



# NC Juvenile Reentry System Reform Task Force Meeting

October 17, 2016

Welcome



# SCA Juvenile Reentry System Reform Program

## Overview and Update

# SCA Comprehensive Juvenile Reentry System Reform Program Grant Awards To Date

- ▶ **October 1, 2014 – September 30, 2015**

SCA Comprehensive Juvenile Reentry System Reform *Planning* Grant  
Total Project Budget: \$135,000

- ▶ **October 1, 2015 – June 30, 2016**

SCA Comprehensive Juvenile Reentry System Reform *Implementation* Grant  
Total Project Budget: \$1,470,000

- ▶ **October 1, 2016 – September 30, 2017**

SCA Comprehensive Juvenile Reentry System Reform *Implementation Continuation* Grant  
Total Project Budget: \$1,000,000

# Strategic Plan

**Objective 1: The Juvenile Justice Section (JJS) will deliver risk and needs-driven case planning and service linkage, and employ effective supervision practices.**

Key Task 1: Increase the reliable use of North Carolina's risk and criminogenic needs assessment.

Key Task 2 : Implement a comprehensive service plan.

Key Task 3: Implement a service matching tool.

**Objective 2: The JJS will deliver effective and developmentally appropriate programming, including education and workforce development services, that target criminogenic needs.**

Key Task 4: Implement a workforce development and education strategy.

**Objective 3. The JJS will engage and strengthen families of youth involved along the juvenile justice continuum, including reentry.**

Key Task 5. Implement a family engagement and strengthening strategy.

**Objective 4. The JJS will document the effect of its reentry reform strategy on recidivism, education, employment and behavioral health outcomes.**

Key Task 6. Evaluate North Carolina's statewide juvenile reentry reform initiative.

# Four Subcommittees

## ▶ **Family Engagement and Strengthening**

- Director: Cindy Porterfield, Director of Community Programs
- Key Task Leader: Angela Taylor, Director of Social Work Services

## ▶ **Service Planning and Service Matching**

- Director: Mike Rieder, Director of Court Services
- Key Task Leaders: Jean Steinberg and Candice Moore

## ▶ **Education and Workforce Development**

- Director: Voris McBurnette, Director of Curriculum & Instruction
- Key Task Leaders: Venecia Carr and Duane Cogdell

## ▶ **Evaluation**

- Director & Task Leader: Debbie Dawes, Research Social Scientist, RTI



# North Carolina Juvenile Reentry Reform Task Force

## Family Engagement Subcommittee

# Why family engagement?

- ▶ Essential element at all points of the juvenile justice system
- ▶ Research supports the positive impact that families can have on youth
- ▶ Vera Institute of Justice promotes a three-part Family Engagement model:
  1. Identification
  2. Engagement
  3. Empowerment

# Overview

- ▶ Family Engagement Subgroup has held 18 meetings
- ▶ Consultations held with Court Services and Facilities staff
  - Policy reviews
  - Standard Operating Procedure reviews(particularly at each point along the JJ System Flow)
  - Document/Forms review (Juvenile Justice Parent handbook, initial contact letter)
- ▶ Products already presented include the following:
  - *Statement of Expectations and Rights for Parents of Juvenile Justice-Involved Youth*
  - **Parent Questionnaire: Reentry Experiences**

# Council of State Governments Recommendations Recap

- ▶ For **each** of the reentry reform efforts outlined in the JSR Implementation grant, DPS should draft a **vision statement** for Juvenile Reentry System

## Family Engagement Vision Statement

**“DPS will actively facilitate opportunities to promote family engagement at all points of contact in North Carolina’s juvenile justice system by supporting collaborative decision-making and meaningful participation in services to ensure successful outcomes for youths and families.”**

# Council of State Governments

## Recommendations Recap

- ▶ Define “family” and the processes through which staff are expected to identify positive supportive adults for youth extending beyond a parent/guardian.

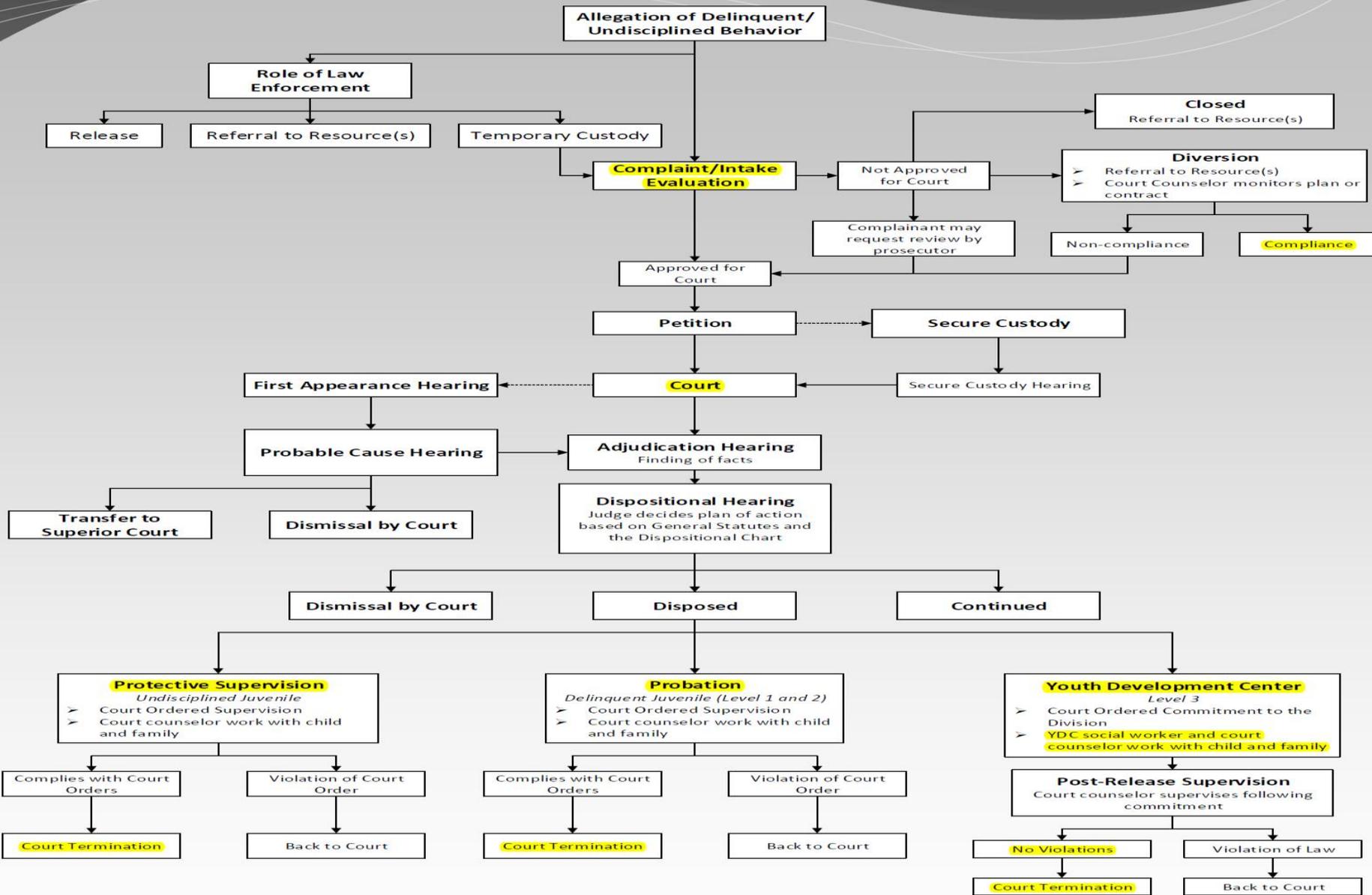
**“A family is a group of individuals who nurture and support a youth emotionally, physically, or financially and is defined by its members that can include biologically or non-biologically related persons.”**

# Council of State Governments

## Recommendations Recap

- ▶ Formalize a family engagement model through the development of a flow chart that explores the family's experience across the reentry continuum and the youth's perception of family engagement.
  - Examination of all points along the JJ continuum
  - Examination of use of tools or practices/processes that may help identify family and natural supports
  - Examine existing policies that support the family engagement reentry model
  - Where gaps exist, develop policies to support the model
  - Develop performance /quality assurance measures to evaluate family engagement processes and practices.

**North Carolina Department of Public  
Safety Division of Adult Correction  
and Juvenile Justice:  
NC Juvenile Justice Process**



# Examination of Points in JJ Continuum

- ▶ The “What”: Examine tools/practices to identify family and natural supports
  - Motivational Interviewing
  - Structured interview protocols like the Juvenile Relational Inquiry Tool (JRIT)
  - Assessment instruments to help guide discussion
  - Eco maps
  - Genograms

# Examination of Points in JJ Continuum

- ▶ The “When”: Timing and frequency examined at various points to identify and *update family information* and support family engagement.
  - Intake
    - Completion of Family Data Sheet
  - Disposition
    - FDS updates
  - Post-disposition
    - FDS updates
  - YDC Admission
    - Completion of Social History by Social Workers
    - Updated monthly at CFT and transition planning prior to discharge

# Examination of Points in JJ Continuum

- ▶ The “How”: Policy development to support the family engagement model including timed distribution of formalized information
  - ▶ Family-related information should be housed in NC-JOIN in such a way that it is easy to analyze.
    - ▶ Radio buttons that flag changes to engaged family members
    - ▶ Identifying information pre-populates to the service planning tool to avoid duplicative data entry
  - ▶ Policy should set out minimum standards for child/family contacts that balance (1) the need to adequately collect and update family information, and (2) the desire to ensure that court counselors can realistically meet the standard, given current caseloads and other responsibilities
    - ▶ Examination of policy governing youth vs. parent minimum contact
  - ▶ Communication in many formats (texts, emails, phone calls)
  - ▶ Information distribution examples (Bill of Rights, glossary of JJ terms, Youth and Parent Handbook, video) in languages that families understand and comprehend
    - ▶ Hosting orientation sessions

# Recommendations to the JJ Reentry Task Force

- ▶ Adoption of the *Statement of Expectations and Rights for Parents of Juvenile Justice-Involved Youth*
- ▶ Adoption of the family engagement vision statement
- ▶ Adoption of the definition of “family”
- ▶ The use of tools like motivational interviewing, a structured interview protocol like the Relational Inquiry Tool, eco maps, or genograms to help guide a discussion with a youth to identify his/her family and natural supports.

# Recommendations to the JJ Reentry Task Force

- ▶ That identification of family members and natural supports begin at intake by the intake officer
- ▶ That the identification process occur at disposition since the supervising court counselor may be different than the intake officer.
- ▶ That for post-disposition points in the continuum:
  - Youths on supervision in the community- family identification processes occur every 90 days throughout supervision (a process that should align with current risk and needs re-assessment practices)
    - Court Counselors should formally review the list of family supports, document changes, and identify new supports will help ensure that this information is uniformly and consistently collected
  - Youths in YDCs- inquiry and documentation should occur at admission, during the creation of the initial service plan, updated at monthly child and family team meetings, and during transition planning prior to discharge.

# Recommendations to the JJ Reentry Task Force

- ▶ Pre-population of family members' identifying information collected through the Family Data Sheet (reported in NC-JOIN) into the identified service plan to avoid duplicate data entry
- ✓ ▶ Adoption of the CLDP leadership team's family engagement products (video, tri-fold brochure) and recommendation of a web-based parent portal
- ▶ Publication of all materials for parents (e.g., *Statement of Expectations and Rights of Juvenile Justice-Involved Youth*, family guide, brochure, video) with placement on the parent portal

# JJ Family Engagement

- ▶ Correctional Leadership Development Program Group family engagement project
  - Development of brochure that may be tailored for use in each judicial district
  - Participated in parent forums to gather feedback from parents and their experiences with JJ (shared video of discussion with a parent)
  - Development of closed-end video featuring Deputy Commissioner William Lassiter
    - <https://www.youtube.com/watch?v=gEgETbX4OCE&feature=youtu.be>

# Recent Accomplishments:

## ▶ Short Term Goals:

- Further examination along the JJ Continuum at the end of a youth's/ family's experience (completion of diversion, end of protective supervision, end of probation, end of post release supervision, at court termination, at YDC commitment and discharge)

- Development of a JJ Successful Completion Letter to encourage continued success

## ✓ Development of written information on expunction process(what to share and when to give to youths and families)

- Subgroup members will review and provide feedback on how to design written material to explain expunction (excerpted from *A Guide to Juvenile Court for Youth & Parents in North Carolina*)

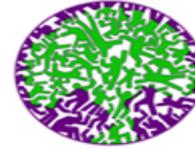
# What is an expunction within the juvenile justice system?

- ▶ As found in *A Guide to Juvenile Court for Youth & Parents in North Carolina*:
  - A juvenile record does not automatically disappear when a juvenile is out of court, or even turns 18. A juvenile's delinquency record may possibly be "expunged" or wiped clean when he/she turns age 16 or 18, depending on how the case was resolved. Expunction completely removes eligible delinquency charges from a juvenile's record, and basically allows a juvenile to assert that the delinquency adjudication never happened. After expunction, the juvenile can apply for college, loans, and jobs, and truthfully state that he/she has no criminal record.

# Expunction (con't)

- ▶ To expunge records, several criteria must be met:
  - If the juvenile petition was dismissed, the charge can be expunged when the juvenile turns 16.
  - If the juvenile was adjudicated delinquent, the charge can be expunged at the age of 18 if:
    - The juvenile has had good behavior since adjudication;
    - The offense would not be an A---E felony if committed by an adult;
    - At least 18 months have passed since the juvenile was released from court jurisdiction (ex. Since the juvenile's probation ended); and
    - The juvenile has not been convicted of any subsequent crime other than a traffic violation.

# Collaboration Efforts



SOUTHERN COALITION  
*for* SOCIAL JUSTICE

- ▶ **Joint Proposal of the Family Engagement Subgroup and the Youth Justice Project (YJP)**
  - Outlines collaborative work between DACJJ and YJP with respect to providing information to youths and parents about the juvenile justice system and post-disposition legal resources.
    - Script development
    - Development of a youth-friendly handout that covers common questions and impact of a juvenile record
    - Recommendations as to where along the JJ system continuum this information and resources should be shared with a youth and family

# WHAT DOES IT MEAN TO HAVE A JUVENILE RECORD?

Juvenile delinquency court is different than adult criminal court in many ways. It is important to understand these differences and how being involved in juvenile court may impact your life. This handout provides general information about what it means to have a juvenile delinquency record.

### Juvenile Court vs. Adult Court: What's the Difference?

Juvenile Delinquency Court	vs.	Adult Criminal Court
Youth ages 6 to 15 accused of committing a crime are referred to juvenile delinquency court.	<b>AGE</b>	Youth ages 16 and older accused of committing a crime are referred to the adult criminal system.
A main goal of juvenile court is to rehabilitate youth by providing treatment and services.	<b>GOALS</b>	Generally, adult court is less focused on rehabilitation and has fewer services available for youth.
Juvenile delinquency records are not public although they can be viewed by certain people in some circumstances (see next page).	<b>ACCESS</b>	Adult criminal records are public. They can be accessed by anyone at any time.
In juvenile court, a youth's parent or guardian must attend all court dates and may be required to comply with the court order.	<b>PARENT</b>	A youth's parent or guardian is not under the court's jurisdiction in adult criminal court.
Juvenile delinquency court uses different terms. For example, a youth is "adjudicated" instead of convicted. An adjudicated juvenile is given a "disposition" instead of a sentence.	<b>TERMS</b>	In adult criminal court, a person is "convicted" of a crime and given a "sentence." The difference between a "juvenile adjudication" and "adult conviction" is important because it impacts other rights.

Prepared by the Youth Justice Project of the Southern Coalition for Social Justice.  
For more information and resources, visit us at [youthjusticenc.org](http://youthjusticenc.org).



Youth Justice Project Partnership

Recommended Script

# Youth Justice Project Partnership

- ▶ **Develop additional written materials that can be distributed to juveniles and parents at YDC service-planning meetings.**
  - Develop material (e.g., pamphlets) specific to youths committed to a YDC, including rights on education (e.g., IEP), expunction, employment (e.g., what youths need to disclose on a job application, the difference between an adjudication and conviction), and housing.
    - YJP indicated that they will make themselves available to assist youths and parents, as needed.
    - YJP has the capacity to provide services all YDCs

# Youth Justice Project Partnership

- Offer a modified version of “Clean Slate Clinics”
  - Currently used to assist adults with involvement in the criminal justice system whereby one may receive legal assistance in matters related to expungement and Certificates of Relief, driver’s license restoration, and employment licensing hearings
    - Development of regular, on-going schedules at YDCs to promote attendance and interaction with youth and families



**Saturday, March 22nd**  
**10am-3pm**  
**118 Hunt Street, Durham**

Do you have a criminal record?  
Has your criminal record held you back from getting a job?  
Come find out if you are eligible for free services to clean up your record.

Free Parking!  
Food!  
Kids Activities!



# Barriers and Recommendations

- ▶ Barrier: Current interpretation of Chapter 7B disqualifies a person from receiving an expunction as an adult if one was received as a juvenile.
  - Action step:
    - Recommend a legislative change to Chapter 7B to clarify that a juvenile expunction does not disqualify a person from receiving an expunction as an adult.

# Barriers and Recommendations

- ▶ Barrier: With respect to expunction for juveniles adjudicated delinquent, current law states that an expunction may be sought, at the earliest, 18 months after termination from supervision for youths who are at least 18 years old.
  - Action step:
    - Recommend a legislative change to Chapter 7B to shorten the time after termination of supervision when an expunction can be sought.
    - Recommend that JJS explore developing an automated process (through NC-JOIN) to generate and distribute, once a youth turns 18 (or 16 for youths not adjudicated), a letter, email, or text message to parents to remind them about expunction.
      - This would also require JJS to develop a process for parents to provide updated contact information after termination from supervision.

# Barriers and Recommendations

- ▶ Barrier: There is a lack of information about expunction available to parents and youths who are only involved at points in the juvenile justice continuum before disposition.
  - Action steps:
    - Recommend the development of a script for juvenile justice staff to use to inform parents and youths about expunction.
    - Recommend policy governing the role of juvenile justice staff in informing parents and youths about expunction, and points at which information should be provided – youths whose cases are closed at intake, youths whose petitions are dismissed, at the end of supervision.

# Barriers and Recommendations

- ▶ Barrier: There is no right to post-disposition legal assistance, and there is a lack of information about pro bono legal services available to parents and youths in need of post-disposition legal assistance.
  - Action step:
    - Recommend the development of a statewide directory of pro bono legal services.
    - OJD and YJP may provide guidance on the development of the directory.

# Next Steps

- ▶ Continue to examine all points along the JJ system/continuum, use of tools/ policy/practices/ processes that support family engagement and recommend policy development where gaps exist
- ▶ Continue to explore family engagement curriculum development to promote and support family engagement practices
- ▶ Develop performance /quality assurance measures to evaluate family engagement processes and practices.



# North Carolina Juvenile Reentry Reform Task Force

Service Planning and Service Matching Subcommittee

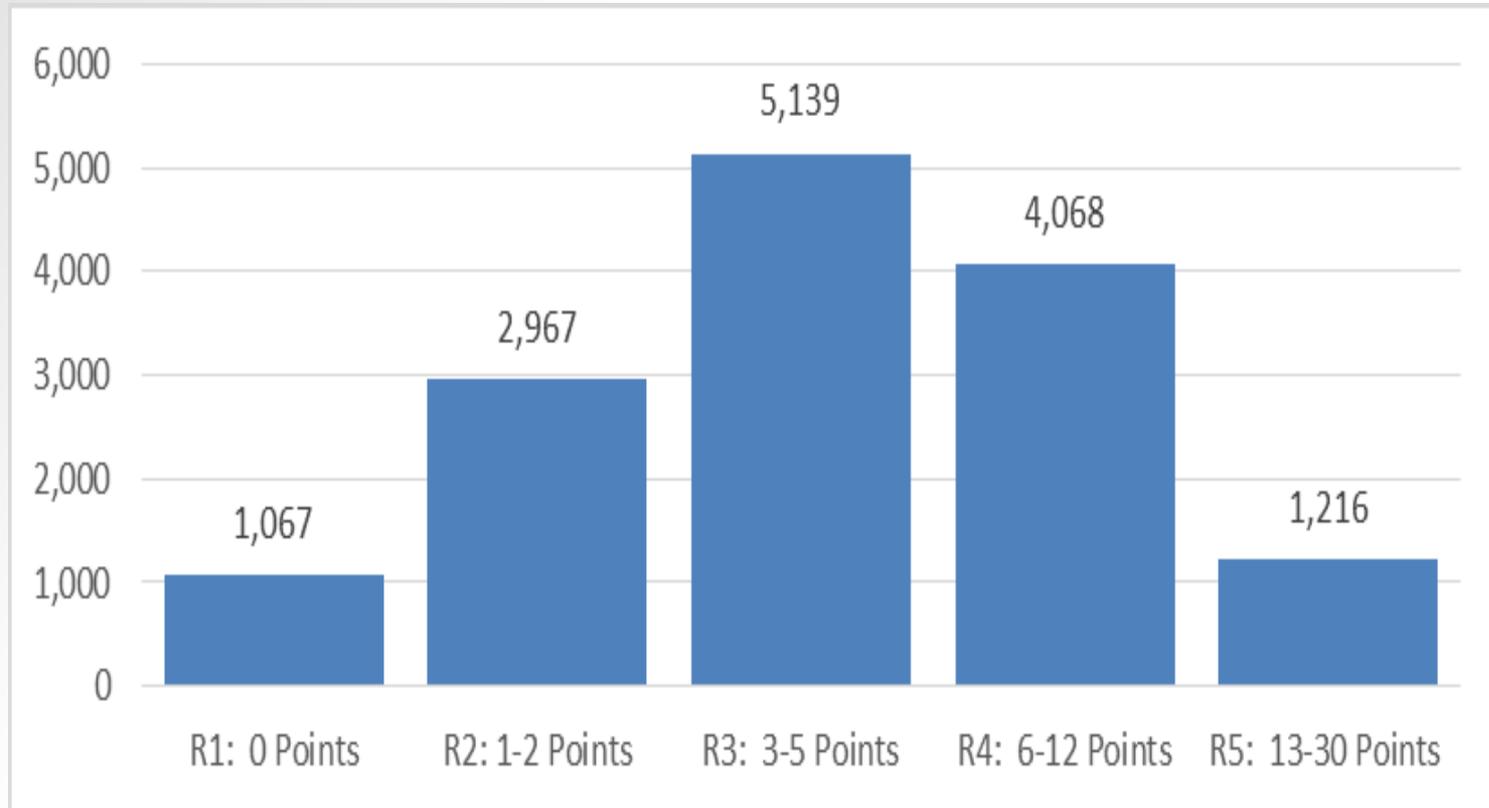
# Key Tasks

Key Task 1: Increase the reliable use of North Carolina's risk and criminogenic needs assessment. **(Re-normed; rolled out April 2016)**

Key Task 2: Implement a comprehensive service plan. **(Tool selected June 2016)**

Key Task 3: Implement a service matching tool.

# Key Task 1: Re-norming the NCAR



## Correcting the “bunch”:

- ✓ Most (90%) “low risk” youth are shifted to higher level
- ✓ 12% currently classified as “low risk” (scores 6-7) have outcomes more like higher-risk youth with scores 8-12
- ✓ Highest risk youth are clearly identified (scores 13-30)

# Key Task 2: Implement a comprehensive service plan.

## ▶ Evaluation of Service Planning Pilot

- Focus groups
- Quantitative analysis of completed plans

## ▶ Selection of Comprehensive Risk and Needs Assessment and Case Planning System

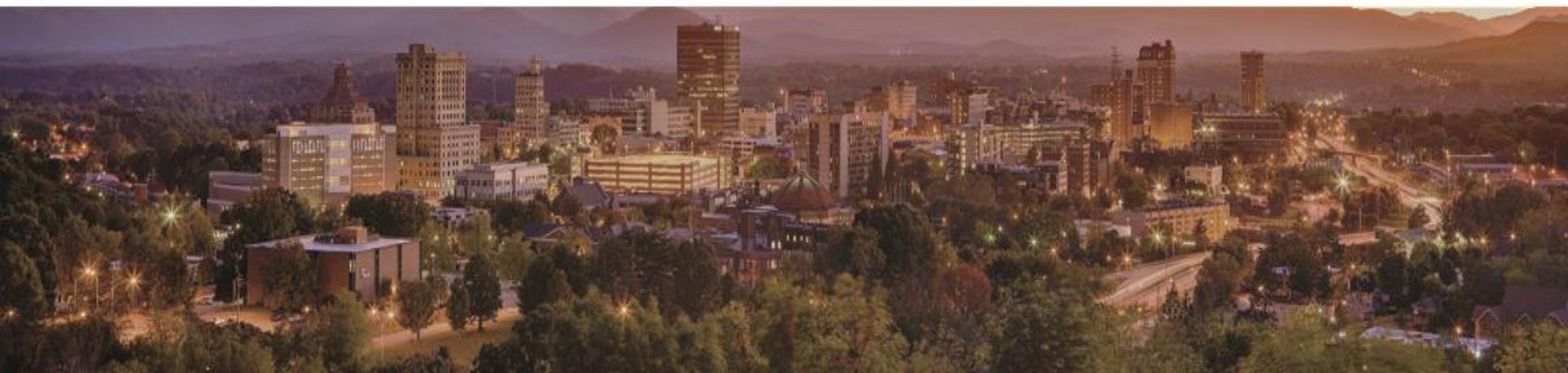
- Developed criteria against which instruments were evaluated in a comparative review process
- Presentations by purveyors (February –May 2016)
- Literature review
- Expert consultation (Buddy Howell, Gina Vincent, Council of State Governments)
- Exploration of instruments by subcommittee members via demonstration sites

# Key Task 3: Implement a service matching tool.

- a) Develop an electronic directory of services by county, matched to the service planning need or domain that they address.
- b) Develop training module in the use of the online services directory, to be incorporated into the service plan training and roll-out
- c) Work with the Government Data Analytics Center (GDAC) to support use of data analytics to develop an algorithm or model to enable improved need to service matching and to increase the opportunities for positive program outcomes.
  - i. Develop detailed tasks and project benchmarks for progress tracking purposes and performance measures
  - ii. Data identification and acquisition
  - iii. Data environment “Build out”
  - iv. Analysis development and system design
  - v. System configuration and development and quality assurance
  - vi. User acceptance testing, etc.
- d) Work with GDAC to develop an interface between electronic comprehensive service plan and service matching algorithm



## *DACJJ - Overview*



# What is the Government Data Analytics Center?

## **Mission:**

*A trusted partner and leader for enabling the sharing and analysis of data assets.*

## **Vision:**

*Transform data into information to facilitate decision support, increase operational efficiencies, and improve outcomes for the citizens of North Carolina by integrating and sharing data assets.*

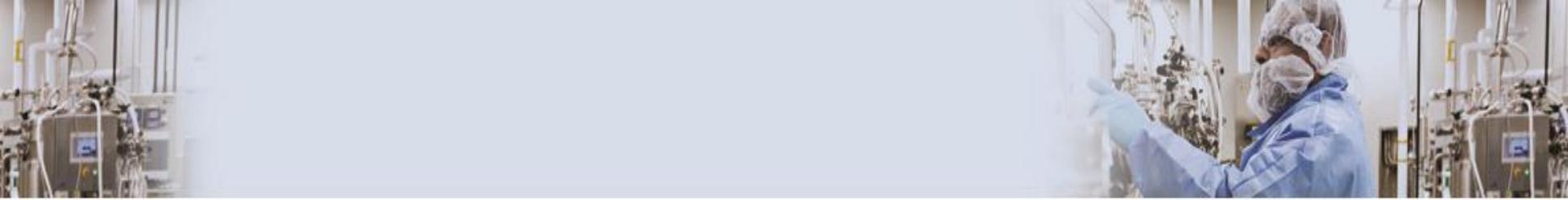


# GDAC/DACJJ Partnership

## Primary Goals

- Comprehensive Service Catalog
- Service Plan and Service Intervention Recommendations
- Historical Baseline and Outcome Analysis



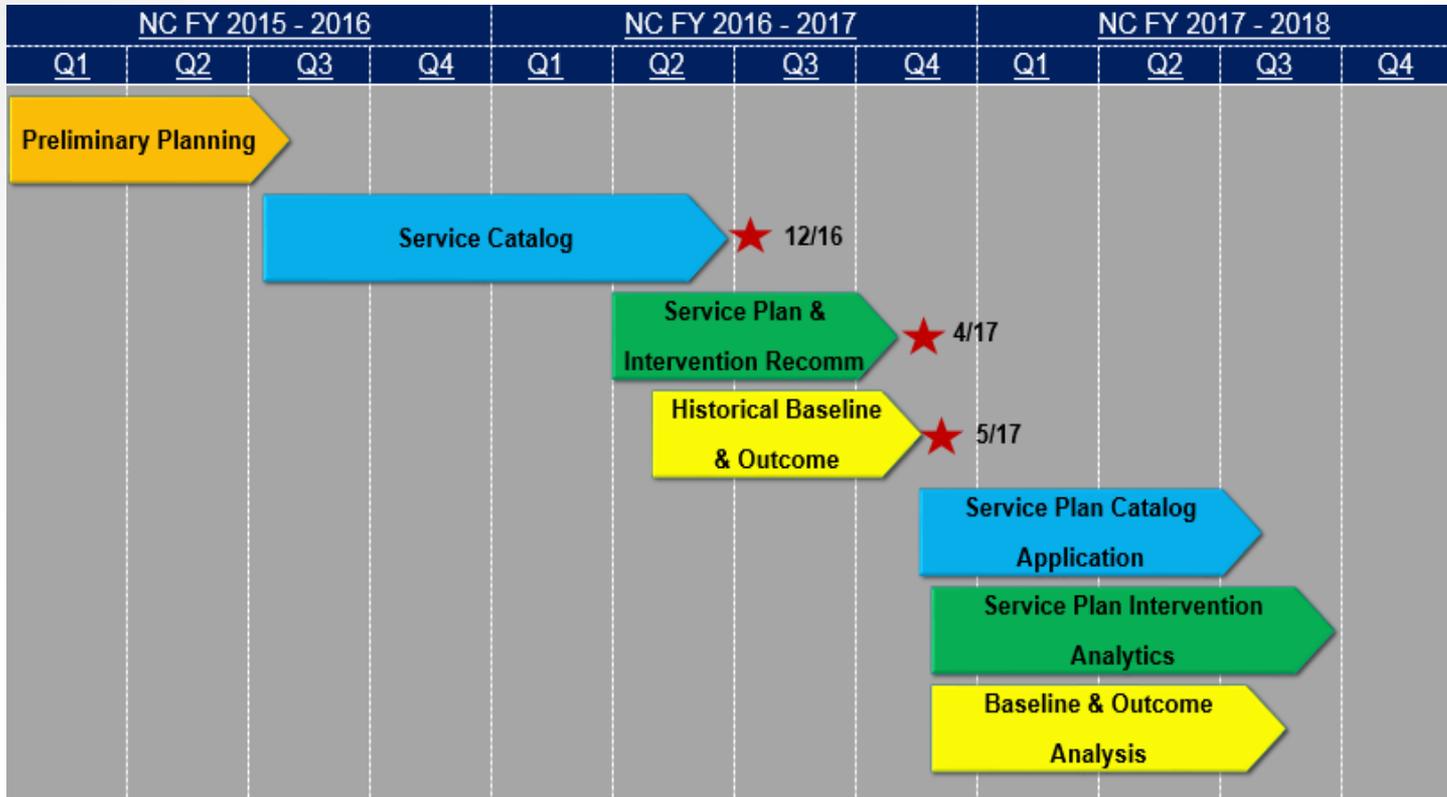


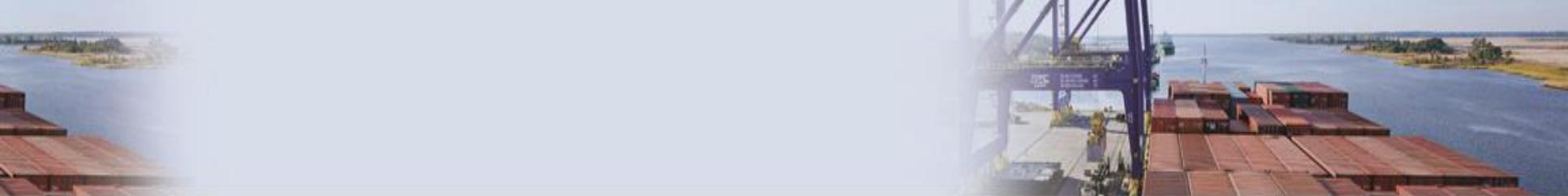
## How Do We Get There?

- ▶ Comprehensive Service Catalog
  - AIRS Taxonomy
  
- Service Plan and Service Intervention Recommendations
  - Integrate DACJJ Systems (NCJOIN and NCALLIES)
  
- ▶ Historical Baseline and Outcome Analysis
  - Typology



# Current Status





## Next Steps

- ▶ DJJ
  - Define Taxonomies
  - Align Taxonomy to Program Type
  
- ▶ GDAC/SAS
  - Matching data between DACJJ systems

# Alliance of Information and Referral Services (AIRS) Taxonomy

- ▶ Is specifically designed for indexing human services and community resource files;
- ▶ Has been endorsed by both AIRS and United Way of America;
- ▶ Has been developed in consultation with experts in a broad range of fields;
- ▶ Uses language from relevant fields;
- ▶ Includes carefully crafted definitions;
- ▶ Is integrated into most Information & Referral software packages; and
- ▶ has been mandated for use by the [AIRS Standards for Professional Information & Referral and Quality Indicators](#) (Version 6.0; January 2009).

# Taxonomy Hierarchy

- ▶ Divides all of human and social services into ten *Major Service Categories*

Select a term to see level 2 Taxonomy terms.

## Level 1 Taxonomy Term

B Basic Needs

D Consumer Services

F Criminal Justice and Legal Services

H Education

J Environmental Quality

L Health Care

N Income Support and Employment

P Individual and Family Life

R Mental Health Care and Counseling

T Organizational/Community/International Services

Y Target Populations

# Seven Major Classes of Services and Resources

1. Personal Accountability and Delinquency Prevention
2. Basic Needs
3. Education
4. Employment
5. Health Care
6. Individual and Family Life
7. Mental Health And Substance Use

# Three Levels of Increasingly Narrowed Classification

## BASIC NEEDS

- **FOOD**
  - EMERGENCY FOOD
  - MEALS
- **HOUSING/SHELTER**
  - AT RISK/HOMELESS HOUSING RELATED ASSISTANCE PROGRAMS
  - DOMESTIC VIOLENCE SHELTERS
  - FAMILY CRISIS SHELTERS
  - HOMELESS SHELTER
  - HOUSING EXPENSE ASSISTANCE
  - HOUSING SEARCH AND INFORMATION
  - HUMAN TRAFFICKING SHELTERS
  - IMMIGRANT/REFUGEE SHELTERS
  - LOW INCOME/SUBSIDIZED RENTAL HOUSING
  - MOVING ASSISTANCE
  - RUNAWAY/YOUTH SHELTERS
- **MATERIAL GOODS**
  - AUTOMOBILES
  - CLOTHING
  - HOUSEHOLD GOODS
  - MOBILE DEVICES
  - OFFICE EQUIPMENT AND SUPPLIES
  - PERSONAL/GROOMING NEEDS
- **TRANSPORTATION**
  - AIR TRANSPORTATION
  - AUTOMOBILE TRANSPORTATION
  - BICYCLE TRANSPORTATION
  - BUS TRANSPORTATION
  - DRIVER'S LICENSES
  - RAIL TRANSPORTATION
  - TRANSPORTATION EXPENSE ASSISTANCE
- **UTILITY ASSISTANCE**

# Terms and Cross References

- ▶ Each actual *Taxonomy Term* (technically called a *Preferred Term*) has a *code*, uses language from its field, and has a precise and concise *definition*.
- ▶ *See Also References* are provided to other related terms to help both indexers and end-users.
- ▶ *Use References* point to actual (*preferred*) terms from non-preferred terms under which users might search for a concept.

[Home](#) » [Domestic Violence Shelters \(BH-1800.1500-100\)](#)

<b>Term</b>	Domestic Violence Shelters
<b>Code</b>	<a href="#">BH-1800.1500-100</a>
<b>Definition</b>	Programs that provide temporary emergency shelter for women who have experienced domestic violence/abuse, and for their children. Such facilities usually provide in-house individual, group and family counseling and the full range of secondary services related to domestic violence including referral to appropriate resources. Also included are similar facilities for battered men and those that can accommodate both men and women.
<b>Created</b>	3/10/92
<b>Changed</b>	5/3/05
<b>Use References</b>	Abused Women's Shelters Assaulted Women's Shelters Battered Men's Shelter Battered Men's Shelters Battered Women's Shelter Battered Women's Shelters Domestic Abuse Shelters Domestic Violence Shelter
<b>See Also References</b>	<a href="#">Confidential Address Protection Programs (FN-1900.0400)</a> <a href="#">Domestic/Family Violence Legal Services (FT-3000.1750)</a> <a href="#">Domestic Violence Motel Vouchers (BH-1800.1500-080)</a> <a href="#">Domestic Violence Volunteer Opportunities (PX-2300.0200-200)</a> <a href="#">Family Justice Centers (FT-3000.1900)</a> <a href="#">Hospital Safe Rooms (BH-1800.1500-300)</a> <a href="#">Transitional Housing/Shelter (BH-8600)</a>

# Service Directory Next Steps

## ▶ **October 2016:**

- SAS is working this week to incorporate the taxonomy into our service directory entry template.
- Will review the taxonomy with a sample of court services and community programs staff.

## ▶ **November 2016:**

- Juvenile Justice Community Programs staff will complete a directory template for all programs listed in NC ALLIES (Juvenile Crime Prevention Council-funded programs and juvenile Justice Level II funded programs).
- Juvenile Court Services staff will resolve entity resolution issues for programs assigned in NC-JOIN, and will complete a directory template for each of these programs in their district,

## ▶ **December 2016:**

- NCALLIES programs and NC-JOIN program assignments templates will be used to produce draft 1 of our searchable electronic service directory.

# Break



# Juvenile Reentry Task Force

Evaluation of the Comprehensive Statewide Juvenile  
Reentry System Reform

# Juvenile Reentry Reform Evaluation Plan

- ▶ Process Study: RTI International
  - Establish a “pre-reform” baseline
    - Reentry youth, practices, policies
    - Context for baseline outcome study
  - Document early implementation of the reform
    - Progress, facilitators, and barriers to implementation
    - Ensure coordination of subgroup work

# Juvenile Reentry Reform Evaluation Plan

- ▶ **Baseline Outcome Study: GDAC and SAS**
  - Establish multiple recidivism measures within the juvenile and adult systems
  - Establish positive youth outcome measures expected to be achieved by the reentry initiative
  - Develop baseline recidivism rates, disaggregate recidivism by risk and needs levels
  - Develop baseline positive youth outcome measures
  - Set annual improvement targets for recidivism
  - Develop a plan to collect, analyze, and report data on outcome improvements to provide ongoing feedback, ensuring continuous quality improvement on the reform effort

# Process Study: Pre-Reform Reentry Experience

Research Question	Data Source	Example of Measures
<b>Pre-Reform Implementation</b>		
How many youth were discharged from YDCs and residential facilities?	NC-JOIN	Number of youth discharged, characteristics of reentry youths (e.g., age, sex, race, offense characteristics, risk, needs)
How many reentry youth were referred to services they needed?	NC-JOIN ALLIES	Number of reentry youths assessed as needing services; number referred to services; characteristics of referred youths
How many reentry youth completed program requirements?	ALLIES	Number, characteristics of youth terminated from programs; completion status (e.g., successful, unsuccessful)
How many reentry youth exhibited desired change in targeted behavior?	NC-JOIN ALLIES	Number of youth receiving services that target behavior; number, characteristics with behavior change characteristics
How satisfied were families with their experience with the juvenile justice system ?	Parent surveys; Parent focus group	Satisfaction with the services youth received, progress youth made during placement and after release; involvement in case planning; understanding of information provided; perceptions of interactions with JJ staff
How satisfied are court services and facility staff with pre-reform reentry policies and practices? What is their perception of the level of parent engagement in the reentry process? What service gaps exist for reentry youth? What are the perceived barriers or challenges in helping youth and families during reentry? Do court services and facility staff expect that planned reentry reform initiatives will address barriers?	Statewide survey of court services and facility staff  Stakeholder interviews	Satisfaction with reentry needs assessment, service planning and coordination, communication and collaboration between facility and court services staff, discharge decision-making; perceptions about the level of parent engagement during treatment team meetings, reentry and discharge planning; perceived gaps in services (e.g., workforce development/training opportunities, appropriate school placement, employment, housing, behavioral health services); perceived reentry barriers and expectations of the reform to reduce barriers

# Process Study: Early Reentry Reform Experience

Research Question	Data Source	Example of Measures
<b>Early Reform Implementation</b>		
How many system-level initiatives were implemented? How many program staff or relevant youth-serving professionals were trained? How many agency policies or procedures were created, amended, rescinded? How many program policies changed or were rescinded?	Stakeholder interviews; document review	Number of system-level initiatives implemented; Comprehensive service plan, service matching tool, family engagement, risk/needs assessments; Total number of program staff eligible for training; number trained; Number of policies or procedures created, amended, rescinded; Number of policies created, amended, rescinded
How satisfied were families with their experience with the juvenile justice system ?	Parent surveys	Satisfaction with the services youth received, progress youth made during placement and after release; involvement in case planning; understanding of information provided; perceptions of interactions with JJ staff
How satisfied were court services and facility staff with training on the comprehensive service plan and service matching tool? What are their expectations about the impact of these tools on their ability to help youth achieve goals and experience positive outcomes? What are their perceptions about the use of these tools to increase coordination and communication to facilitate reentry? What are the perceived barriers or challenges in using these tools?	Court Services survey; stakeholder interviews	Satisfaction with training; perceptions about ease of plan development, satisfaction with application/tools, impact on case planning, impact on communication/coordination, barriers/challenges with implementation, early lessons learned
Did completion and use of the comprehensive service plan, service matching tool, and assessment instrument(s) adhere to standards?	Fidelity data	Number of plans and assessments reviewed that adhered to the standard; number of total plans and assessments reviewed
Did planned reentry reform initiative activities adhere to the implementation plan?	Stakeholder interviews; document review	Activities planned; activities initiated; activities completed; planned vs. actual schedule of initiation and completion of activities; planned vs. actual collaboration among partnering agencies
What were the barriers, facilitators, and lessons learned in implementing the reentry reform?	Stakeholder interviews	Types of barriers, facilitators, lessons learned in earliest phases of reform

# Baseline Outcome Study

- ▶ **Recidivism Outcomes:** What proportion of reentry youths were subsequently involved in the juvenile or adult justice system during a 24-month post-discharge period?
  - How many and what types of offenses (e.g., person, property) were reentry youths charged with during the follow-up period?
  - How long after release did reentry youths re-offend?
  - Do recidivism rates vary by risk and needs level?
  - Do recidivism rates vary by length of stay?

# Baseline Outcome Study

- ▶ **Positive Youth Outcomes:** What were the education, employment, and behavioral health outcomes of reentry youths during a 24-month post-discharge period?
  - School enrollment and school type, attendance, performance
  - Employment status, wages
  - Behavioral health utilization, treatment outcomes
  - Do education, employment, behavioral health outcomes vary by risk and needs level?
  - Do education, employment, behavioral health outcomes vary by length of stay?

# Year 1 Evaluation Activities

- ▶ Process study
  - Documenting implementation progress
  - Providing feedback to task leaders; “cross-pollinate” work
  - Finalizing data collection instruments to gather information from stakeholders about pre-reform practices
- ▶ Baseline outcome study
  - Created a dataset for the baseline study cohort
    - exits from facilities in FY2012-13 and FY2013-14
  - Developed recidivism outcome measures
    - juvenile system: complaints, adjudications, new commitments, violations, and revocations
    - adult system: charges, convictions, active sentence rate, adult probation violations, and revocations
    - combined measures: complaint/charge rate, adjudication/conviction rate, new commitment/incarceration rate, supervision violation rate, revocation rate
  - Initiated data discovery to assess the availability and accessibility of data needed to measure positive youth outcomes (education, employment, behavioral health)

# Evaluation Next Steps

- ▶ Process Study
  - Administer web-based survey to juvenile court counselors
  - Conduct interviews with reentry stakeholders
  - Conduct focus group with parents
  - Summarize findings on pre-reform reentry system
  - Continue to document implementation progress, provide feedback
- ▶ Baseline Outcome Study
  - Complete data discovery and finalize outcome measures
  - Execute data sharing agreements
  - Analyze characteristics of baseline cohort
  - Analyze outcomes
  - Report baseline findings
  - Develop annual improvement targets



# Developing Workforce and Educational Opportunities Subcommittee (DWEO)

Moving from Planning to Implementation

## **DWEO Policy Statement:**

**All youth placed in a Youth Development Center or short-term residential setting shall have a comprehensive educational and vocational plan that aligns with their individual needs and abilities. The plan shall promote a seamless and successful transition for juvenile justice involved youth to access and reengage in educational opportunities and vocational services in local communities.**

# Reentry Enhancements

- ▶ **Developing a minimum set of student outcomes for all youth placed at a YDC or short-term residential setting.**
- ▶ **Establish a standardized career assessment instrument for all youth in YDC's and short-term residential settings.**
- ▶ **Designated personnel shall administer the career assessment instrument twice during a youth's length of stay (CA administered at admission and upon discharge)**

# Reentry Enhancements

- ▶ **Establish linkages for ongoing community support services for youth placed at a YDC and short-term residential setting.**
- ▶ **Establish Transitional Services Committee to review the work of transitional teams and address challenges and barriers for services for youth and families in transition. (Youth in transition are defined as those who are either entering or exiting a YDC/short-term residential setting and reentering local communities.)**

# Section II



Reentry  
Enhancements:  
Our End Products

# Summary of End Products

- ▶ **Core Student Performance Outcome Measures**
- ▶ **Acquisition of an evidence-based or evidence supported career assessment tool that can be accessed on-line and in hard copy form.**
- ▶ **DPS IT support services for secure server access, laptops, and applicable software for YDC's and short-term residential contracted service providers.**

# Summary of End Products Con'td

- ▶ **Communities In Schools – Transitional Services Model and AMIkids North Carolina Family Services – FFT Services**
- ▶ **A diverse group of DPS and external partners to include YDC Principals and Social Workers, JJ Transitional Services Coordinator, State Contracts Administrator – Juvenile Community Programs, Educational Administrators and Transitional Team Leaders with contracted short-term residential services**

# Standardized Career Assessment Tool

- ▶ The North Community College Career Clusters Guide has been identified as the primary vocational instrument to be utilized by DPS.
- ▶ Assessment results can assist juveniles in developing a career pathway within post-secondary institutions state wide.
- ▶ Next steps include the development of standardized training protocols and evaluation processes for DPS staff and contract providers.

# Universal Educational and Vocational Summary Success Plan (UEVSSP)

- ▶ A draft of the UEVSSP has been crafted by the Committee and is presently under DPS internal review.
- ▶ The plan will serve as a source document tracking the educational and vocational needs and progress which follows the youth from his/her first out-of-home placement through discharge from either a service or end of probation.

# Transitional Services Questionnaire

- ▶ A transitional services questionnaire is in the final development stages with an expected release in the Fall of 2016. Based on the results of YDC educational data and contracted short-term residential services, the questionnaire is the most efficient means to:
  - ▶ Determine how DPS can better serve our students in transition.
  - ▶ Summarize how transitional teams/groups work within a YDC and short-term residential settings.
  - ▶ Clearly identify the use of career inventories/assessments to integrate a seamless matching process with available career opportunities.

# Renewed Focus on Educational Services

- ▶ **Key Objective:** DPS policy alignment with the Department of Public Instruction policies leading to the review and acceptance of DPS educational plans which offer students existing a YDC or short-term residential placement several options for ongoing educational attainment.
- ▶ **End Goal:** Memorandum of Understanding/Agreement between DPI and DPS that clearly outlines the review process and key personnel authorized to accept and approve DPS educational plans.

# **Educational Services: Vocational Rehabilitation Collaboration**

- **Exceptional Children's Programs has partnered with the State Vocational Rehabilitation (VR) Office.**
- **The Pre-employment transition services initiative (PETS) is the core project that establishes the identification of available resources for DPS students.**
- **Next action steps include the development of an MOU for PETS with the DPS Curriculum and Technical Education Services, Court Services, and the Exceptional Children's Program.**

# Community Engagement and Partnership: The Vetting Process

- ▶ The Pro Se Reentry Recovery Services, Inc.
- ▶ Johnston County Industries
- ▶ Creative Innovations ZPAC Educational Resources
- ▶ Communities In Schools of North Carolina, Inc.
- ▶ Eckerd Project Bridge

# Community Partnerships Comparison

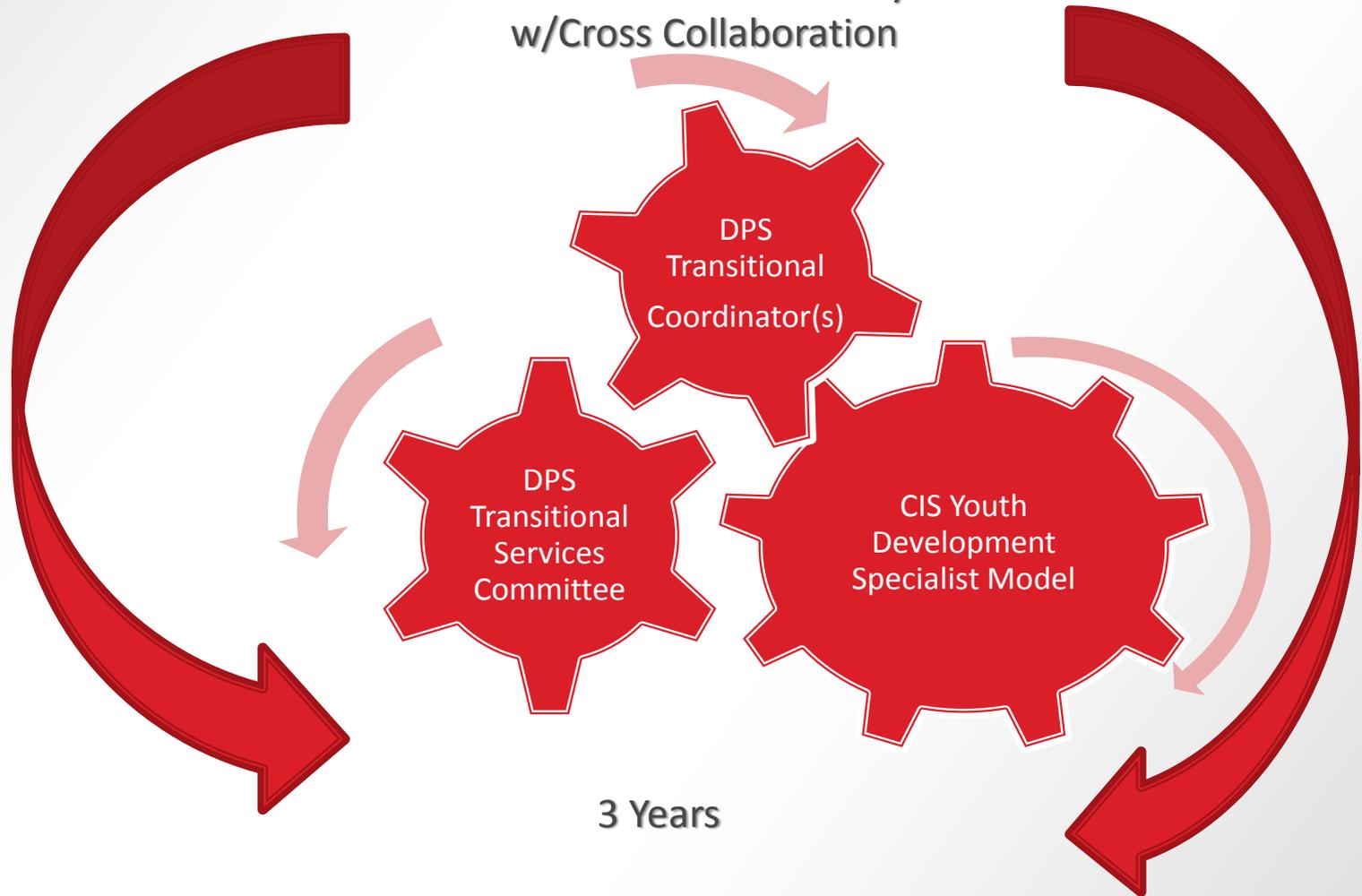
- ▶ Nonprofit organization must demonstrate the ability to work independent of DPS with highly trained staff and a proven record of good stewardship with state funds
- ▶ Services target youth with similar profiles as those involved in JJ
- ▶ Working knowledge of the NC School Systems
- ▶ Ability to pilot and replicate their approach in both rural and urban settings

This is good!

This is better!

# DWEO Sustainability Planning

Built-in DWEO Sustainability Plan  
w/Cross Collaboration



# Questions



# Upcoming Meetings

# Adjournment