lan Zheng

Orange County Social Services Agency

Bob Malmberg

Maria Pilly Lares

Community Service Programs, Inc.

Natalie Lewis

Community Service Programs, Inc., Youthful Offender Wraparound

Hether Benjamin

Max Ponce

Brent Barcellona

Richanne Chalmers

Jessica Greer

Orange County Conservation Corps

Max Carter

Javier Cabrera

Jorge Martinez

Veronica Fowler

Orange County Conservation Corps, John Muir Charter School

Laura Veloz

Youth Employment Services, YES

Kathy DuVernet

Juvenile Consulting Services, LLC

Martine Wehr

Self-Help Systems

Shannon Fricilone

Vital Link

Kathy Johnson

Orange County Human Relations Council

Mike Finkle

Kathy Shimizu

Don Han

Jennifer Jones

Office of Senator Lou Correa

Arthur Sandoval

Max Madrid

Working Wardrobes

Mary Ann Profeta

Phoenix House

Geoff Henderson

James Hunter

Wise Place

Ana Hernandez

California Department of Corrections and Rehabilitation

Patrick Morrissey

Sara Sairsingh

Superior Court of California, County of Orange

Lynn Fenton

Noemi Gonzalez

Orange County Public Defender's Office

Jean Wilkinson

Dan Cook

Pia Manuel

Jackie Cole

The Bridge, Orange

Yvonne Elizondo

Rocio Rodriguez

The Bridge, San Juan Capistrano

Joi Nanthavogny

Orange County Youth Center

Al Rodriguez

Rhoda Sims

Community in Action

Beatriz Salas

Janet Salas

Catholic Diocese Office of Restorative Justice

Fred La Puzza

Beverley Campbell

COR Community Development Corporation

Ed Thomas

The Center for the Treatment of Addiction

Jeanette Abney

Girls Incorporated of Orange County

Noreen Rahman

Urban Strategies Institute

John Lewis

Taller San Jose, St. Joseph's Workshop

Art Guerrero

Juana T. Perez

Reentry Through Training, Counseling and Mentoring, RTTCM

Ericka Carter

Nick Saifan

Orange County Health Care Agency, Division of Children and Youth Services

Marcy Garfias

Calvary Chapel, West Grove

Dee Hutchinson

Orange County Sheriffs Department, Volunteer

Andrea Schmidt

Community Member

Klara Detrano, MFT

Justice in Education

Mike Clemens

Orange County Workforce Investment Board

Judy Carey

Andrew Munoz

Stephanie Koontz

Sarah Miltmore

Tito Nacario

Appendix B: Reentry Planning Team Meetings

Meeting #1
Young Offender Reentry Strategic Plan Development
February 24, 2010
Rancho Santiago Center
2323 North Broadway Santa Ana, CA
Speaker Jeff Corp Division Director, Orange County Probation

Meeting #2
Workforce Development and Employment Strategies
April 1, 2010
Westminster One-Stop Center
5405 Garden Grove Blvd., Westminster, CA

Meeting #3
Educational Strategies
May 5, 2010
Youth Leadership Academy
3155 W. Justice Way, Orange, CA
Speaker Amber Hughes, MS, PPS, School Counselor, Otto A. Fischer School/Youth Leadership Academy, Orange County Department of Education, Division of Alternative Education (Access)
Speaker Susan Keathley, Teacher, Accountability Commitment Program (ACP), Orange County Department of Education, Division of Alternative Education (Access)

Meeting #4
Individualized Case Management
June 4, 2010
Rancho Santiago Community Center
2323 North Broadway, Santa Ana, CA

Meeting #5
Restorative Justice and Crime Reduction Efforts
July 14, 2010
Working Wardrobes Community Room
3030 Pullman St., Costa Mesa, CA
Speaker Bev Campbell, Restorative Justice Coordinator, Catholic Detention Ministry
Speaker Mike Finkle, Human Relations Specialist, Orange County Human Relations Council

Meeting #6
Mentoring and Sustainability
August 11, 2010
Westminster One-Stop Center
5405 Garden Grove Blvd., Westminster, CA

Meeting #7
Pulling it all together
September 14, 2010
Irvine Ranch Water District, Duck Club Conference Room
3512 Michelson Drive, Irvine, CA
Speaker Andrew Munoz, Executive Director, Orange County Workforce Investment Board

Appendix C: Employment Meeting Minutes

Key Question #1 – Barriers to Service

Barriers	Solutions
Felony Conviction	Ex-Offender Bonding Through Employment Development Department and Federal Bonding; Withdrawal of Convictions; Educate Employers; Identification of Employers/Career Pathways Hiring Ex-Offenders; Providing Job Training Appropriate to Ex-Offender Population; Evaluate Current Legislation Relative to Employers/Convictions
Transportation	Provision of Supportive Services (Bus Passes, Tokens); OCTA Collaboration for Reduced Rates (OCREP Investigating Opportunities)
Tattoos	Referrals to Tattoo Removal Programs; Assistance Facilitating Requirements for Financial Payments / Community Service
Offender/Client Follow-Through	
Strong Gang Connections	
Returning Back to Same Environment	
Mentors/"Cheerleaders" – Lack of Role Models	
Lack of Working Models	
Lack of Access to Programs – Preventative vs. Reactive	
Working with Offenders Pre-Release – Linkages Between Inside and Outside	Young Adult Model (OCSD) – Transition Plan (Identification of Barriers) Pre-Release; Transition Staffing to Facilitate; Juvenile Population Case Conferences Monthly; Social Workers for Juvenile Population; Probation Officers Provide Follow-Up; Providing Information to Youth and Young Adults About Community Resources Available Upon Release; Checklist of Services Available; Coordination of Speakers/Agency Representatives During Incarceration (Workshops While Incarcerated)
Lack of Education and Job Training	
Lack of Appropriate / Transferable Skills	
Lack of Basic Living Needs (Clothing, Shelter, Food)	
Serving the Employer	
Lack of Soft Skills (Job Readiness)	
Lack of Quality Communication and Cooperation Between Agencies	
Employment Matches – Facilitation of Employer/Employee Training – "Train the Trainer"	
Lack of Quality Work Readiness / Skills Assessment vs. Basic Skills Assessment	

Focus on Strengths-Based Assessment vs. Deficit-Based Assessment	
Anti-Social Behaviors and Attitudes	
Lack of Motivation	
Unmanaged Mental Health Needs	
Untreated Substance Abuse Issues	
Time Lapse Between Release and Service Provision (Need for Quality Aftercare Programming)	
Lack of Responsibility (Paperwork / Institutionalization / Personal Accountability)	
Hierarchy of Services Needed and Provision of Services – Quality Plan for Action – Prioritized Need Structure	Creation of a "Checklist for Success"
Lack of a Personal Support Structure / Lack of Positive Role Models / Mentors / Parental Support	
Lack of Family Services to Understand Past, Present, and Future Activities	
Restoring "Place" in Community in a Positive Manner	

This WIA title I financially assisted program or activity is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities'.

Appendix D: Survey of Agency Reentry Services: Workforce Development and Employment

SURVEY OF AGENCY REENTRY SERVICES

Young Offender Planning Grant: Planning Re-Entry Services for Ages 14-24 (OCWIB & OCPD)
Created by PRG, California State University, Fullerton

WORKFORCE DEVELOPMENT & EMPLOYMENT STRATEGIES SURVEY

Meeting: April 1, 2010

As a service provider of re-entry services for Orange County youth and young adults exiting correctional institutions, you are being asked to complete the following survey questions about re-entry services. These responses will be incorporated into an Orange County Blueprint of Re-entry Services for Youthful Offenders by Dr. Georgia Spiropoulos and Dr. Christie Gardiner of California State University, Fullerton (CSUF), for the Orange County Workforce Investment Board (OCWIB) and the Orange County Probation Department (OCPD). Your answers will be kept confidential to the extent allowed by law. Your name will not appear in the Blueprint or any publication. Your participation is entirely voluntary. You may refuse to participate or discontinue your involvement at any time without penalty. Choosing not to complete the survey, or any question on the survey, will not affect your participation in the Blueprint Re-entry Team Meetings. If you have a concern about your rights as a research participant, you may call or write CSUF's Institutional Review Board at 657-278-7640 or 800 N. State College Blvd., Fullerton, CA 92834. If you have any questions for the researchers, they can be reached at gspiropoulos@fullerton.edu and cgardiner@fullerton.edu.

Agency: _____ Contact Name: _____
Street Address: _____ Contact Phone: _____
_____ Contact Email: _____

TO RESPONDENTS: PLEASE ANSWER THE FOLLOWING QUESTIONS IN THE SITUATION OF PROVIDING **WORKFORCE DEVELOPMENT AND EMPLOYMENT STRATEGIES** TO RE-ENTRY CLIENTS AGES 14-24 (HEREIN CALLED "CLIENTS").

1. Indicate with an "X" whether your agency provides (fully, partially, not provide and shouldn't, not provide but should) any of the following workforce development & employment strategies to clients:

Service List	Fully	Partially	Does Not Provide & Should Not Provide	Does Not Provide But Should Provide
On-the-Job Training	☐	☐	☐	☐
Vocational Training	☐	☐	☐	☐
Subsidized jobs	☐	☐	☐	☐
Conservation and Service Corps	☐	☐	☐	☐
Job Readiness Training	☐	☐	☐	☐
Job Placement	☐	☐	☐	☐
Internships/Work Experience	☐	☐	☐	☐
Career Development & Awareness	☐	☐	☐	☐

2. What other workforce development & employment strategy(s) does your agency provide to clients that is(are) not listed in the above table?

_____
_____
_____
_____
_____

Page 1 of 2

SURVEY OF AGENCY REENTRY SERVICES

Young Offender Planning Grant: Planning Re-Entry Services for Ages 14-24 (OCWIB & OCPD)
Created by PRG, California State University, Fullerton

3. For each workforce development & employment strategy that your agency provides that are listed in #1 and #2, provide the components of these services. For example, if your agency has job readiness and training, please list how it performs job readiness training through the identification of the components of this service such as cognitive behavioral programming, labor training, supervision. If you cannot identify components, please simply describe how your agency provides this service to clients (Please add lines as necessary)

	Service	Components
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

4. Indicate whether your agency considers any of the following issues when your agency provides workforce development & employment strategies to clients. If it does, indicate whether you know that the client is receiving or has recently received services that target the issue (either by your agency or another agency).

Item List	Consider? Yes	Consider? No	Target for Change? Yes	Target for Change? No
Client criminal risk level of recidivism?	☐	☐	☐	☐
Client criminogenic needs (criminogenic needs are factors that directly increase the likelihood of recidivism)?	☐	☐	☐	☐
Client attitudes/values toward employment?	☐	☐	☐	☐
Co-morbidity (co-occurring problems with criminal behavior such as substance abuse or mental health issues, etc.)?	☐	☐	☐	☐
Client motivation to change his/her reliance on criminal behavior?	☐	☐	☐	☐

5. There are many barriers to employment for re-entry clients. In your estimation, what are the most significant barriers to employment that your agency experiences when trying to get clients into the labor market?

_____

_____

_____

_____

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Page 2 of 2

Appendix E: Education Meeting Minutes

- KEY QUESTIONS
  - What are the educational needs of this population?
  - What are the barriers to client success in school?
  - Are there current resources to serve this population in the six key areas?
    - Are there gaps? Where? Why?
  - What solutions do you propose to close the gaps and increase student success?
- Key Questions Debrief
  - Educational Needs of the Population
    - Required Units
    - CAHSEE
    - Education Awareness – buy-in to education
    - Motivation
    - Counseling – mental health
    - Experiences in education – community-based learning – field trips – experiencing the culture of the community
    - Reach beyond their neighborhoods
    - Resources for teachers – financial, release time
    - Lengthening ACP Program and better coordination
    - Parenting Skills – pregnant or parenting students
    - Family Education
    - Identification of Learning Styles – early assessments
    - Arts/Music Instruction
    - Relevant Learning to Population
    - Grief Counseling
    - Better Assessments for Learning Disabilities
    - Personalized Education – ACCESS model plus
    - Differentiated Instruction
    - Vocational Assessment and Buy-in
    - Connection to Higher Ed and Trade Schools
    - Accountability
    - Adult Investment and Mentoring
    - Credit Recovery
    - Remediation
    - Transition Specialists from School to Community – Gap Scanner
  - Barriers
    - Nature vs. Nurture Issues
    - Relationship Issues
    - Developmental Issues with Bonding and Attachment
    - Transportation
    - Language
    - Lack of Empowerment
    - Access to Resources
    - Stressful Home Environments
    - Secondary Stress and Trauma
    - Nutrition Issues / Healthy Environment
    - Youth Needing to Support the Family

- Lack of Time Horizon – don't have a "future" vision
- Living Day-to-Day
- Can't See Outcomes
- Anti-Social Personality
- Curriculum that Accommodates Level and is Non-Offensive
- Self-Advocacy Skills
- Can't Advocate for Self
- Drugs/Alcohol Abuse
- Finances
- Raising Siblings
- Single Parent Families
- Incarcerated Parents
- Academic Deficiencies
- Gang Affiliation and Peer Pressure
- Exposure to Vocational and Educational Opportunities
- Social Circumstances
- Low Interest in School
- Prior School Experience
- Sibling Status in School
- Parental Expectations
- Self-Image
- Neighborhoods of Schools
- Probation Restrictions – educational linkages, environmental pressures and activities – missing credits due to social pressures

o Current Resources

- Local Community Colleges – financial needs to pay for tuition / books
- ROP/Adult Ed.
- Libraries
- Relationship with Contact Person for Transcripts
    - Requirements vary – charter vs. public schools
- Each District should have a contact
- The Bridge
- Conservation Corps
- Taller San Jose
- Services to be provided for supportive services
- Tutoring – colleges for interns
- Reading and Math Remediation – initial assessment – access to these assessment outcomes
- Lower credit requirement allows for credit recovery and graduation – course make-ups
- Math and Reading Remediation – programs for Title I tutoring, Casey Tutoring, etc.
- Credit Compilation – enter through a district technician to properly place students – evaluation of student data that includes all information on one transcript
- Partial Credit
- Credit Retrieval Programs – ROP, BRIDGE, more….
- CalSAFE for parenting, teen parents, childcare
- Twilight programs for credit recovery
- Transitional Programs – ACCESS, public school systems

- Online / Distance Learning
- Independent Learning Programs
- Keeping Kids Connected
- Verification of Attendance
- Tutoring before and after school
- Think Together
- Case Managers
- All regular school district schools have classes to meet graduation requirements – reading and math remediation
- ACCESS classes available during summer school – with referral from schools
- Faith-based tutoring
- Girls, Inc.
- Credit compiling and retrieval – systematic process for coordination non-existent – difficult to obtain information
- Not good coordination between county agencies and outside resources – unaware of services available
- Case managers – within county, good – outside, weak
- Ongoing agency collaboration meetings
- OCREP Collaboration
- Conveying our messages is weak – lack of quality communication
- 211 and fee-based website

o Solutions
- Follow-up upon release – increased wrap around
- Substance abuse treatment – sober living and counseling
- Intake assessments
- Parent education on truancy laws
- Skill building for parents pre-release
- Teaching parents how to celebrate the little successes
- Financial resources for scholarships, after school programs, tutoring, etc.
- Programs for pregnant or parenting youth
- School resource officers
- Truancy response program
- Building Strong Attitudes – Encouragement and Motivation
- Early Intervention – identification of at-risk youth early on
- Meeting parent and youth “where they are”, “at their level”
- Breaking down fear-mode – breaks down barriers
- Showing youth how they CAN go to college through financial aid, waivers, scholarships, etc. – College awareness
- Older youth – exposure to careers, life skills, and education
- Parenting component – family integration
- Role models/mentors

Appendix F: Survey of Agency Reentry Services: Education

SURVEY OF AGENCY REENTRY SERVICES

Young Offender Planning Grant: Planning Re-Entry Services for Ages 14-24 (OCWIB & OCPD)
Created by PRG, California State University, Fullerton

EDUCATIONAL STRATEGIES SURVEY

Meeting: May 5, 2010

As a service provider of re-entry services for Orange County youth and young adults exiting correctional institutions, you are being asked to complete the following survey questions about re-entry services. These responses will be incorporated into an Orange County Blueprint of Re-entry Services for Youthful Offenders by Dr. Georgia Spiropoulos and Dr. Christie Gardiner of California State University, Fullerton (CSUF), for the Orange County Workforce Investment Board (OCWIB) and the Orange County Probation Department (OCPD). Your answers will be kept confidential to the extent allowed by law. Your name will not appear in the Blueprint or any publication. Your participation is entirely voluntary. You may refuse to participate or discontinue your involvement at any time without penalty. Choosing not to complete the survey, or any question on the survey, will not affect your participation in the Blueprint Re-entry Team Meetings. If you have a concern about your rights as a research participant, you may call or write CSUF's Institutional Review Board at 657-278-7640 or 800 N. State College Blvd., Fullerton, CA 92834. If you have any questions for the researchers, they can be reached at gspiropoulos@fullerton.edu and cgardiner@fullerton.edu.

Agency: _____ Contact Name: _____
Street Address: _____ Contact Phone: _____
_____ Contact Email: _____

TO RESPONDENTS: PLEASE ANSWER THE FOLLOWING QUESTIONS IN THE SITUATION OF PROVIDING **EDUCATIONAL STRATEGIES** TO RE-ENTRY CLIENTS AGES 14-24 (HEREIN CALLED "CLIENTS").

1. Indicate with an "X" whether your agency provides (fully, partially, not provide and shouldn't, not provide but should) any of the following educational strategies to clients:

Service List	Fully	Partially	Does Not Provide & Should Not Provide	Does Not Provide But Should Provide
Coordination with local school districts	○	○	○	○
Reading and math remediation	○	○	○	○
Credit recovery	○	○	○	○
Transitional programs	○	○	○	○
Tutoring	○	○	○	○

2. What other educational strategy(s) does your agency provide to clients that is(are) not listed in the above table?

_____
_____
_____
_____
_____

Page 1 of 2

SURVEY OF AGENCY REENTRY SERVICES

Young Offender Planning Grant: Planning Re-Entry Services for Ages 14-24 (OCWIB & OCPD)
Created by PRG, California State University, Fullerton

3. For each educational strategy that your agency provides that are listed in #1 and #2, provide the components of these services. For example, if your agency has tutoring, please list how it performs tutoring through the identification of the components of this service. If you cannot identify components, please simply describe how your agency provides this service to clients (Please add lines as necessary)

	Service	Components
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

4. Indicate whether your agency considers any of the following issues when your agency provides educational strategies to clients. If it does, indicate whether you know that the client is receiving or has recently received services that target the issue (either by your agency or another agency).

Item List	Consider? Yes	Consider? No	Target for Change? Yes	Target for Change? No
Client criminal risk level of recidivism?	○	○	○	○
Client criminogenic needs (criminogenic needs are factors that directly increase the likelihood of recidivism)?	○	○	○	○
Client attitudes/values/motivation toward education?	○	○	○	○
Co-morbidity (co-occurring problems with criminal behavior such as substance abuse or mental health issues, etc.)?	○	○	○	○
Client motivation to change his/her reliance on criminal behavior?	○	○	○	○

5. There are many barriers to educational achievement for re-entry clients. In your estimation, what are the most significant barriers to educational achievement that your agency experiences with these reentry clients?

_____

_____

_____

_____

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Appendix F: Individualized Case Management Meeting Minutes

- Case Management Strategies – Andrea reviewed the premise of today's meeting focusing on individualized case management
    - Georgia reviewed the conceptual framework of the Blueprint and noted that the model needs to be flexible and responsive to local needs – she provided an overview of the Blueprint skeleton relative to individualized case management.
    - Georgia reviewed the Reentry Flowchart and pointed out the importance of beginning to address issues pre-release (1 to 90 days). She discussed the importance of administering a motivational assessment that pulls out the individual's needs associated with their motivational elements. Classification of young offenders will tell us who, what, how, and when and affect our evaluation outcomes to address reducing recidivism.
    - Although there isn't a lot of information and research available around motivation, it is key to effectively serving young offenders. She discussed motivational interviewing and the importance of including motivational interviewing into the Blueprint structure. Important to focus on stages of change within the scope of motivational interviewing.
    - Georgia described the importance of determining the Reentry team and how administered – what will the team look like? Who will be on the case management team? Who will ensure services are effectively provided?
    - Two main components – Custody/Control and Services/Programs (further broken down into Community, Family, and Individual)
    - Christie – Introduced model of the Case Management Team – talked about Case Coordinator position and responsibilities. Presented the other positions proposed and discussed tasks/caseloads.
        - Case Coordinator
        - Program Coordinator
        - Education Specialist
        - Employment Specialist
        - Probation Officer
        - Substance Abuse Treatment Counselor
        - Mental Health Coordinator
        - Restorative Justice / Reentry Court Representative
        - Social Worker / Supportive Services
    - Structure of Case Management Team discussed – including timeframe for attendance by young offender – the need exists to create a defined structure for communication between offender and staff.
    - Christie divided the team into groups to discuss the Case Management Component in detail –providing comments and feedback.
    - Comment made to ensure that incentives are included into the overall structure – for young offenders, as well as staff. Incentives would be identified from start to "finish" – creating extrinsic motivational strategies. Ideas surfaced focusing on workforce components such as subsidized employment opportunities.
    - Outcomes of group discussion – refer to Case Management Component document for details:
        - Support person needed to handle paperwork flow – recommended additional staff person

- Discussion ensued regarding confidentiality of data – open communication needed – creation of system for where data sits and how it moves inward and outward
- Probation representatives vocalized concerns about what is already being done and what the Blueprint model might propose
- Contention surfaced regarding the role of the Probation Officer vs. other proposed staff positions
- Comments provided regarding the roles of different agencies and data discussions using a multi-disciplinary teams
- Comments provided about looking at wrap-around services and the structure – a neutral entity in the community that will be seen as non-threatening and collaborates with all entities
- Recap – a neutral case manager to coordinate and facilitate
- Focus on the perception of staff by young offenders – Probation's role vs. others – critical to focus on neutrality and support
- Question regarding "employer" of case manage and/or case management team
- Comment regarding OCWIB / USDOL applicant/funding potential at the current time – considering the current source – housing potential program discussion
- Comment about eligibility for different programs and services

Discussion pursued regarding why we do not use current wrap around models already in existence and the discussion of what are the wrap around models already in existence. It was discovered wrap around models have selective criteria such as, needs to have an Axis I diagnosis (YOW) or must be in the foster care system or at risk of being in the system (SSA Wraparound). Probation states that they have a wraparound, which is their Probation Officer.

<u>Question – Where should Case Manager be housed?</u>

In the community where resources are near for accessibility
Discussed Residential and Non-Residential options
Comment was made that the Blueprint needs to be self sustained and there is no money for a Case Manger position, why are we discussing this?
- Discussed that Case Manager should not have more than 30 clients
- Discussed Case Manager as Probation as they already perform these tasks
- A comment was made that only high risk will receive intensive services and Low Risk will receive a brochure for services. Debated whether Restorative Justice is considered an intensive service or not.
Discussed geographically locating the reentry team to be accessible for client.
Probation was concerned of "re-inventing the wheel"
Discussed the role of non-profits and being sub-contracted for services in the future.
Comment was made by Social Services that the Board of Supervisors have been invested in subcontracting with non-profits and have done so with Social Services and they are the authorization for expenditures.
Comment was made that we should work on developing the model and get a better understanding of what others will do and that opportunities will arrive.

<u>Question #3 Who should be on the team?</u>

Everyone should have an **Employment Specialist** even the younger population. Most of the reentry population attend Access schooling which is only a few hours a day and leaves too much free-time which can be productively filled with employment or training.

We spoke of making the resources "opportunities" not "requirements"
If they have been in Foster Care at some point in their lives they are eligible for benefits. That is why we need a Case Manager that knows about the services that are available.
Social Worker for supportive services
Do we want a special mental health or substance abuse specialist or do we want both at table?
Spoke about referring services.
CBT & Enhancement services? Should more people be at the table?
Collection Officer once someone is employed take money away from them to pay for the program and associated costs.
Collection Officer for Probation is only for Court Orders

Appendix G: Mentoring Meeting Minutes

- KEY QUESTIONS
    - How do we incorporate mentoring into the Blueprint?
        - Individual/as needed basis
    - What mentoring resources exist in Orange County?
        - Are there gaps? Where? Why?
        - Do we need to increase capacity? Why?

-Key Questions Debrief
- Need coordinated mentoring program
- Do have one mentoring program in Juvenile Hall
- OCSD have volunteers that coach inmates but do not follow them after release

- Barriers
    - Finding volunteers willing to make a commitment of time
    - The current practice of the volunteers not being able to have contact with the minors after they are released

-Sustainability Presentation
- Eight Key elements
    1. Vision
    2. Results Orientation
    3. Strategic Financing Orientation
    4. Broad Based Community Support
    5. Key Champions
    6. Adaptability to changing conditions
    7. Strong Internal Systems
    8. Sustainability Plan

Appendix H: Survey of Agency Reentry Services: Mentoring

SURVEY OF AGENCY REENTRY SERVICES

Young Offender Planning Grant: Planning Re-Entry Services for Ages 14-24 (OCWIB & OCPD)
Created by PRG, California State University, Fullerton

MENTORING SURVEY

Meeting: August 11, 2010

As a service provider of re-entry services for Orange County youth and young adults exiting correctional institutions, you are being asked to complete the following survey questions about re-entry services. These responses will be incorporated into an Orange County Blueprint of Re-entry Services for Youthful Offenders by Dr. Georgia Spiropoulos and Dr. Christie Gardiner of California State University, Fullerton (CSUF), for the Orange County Workforce Investment Board (OCWIB) and the Orange County Probation Department (OCPD). Your answers will be kept confidential to the extent allowed by law. Your name will not appear in the Blueprint or any publication. Your participation is entirely voluntary. You may refuse to participate or discontinue your involvement at any time without penalty. Choosing not to complete the survey, or any question on the survey, will not affect your participation in the Blueprint Re-entry Team Meetings. If you have a concern about your rights as a research participant, you may call or write CSUF's Institutional Review Board at 657-278-7640 or 800 N. State College Blvd., Fullerton, CA 92834. If you have any questions for the researchers, they can be reached at gspiropoulos@fullerton.edu and cgardiner@fullerton.edu.

Agency: _____ Contact Name: _____
Street Address: _____ Contact Phone: _____
_____ Contact Email: _____

TO RESPONDENTS: PLEASE ANSWER THE FOLLOWING QUESTIONS IN THE SITUATION OF PROVIDING **MENTORING SERVICES** TO RE-ENTRY CLIENTS AGES 14-24 (HEREIN CALLED "CLIENTS").

1. Indicate with an "X" whether your agency provides (fully, partially, not provide and shouldn't, not provide but should) any of the following mentoring services to clients:

Service List	Fully	Partially	Does Not Provide & Should Not Provide	Does Not Provide But Should Provide
Adult mentors	☐	☐	☐	☐
One-on-one mentoring	☐	☐	☐	☐
Group mentoring	☐	☐	☐	☐
Service-based mentoring	☐	☐	☐	☐

2. What other mentoring services does your agency provide to clients that are not listed in the above table?

_____
_____
_____
_____
_____

Page 1 of 2

SURVEY OF AGENCY REENTRY SERVICES

Young Offender Planning Grant: Planning Re-Entry Services for Ages 14-24 (OCWIB & OCPD)
Created by PRG, California State University, Fullerton

3. For each mentoring strategy that your agency provides that is listed in #1 and #2, provide the components of these services. For example, if your agency has mentoring, please list how it performs mentoring through the identification of the components of this service such as client matching on interests, geography, needs, topic (education, vocation…). If you cannot identify components, please simply describe how your agency provides this service to clients (Please add lines as necessary)

	Service	Components
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

4. Indicate whether your agency considers any of the following issues when your agency provides mentoring services to clients. If it does, indicate whether you know that the client is receiving or has recently received services that target the issue (either by your agency or another agency).

Item List	Consider? Yes	Consider? No	Target for Change? Yes	Target for Change? No
Client criminal risk level of recidivism?	☐	☐	☐	☐
Client criminogenic needs (criminogenic needs are factors that directly increase the likelihood of recidivism)?	☐	☐	☐	☐
Client attitudes/values toward employment?	☐	☐	☐	☐
Co-morbidity (co-occurring problems with criminal behavior such as substance abuse or mental health issues, etc.)?	☐	☐	☐	☐
Client motivation to change his/her reliance on criminal behavior?	☐	☐	☐	☐

5. There are many barriers to providing mentoring services for re-entry clients. In your estimation, what are the most significant barriers to providing mentoring that your agency experiences?

_____
_____
_____
_____
_____
_____

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Appendix I: Restorative Justice and County-wide Prevention Meeting Minutes

- KEY QUESTIONS
    - How does Orange County currently use Restorative Justice (RJ)?
    - What RJ resources are there to serve our target population?
    - Are there any RJ gaps in Orange County?
    - How do we want to incorporate RJ into Reentry?
        - Which models do we want to use?
        - Will it be voluntary/mandatory?
        - Any offender exclusionary/inclusionary criteria? (ie. violence?)
    - The USDOL expects us to create community wide efforts to reduce crime and violence in Orange County. The effort includes establishing a community wide NET. We have the resources in place, how do we weave these resources into a NET?

- Key Questions Debrief
    -Referral process
        - Mediation
        -Police referrals
        - Court referrals
        - Victim Restitution in Court
        - Community Restitution
        - Community Service
    -Gaps
        - Definitional ambiguity
        - Address secondary trauma for victims
    -Solutions for RJ
        - Create a county wide operational definition of Restorative Justice
        - Educational component
        - Create a new model for young offender mediation include victims, offenders, families, communities
        - Mandatory that it is discussed with offender but participation is voluntary
        - Add RJ to the Terms and Conditions and give the offender the choice to what type of RJ service
        - Parents can consent for minor children to participate even if parents do not want to participate

    - Solutions for Crime Reduction Efforts
        -Create a Task Force that meets regularly
        - Youthful Offender Advisory Board
        - Utilize Evidence Based Models

Appendix J: Survey of Agency Reentry Services: Restorative Justice

SURVEY OF AGENCY REENTRY SERVICES

Young Offender Planning Grant: Planning Re-Entry Services for Ages 14-24 (OCWIB & OCPD)
Created by PRG, California State University, Fullerton

RESTORATIVE JUSTICE SURVEY

Meeting: August 11, 2010

As a service provider of re-entry services for Orange County youth and young adults exiting correctional institutions, you are being asked to complete the following survey questions about re-entry services. These responses will be incorporated into an Orange County Blueprint of Re-entry Services for Youthful Offenders by Dr. Georgia Spiropoulos and Dr. Christie Gardiner of California State University, Fullerton (CSUF), for the Orange County Workforce Investment Board (OCWIB) and the Orange County Probation Department (OCPD). Your answers will be kept confidential to the extent allowed by law. Your name will not appear in the Blueprint or any publication. Your participation is entirely voluntary. You may refuse to participate or discontinue your involvement at any time without penalty. Choosing not to complete the survey, or any question on the survey, will not affect your participation in the Blueprint Re-entry Team Meetings. If you have a concern about your rights as a research participant, you may call or write CSUF's Institutional Review Board at 657-278-7640 or 800 N. State College Blvd., Fullerton, CA 92834. If you have any questions for the researchers, they can be reached at gspiropoulos@fullerton.edu and cgardiner@fullerton.edu.

Agency: _____ Contact Name: _____
Street Address: _____ Contact Phone: _____
_____ Contact Email: _____

TO RESPONDENTS: PLEASE ANSWER THE FOLLOWING QUESTIONS IN THE SITUATION OF PROVIDING **RESTORATIVE JUSTICE SERVICES** TO RE-ENTRY CLIENTS AGES 14-24 (HEREIN CALLED "CLIENTS").

1. Indicate with an "X" whether your agency provides (fully, partially, not provide and shouldn't, not provide but should) any of the following restorative justice programs to clients:

Service List	Fully	Partially	Does Not Provide & Should Not Provide	Does Not Provide But Should Provide
Victim-offender mediation	☐	☐	☐	☐
Community Service projects	☐	☐	☐	☐
Giving back to the community	☐	☐	☐	☐
Work with local Conservation or Service Corps	☐	☐	☐	☐
Connecting to volunteer organizations	☐	☐	☐	☐
Work at state and local parks	☐	☐	☐	☐

2. What other restorative justice services does your agency provide to clients that are not listed in the above table?

_____
_____
_____
_____
_____

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SURVEY OF AGENCY REENTRY SERVICES

Young Offender Planning Grant: Planning Re-Entry Services for Ages 14-24 (OCWIB & OCPD)
Created by PRG, California State University, Fullerton

3. For each restorative justice program that your agency provides that is listed in #1 and #2, provide the components of these services. For example, if your agency provides community service projects please identify the components of this service such as client matching to service project (for example, by offender interest, geography, needs, offense). If you cannot identify components, please simply describe how your agency provides this service to clients (Please add lines as necessary)

	Service	Components
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

4. Indicate whether your agency considers any of the following issues when your agency provides restorative justice services to clients. If it does, indicate whether you know that the client is receiving or has recently received services that target the issue (either by your agency or another agency).

Item List	Consider? Yes	Consider? No	Target for Change? Yes	Target for Change? No
Client criminal risk level of recidivism?	☐	☐	☐	☐
Client criminogenic needs (criminogenic needs are factors that directly increase the likelihood of recidivism)?	☐	☐	☐	☐
Client attitudes/values toward victim/offense?	☐	☐	☐	☐
Co-morbidity (co-occurring problems with criminal behavior such as substance abuse or mental health issues, etc.)?	☐	☐	☐	☐
Client motivation to change his/her reliance on criminal behavior?	☐	☐	☐	☐

5. There are many barriers to providing restorative justice programs for re-entry clients. In your estimation, what are the most significant barriers to providing restorative justice services that your agency experiences?

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THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.