



# **NC Juvenile Reentry System Reform Task Force Meeting July 20, 2016**

## **Welcome**



# SCA Juvenile Reentry System Reform Program

## Overview and Update

# Second Chance Act (Public Law 110-199)

- ▶ Supports efforts to improve outcomes for people returning from state and federal prisons, local jails, and juvenile facilities
- ▶ Authorizes federal grants, training, and technical assistance for reentry programs, services, and system reforms aimed at improving reentry outcomes
- ▶ Established the National Reentry Resource Center, administered by the U.S. Department of Justice's Bureau of Justice Assistance, and housed at the Council of State Governments.

# 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 – September 30, 2016**

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

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

SCA Comprehensive Juvenile Reentry System Reform *Implementation Continuation* Grant  
Application submitted July 14, 2016  
Notification anticipated September 30, 2016  
Total Project Budget: \$1,000,000

# Core Principles for Reducing Recidivism and Improving Other Youth Outcomes

## Principle 1

Base supervision, service, and resource allocation decisions on the results of **validated risk and need assessments**

## Principle 2

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

## Principle 3

Employ a **coordinated approach** across service systems to address youth's needs

## Principle 4

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

# 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.

**North Carolina Department of Public Safety  
Division of Adult Correction and Juvenile Justice  
Juvenile Justice Section**

**OJJDP-Approved SCA Juvenile Reentry System Reform Preliminary Implementation Plan (REVISED)  
2015-2016**

**Goal: Reduce the recidivism rate by 50 percent over 5 years, and improve education, employment, and behavioral health outcomes of “deep-end” youth involved in the juvenile justice system**

**OBJECTIVE 1: JJS will deliver risk and needs-driven case planning and service linkage, and employ effective supervision practices**

**Key Task 1: Improve the reliable use of our risks and needs assessment instruments,  
Task Leads: Jean Steinberg, Ph.D.**

| <b>Subtasks</b>   | <b>Responsible Staff/Agency</b>                     | <b>Resource Requirements</b>  | <b>Deadline</b> | <b>Performance Measures</b>  |
|---|---|---|-----------------|--|
| Re-norm our risk assessment instrument  | Dave Edwards,<br>Office of Research<br>and Planning | Staff time (per<br>Dave E.) = 3<br>months if we can<br>expedite access to<br>SBI data | Month 2         | Adult arrest and<br>conviction databases<br>available; updated<br>norms produced     |
| Develop initial in-person and annually<br>recurring training curricula for<br>administration, scoring, and use of risk and<br>needs assessments   | Kathy Dudley<br>(Former Deputy)                     | Contract hours  | Month 4         | Task benchmarks met;<br>product completed by<br>deadline                             |
| Develop web-based (using Learning<br>Management System already in place) annual<br>certification exam requiring staff to meet or<br>exceed reliability criteria in use of risk and<br>needs assessments | Kathy Dudley  | Contract hours  | Month 8         | Benchmarks met<br>(developed; piloted;<br>evaluated; etc.);<br>completed by deadline |

# 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

# Grant Activities

## October 2105- June 2016

- ▶ SCA National Conference  
December 2015
- ▶ Council of State Governments (NRRC) Site Visit  
January 2016
- ▶ Ongoing Work of Subcommittees



# 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 15 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)
- ▶ 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

- ▶ 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

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

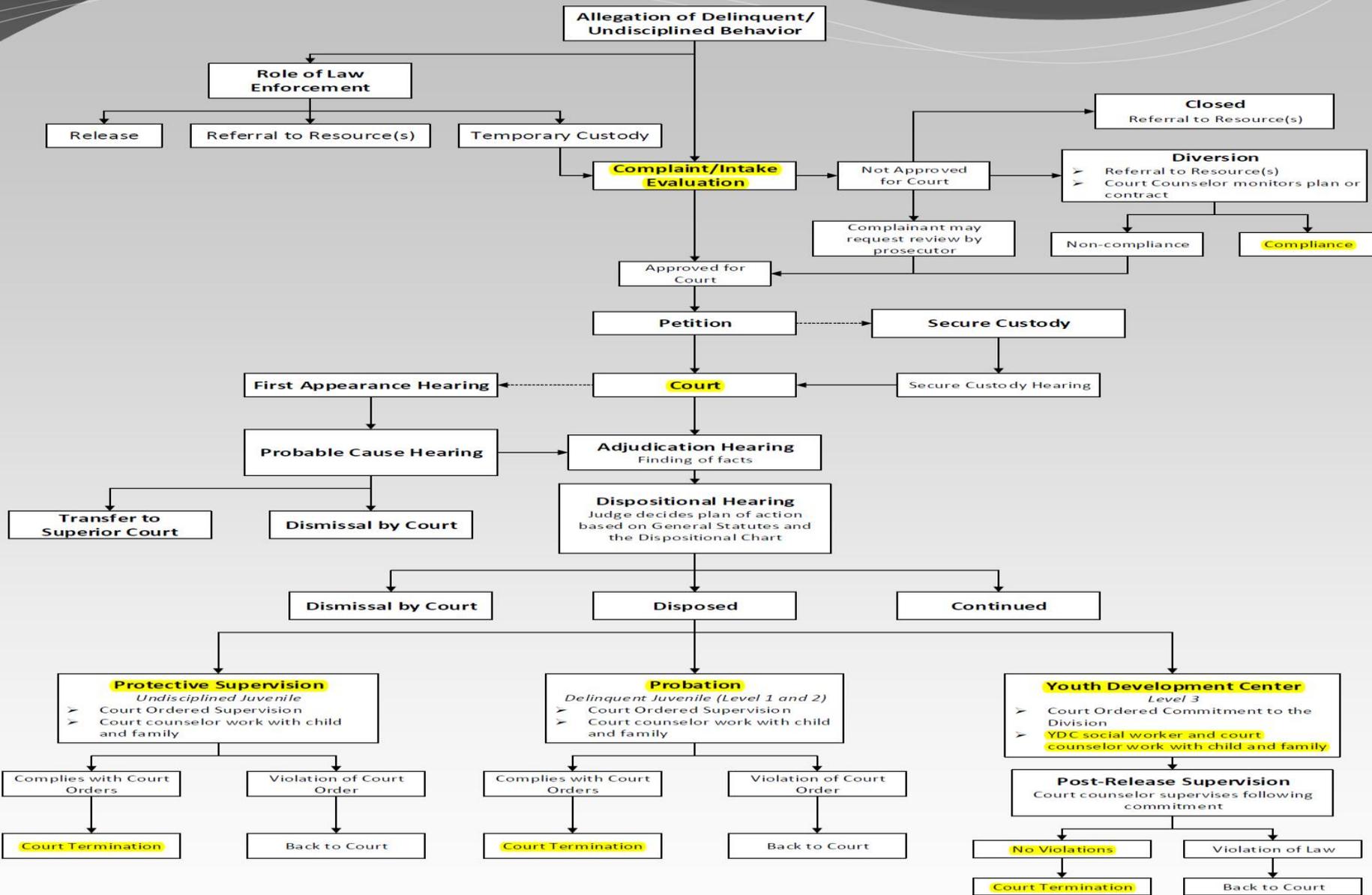
**“A family is a group of individuals who nurture and support a youth emotionally, physically, or financially and is defined by its members that can include biologically or non-biologically related persons.”**

# Council of State Governments

## Recommendations

- ▶ 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
  - Disposition
  - Post-disposition
  - YDC Admission
    - 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 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, family guide, 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

# Next Steps:

## ▶ 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*)

# Next Steps

## ▶ Short Term:

- Continue review of policy and standard operating procedures and provide recommendations that support family engagement.
  - Consider recommending that the supervising court counselor begin working with youths and families before disposition to (1) start building a relationship, and (2) provide support and continuity during the disposition process; and,
  - Consider policy change to require monthly contact with parents (Policy currently addresses face to face contact with parent/guardian every 60 days)
  - Consider recommending lower caseload guidelines to allow more time for interacting with and engaging families.

# Next Steps

## ▶ Short Term:

- Continue with look for policies and procedures that allow parents to provide feedback to JJ and procedures for filing grievances.
- Continue to review family visitation practices and inclusion in group events (sporting) to promote continuity and support to families and youth
- Continue to develop performance /quality assurance measures to evaluate family engagement processes and practices at various points along with JJ system.

# Next Steps

## ▶ Long Term:

- Consider processes that connect parents to family advocates, particularly parents with youths who are not successful during their JJ experience
  - Consider development of family engagement specialists within our system or promote engagement with outside entities that provide family support
- Review peer review documentation for innovative ways used by court services to engage parents/families
- Promote family support groups (talk with families about their satisfaction with the frequency and quality of contact with JJ staff)



# North Carolina Juvenile Reentry Reform Task Force

## Service Planning and Service Matching Subcommittee

# Council of State Governments Site Visit

## Vision Statements:

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

*At initial contact and at least every 90 days thereafter, JJS will carefully assess risk and needs, as well as strengths and protective factors, of youths and families to guide service planning and promote successful outcomes.*

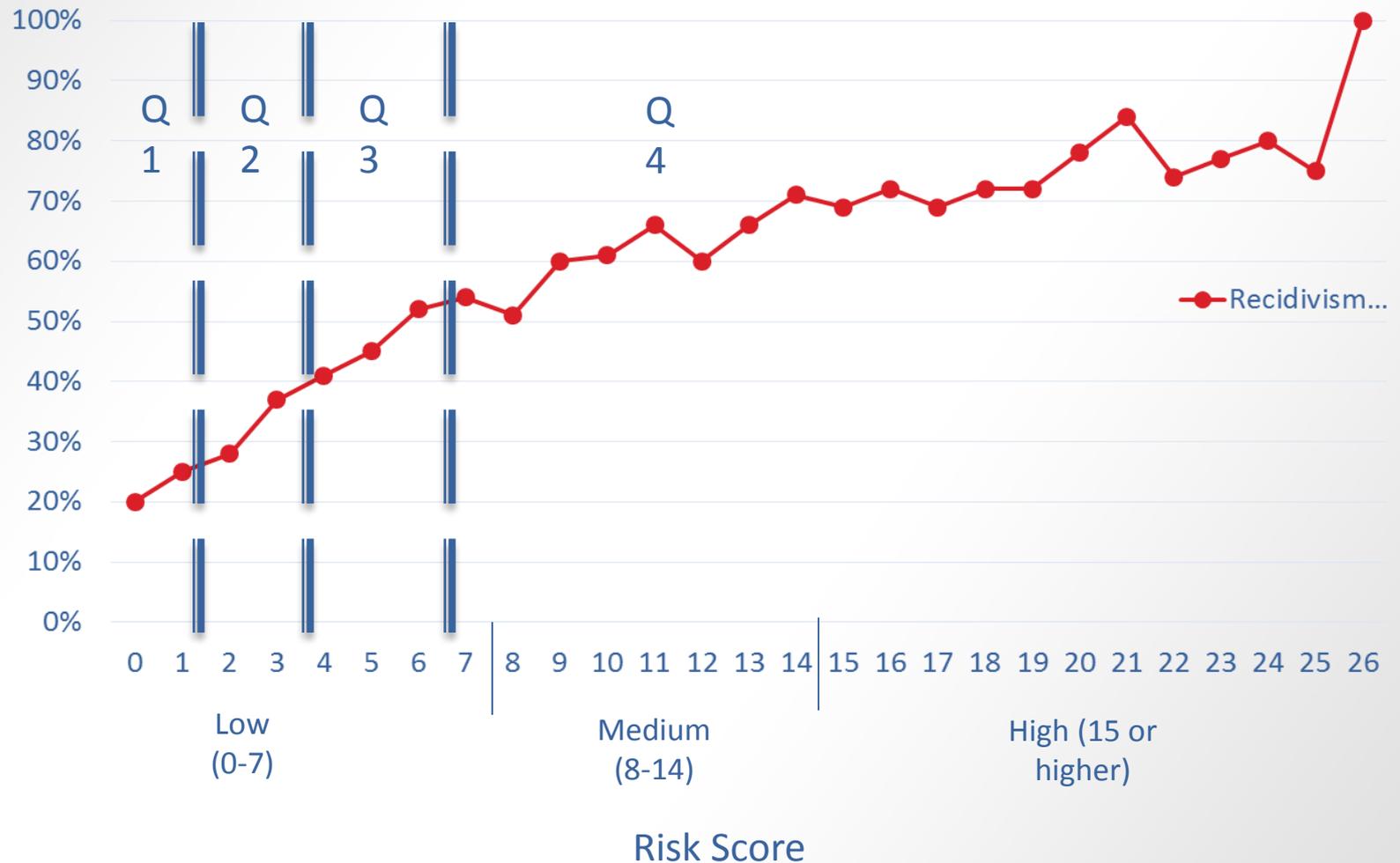
## **Key Task 2: Implement a comprehensive service plan.**

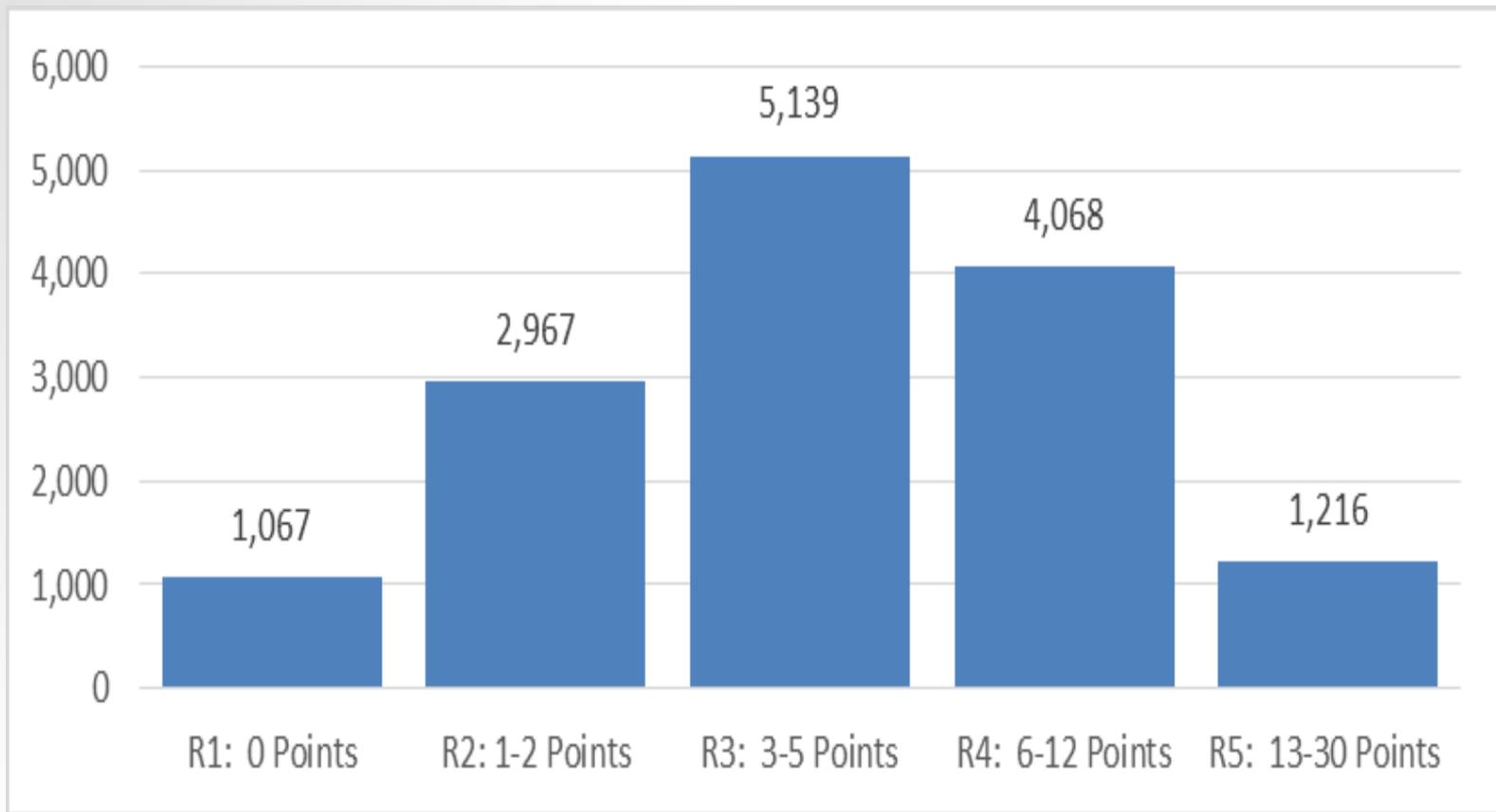
*JJS will use information obtained through interviews, observation, assessments, and record reviews to inform the creation, management, and updating of an individualized service plan that identifies targets for intervention, and means for addressing identified needs.*

## **Key Task 3: Implement a service matching tool.**

*As part of service planning, JJS will ensure that each youth's highest priority needs are matched to appropriate services.*

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





### Correcting the “bunch”:

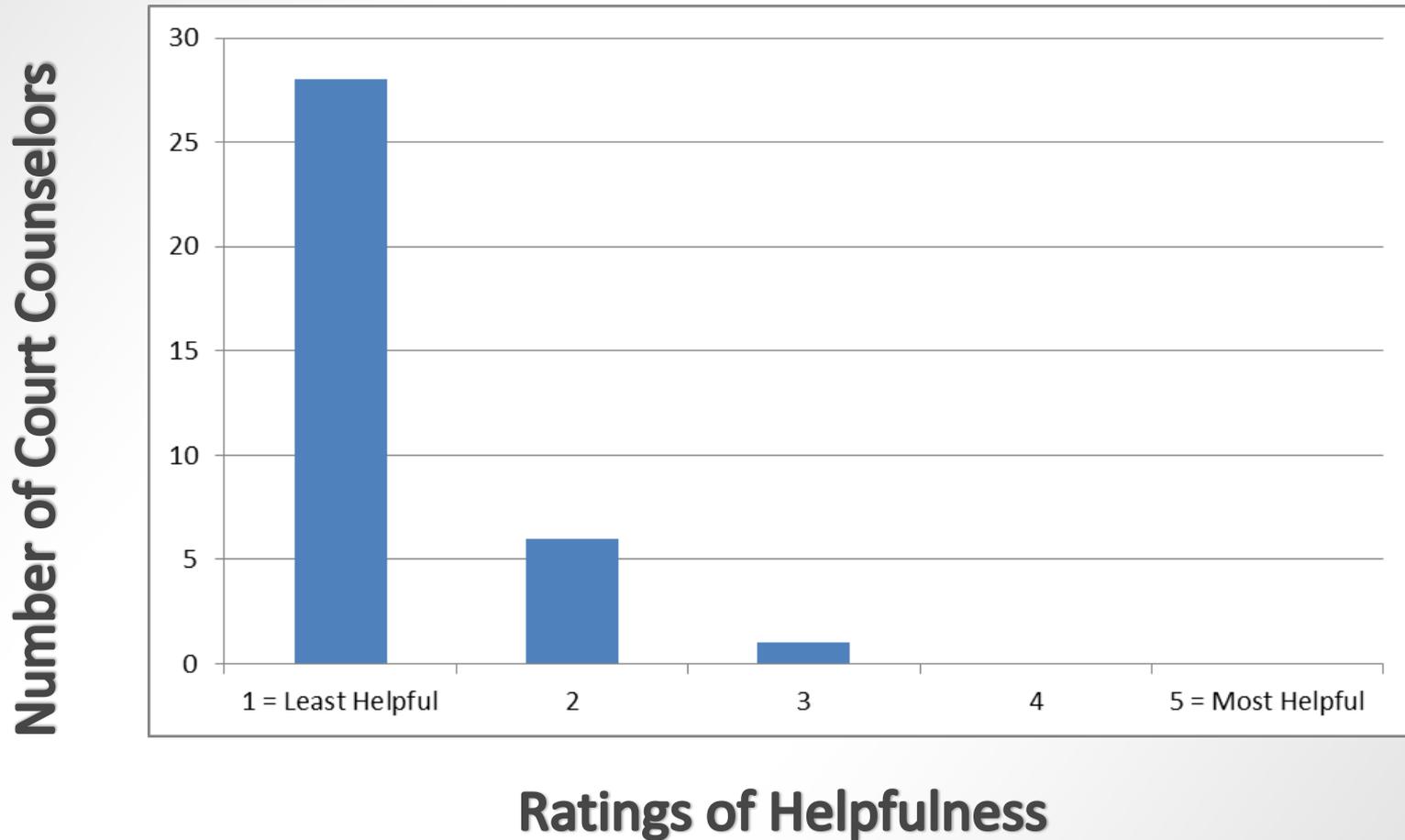
- ✓ Most (90%) “low risk” youth are shifted to higher level
- ✓ 12% currently classified as “low risk” (scores 6-7) have outcomes more like higher-risk youth with scores 8-12
- ✓ Highest risk youth are clearly identified (scores 13-30)

# Key Task 2: Implement a comprehensive service plan.

## Evaluation of Service Planning Pilot

- ▶ Quantitative review of completed case plans
  - poor adherence to quality benchmarks
  - widespread failure to update or revise plans over time
- ▶ Focus groups with court counselors in pilot districts
  - 7 meetings with 42 court counselors and managers
  - separate meetings with leadership
  - combination of qualitative and quantitative data collected

**“Rate how helpful the service plan was to managing youths on your caseload.”**





- ▶ Role confusion
    - Targets too broad
    - Mission confused
    - Confusing/not helpful to youth and parents
  - ▶ Domains were awkward
  - ▶ Too many focus areas
  - ▶ Language - too wordy/obtuse
  - ▶ Reduce redundancy
  - ▶ Improve ease of navigation
  - ▶ Streamline outputs; organization of data
    - Judges
    - Child and Family
    - File
  - ▶ Protective factors section awkward
  - ▶ Goals and interventions not updated
  - ▶ Trauma not included
- Menus of goals/dropdowns
    - but allow for “other”
  - Narrowing of focus on needs
  - Appreciated pre-populated fields
  - Pre-population of program assignment info. was helpful
  - Helped to remind to follow-up with programs and services

# Lessons from SCA National Conference

## Address Primary Criminogenic Needs

- ▶ The “Big 8”
  - Criminal history
  - Family/Poor Parental Monitoring
  - Pro-criminal attitudes
  - Behavioral problems/personality traits
  - Negative or Deviant Peers
  - Substance Abuse
  - Education/Employment
  - Leisure/structured activities
- ▶ Prioritize those needs that contribute most strongly to risk of reoffending.
- ▶ Use needs assessment instruments that are structured, validated, that prioritize needs, and that include the above domains.

# Additional Take-Homes from SCA Conference

- Must be able to identify which criminogenic needs are rated as medium or high, and then prioritize them as targets for intervention.
- May need to target *non-criminogenic* needs before introducing services for criminogenic needs (e.g., can't benefit from tutoring if hungry; may need to address trauma before substance abuse).
- Top criminogenic predictors of reoffending are pro-criminal attitudes and behavior problems/personality factors. If these are contributing to what led to the complaint for a given child, make them a priority.
- Must *match* needs to appropriate services; this is hardest to do for behavior problems/personality and attitudes/values domains.
- Use activities that build protective factors (e.g., assign to pro-social activities) as interventions.
- Build in quality assurance and fidelity monitoring tools.

# Service Planning Work Group

|                | FAMILY/<br>PARENT-<br>ING  | EDUC.<br>&<br>EMPL. | PEERS        | SUBST.<br>ABUSE | LEISURE<br>&<br>RECR. | PERSON'Y<br>&<br>BEHAVIOR | ATTITUDE<br>&<br>VALUES | MH    |  |
|----------------|----------------------------|---------------------|--------------|-----------------|-----------------------|---------------------------|-------------------------|-------|--|
| SAVRY          | X                          | X                   | X            | X               |                       | X                         | X                       | Anger | Lack of Soc'l<br>Support   |
| YASI           | X                          | X                   | X            | X               | X                     |                           | X                       | X     | Aggression;<br>Social &<br>Cognitive<br>Skills   |
| PACT           | X                          | X                   | X<br>(Rel's) | X               | X                     |                           | X                       | X     | Aggression;<br>Skills  |
| YLS-<br>CMI    | X                          | X                   | X            | X               | X                     | X                         | X                       |       |  |
| NCAR/<br>NEEDS | X<br>(Conflict<br>in home) | X                   | X            | X               |                       |                           |                         | X     | History of<br>victimization;<br>Sexual<br>Behavior;<br>Basic Physical<br>Needs;<br>Health &<br>Hygiene |

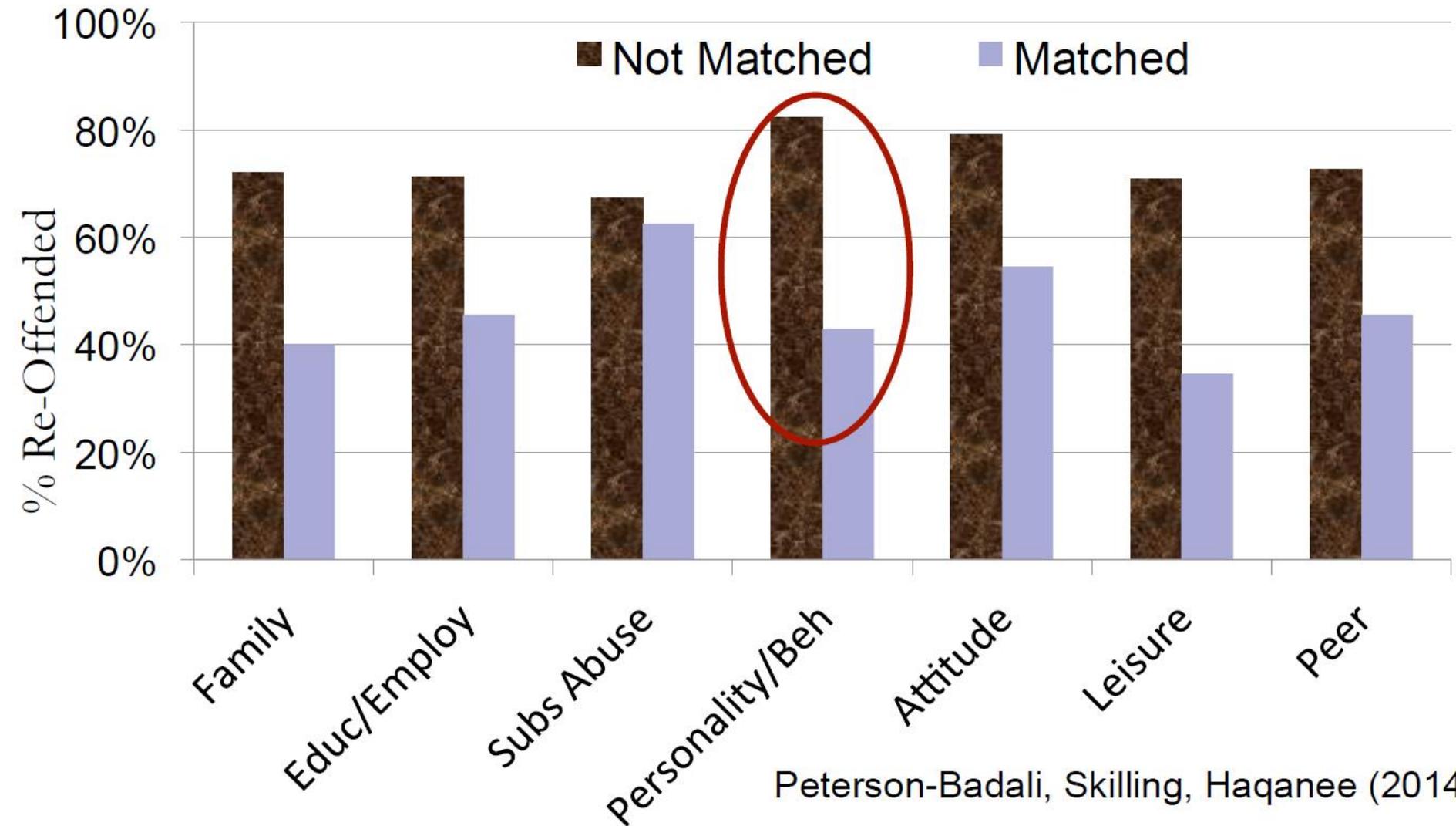
# Commercially Available Needs Assessment and Case Planning Instruments

- ▶ Desirable features (identified from our pilot)
- ▶ Plan components
- ▶ Implementation and training supports
- ▶ Unique features
- ▶ Customizability
- ▶ Integration with NC-JOIN
- ▶ Data exchange capability with SAS; integration with services directory
- ▶ Data ownership and download options

# Youth Assessment and Screening Inventory

- ▶ Performed well in Baird et al.'s (2013) comparison with similar instruments (good predictive validity)
- ▶ Incorporates risks, needs, and strengths
- ▶ Strengths as assessed by the YASI shown to have a buffering effect on risk; high risk cases with high strengths fare better than high-risk low strengths (Jones et al., 2016)
- ▶ Well-received by field staff in Baird et al.'s review (2013)
- ▶ Working relationship with SAS; amenable to data analytics
- ▶ Unanimously selected by 24-member work group of 4 options under consideration
- ▶ Calculates ACE scores on youth for trauma screening purposes

# Key Task 3. Implement a service matching tool.



## Key Task 3. Implement a service matching tool.

1. Work with the GDAC and SAS well underway to plan and design the process for developing a directory of services and programs by county, matched to the need or domain that they address (to be used in service matching).
2. The service directory will be “built out” by SAS in the fall, tested in February and March of 2017, and launched in April 2017.
3. The service matching tools and models will be built concomitantly, with a projected launch date of July 2017.

# Break



# 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 Cont'd

- ▶ **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**

# Transitional Services Questionnaire

- ▶ A transitional services questionnaire is in the final development stages with an expected release of August 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.

# 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

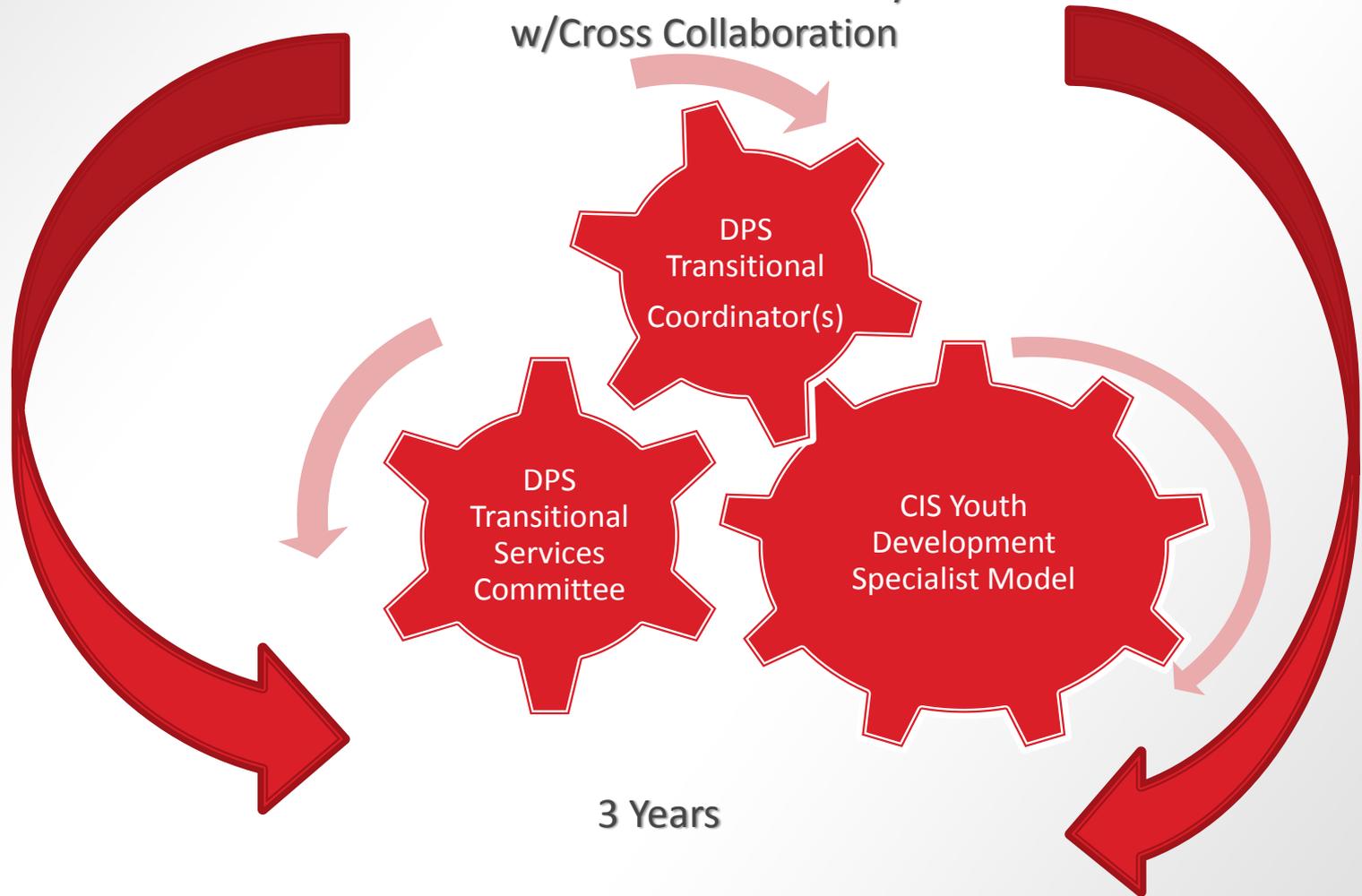
- ▶ Nonprofit organization must demonstrate the ability to work independent of DPS with highly trained staff and a proven record of good stewardship with state funds
- ▶ Services target youth with similar profiles as those involved in JJ
- ▶ Working knowledge of the NC School Systems
- ▶ Ability to pilot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



# *Communities In Schools & Positive Youth Development*

Presented by

Danya Perry

Vice President, CIS of North Carolina



# The Mission of CIS

**To surround students with a  
community of support,  
empowering them to stay in  
school & achieve in life.**

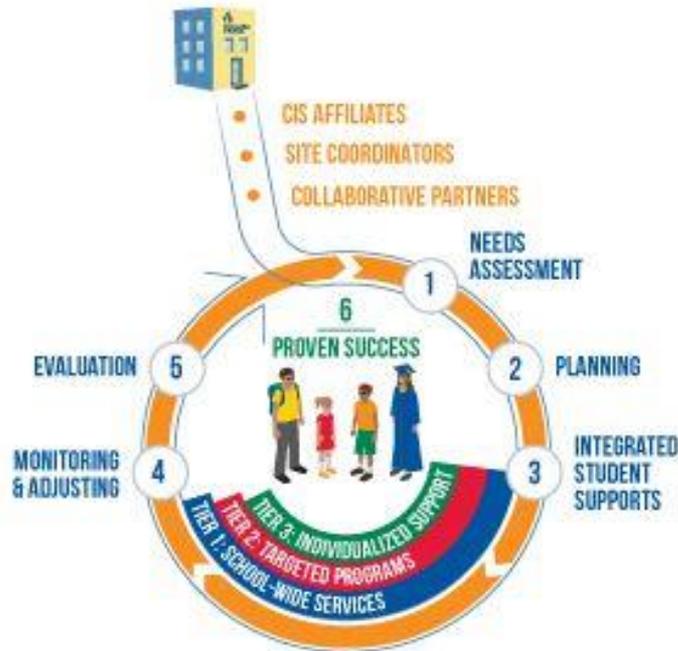


**CIS takes fragmented services...**  
**...to facilitate**  
**integrated student supports**

# What is Integrated Student Supports?

Concept is to mobilize the community to provide comprehensive support to schools & students

# OUR UNIQUE MODEL



© Communities In Schools 2016

## • CIS AFFILIATES

Hire and train site coordinators, bring the CIS model to schools in need and mobilize partners to provide resources.

## • SITE COORDINATORS

Trained professionals who work with school administrators to assess needs, develop a plan and build a team to provide supports to schools and students.

## • COLLABORATIVE PARTNERS

Schools, businesses and community agencies all work together with site coordinators to deliver supports to students and families.

### 1 NEEDS ASSESSMENT

Analyze multiple sources of data to identify the key needs of the school and individual students.

### 2 PLANNING

Site coordinators lead their school support team to develop a plan to prioritize supports that address academic and non-academic needs.

### 3 INTEGRATED STUDENT SUPPORTS

Site coordinator and partners deliver tiers of support to the school, students and their families.



### 4 MONITORING & ADJUSTING

Site coordinator continuously monitors student and school progress and adjusts supports to optimize results.

### 5 EVALUATION

Continuous assessment of partners and student supports by the CIS affiliate to demonstrate results and improve practice.

### 6 PROVEN SUCCESS

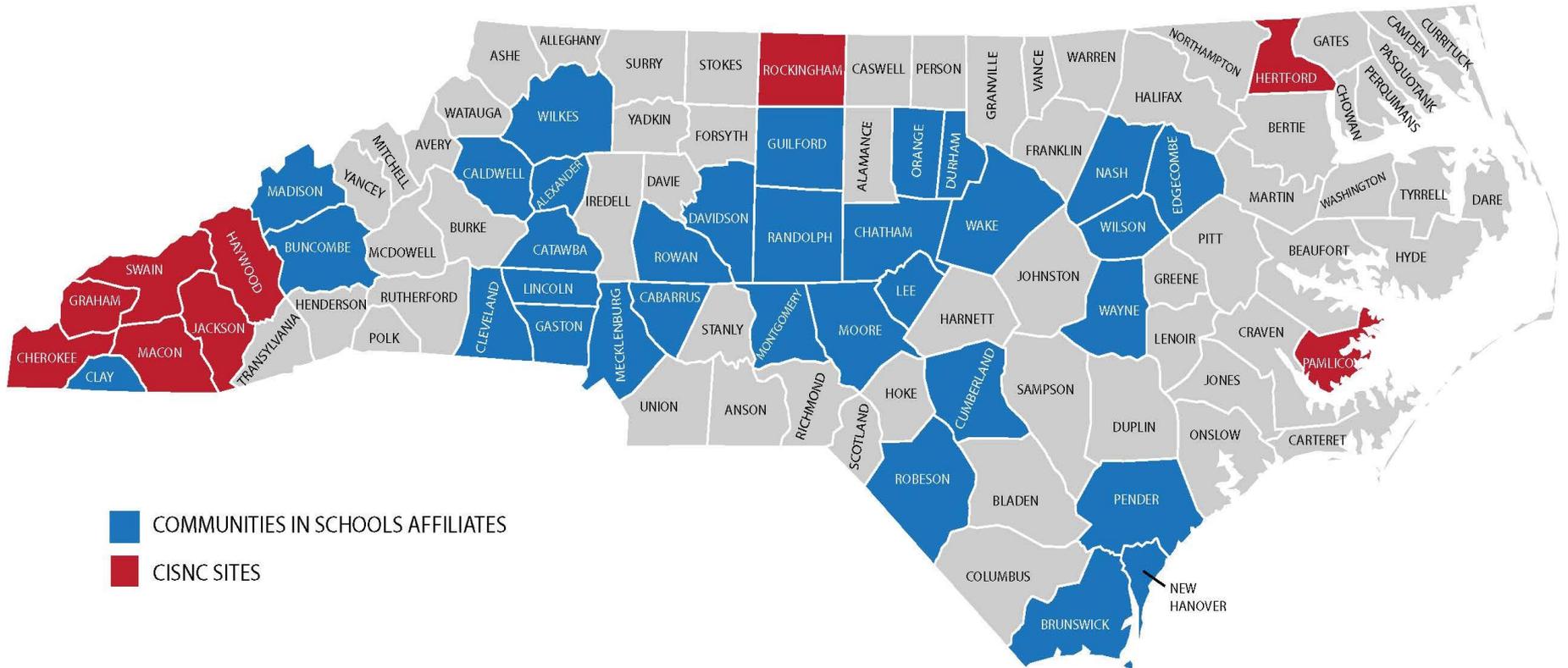
We increase graduation, reduce dropout, and improve attendance for schools in need.

# Integrated Student Supports

- Child Trends reports in its first rigorous, independent analysis:
  - In the field of ISS, researchers found measurable decreases in grade retention, dropout rates, and absenteeism, along with measurable increases in attendance rates and math scores.
  - There is an emerging evidence base to support the effectiveness and cost-effectiveness of integrated student supports in improving educational outcomes.

– Child Trends, *Integrated Student Supports: The Evidence* (2014)

# CIS Network in North Carolina



- COMMUNITIES IN SCHOOLS AFFILIATES
- CISNC SITES

# **Incorporating Integrated Student Supports to support youth reentry**

# Effective Juvenile Reentry

- Youth reentry is viewed as a collaborative endeavor between local government, communities, and across systems and to ensure that services are available, accessible, and affordable for youth and families.



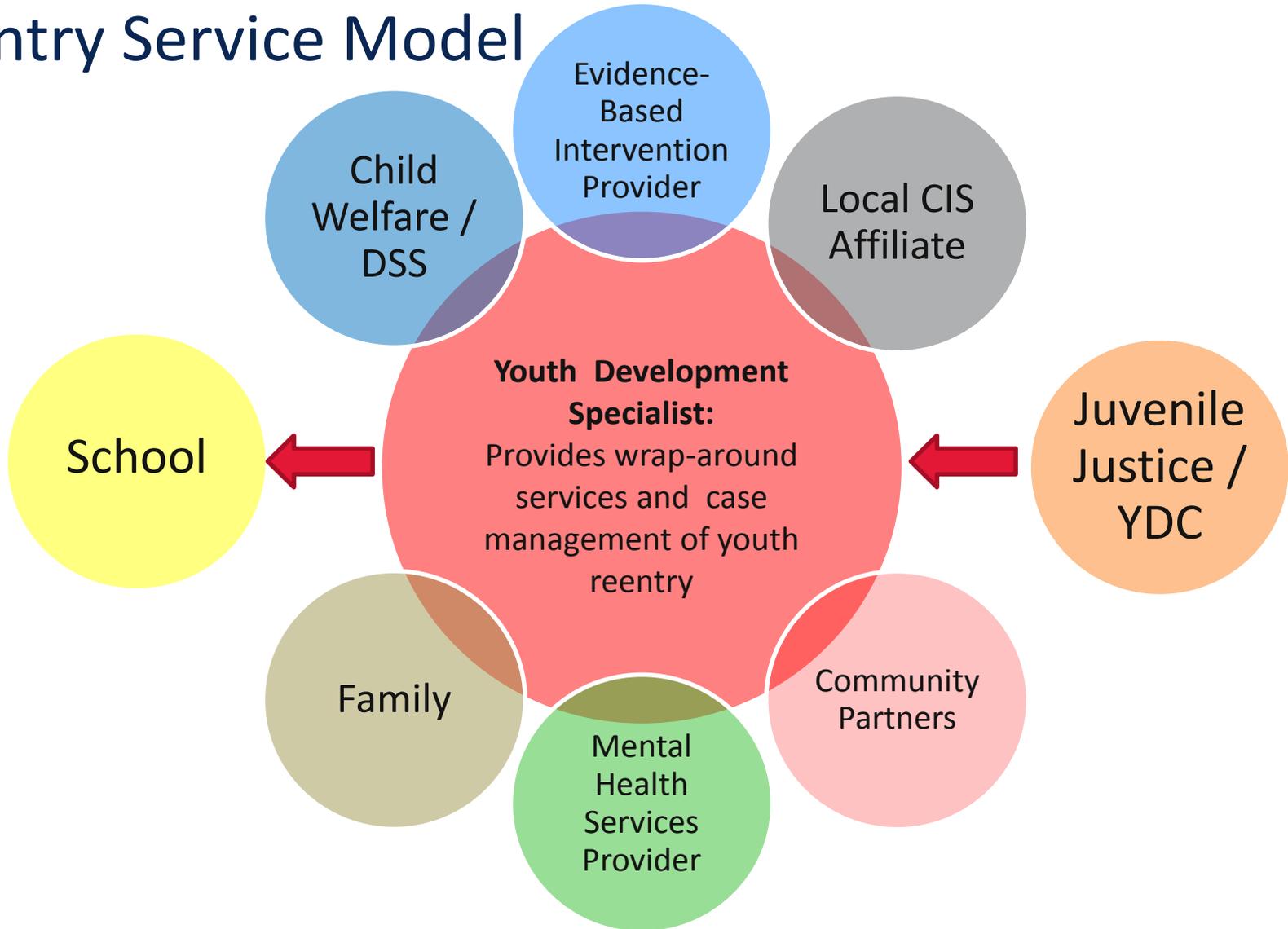
# Six Critical Elements

- Assessment of Risk for Reoffending, Strengths, and Needs
- Cognitive-Behavioral Interventions
- Family Engagement
- Release Readiness
- Permanency Planning
- Staffing and Workforce Competencies

*–Justice Center, The Council of State Governments – April 2014*

# CISNC Youth Development Services:

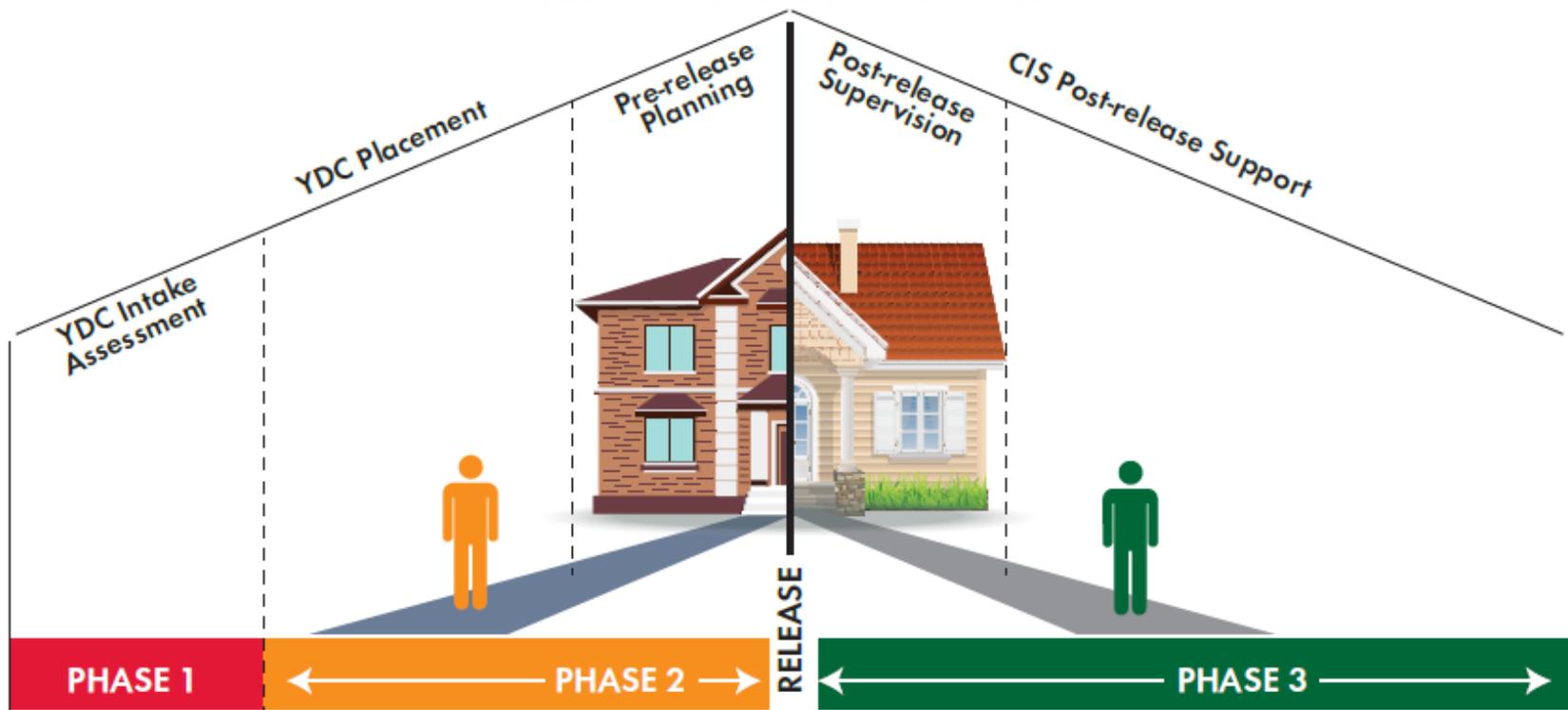
## Reentry Service Model



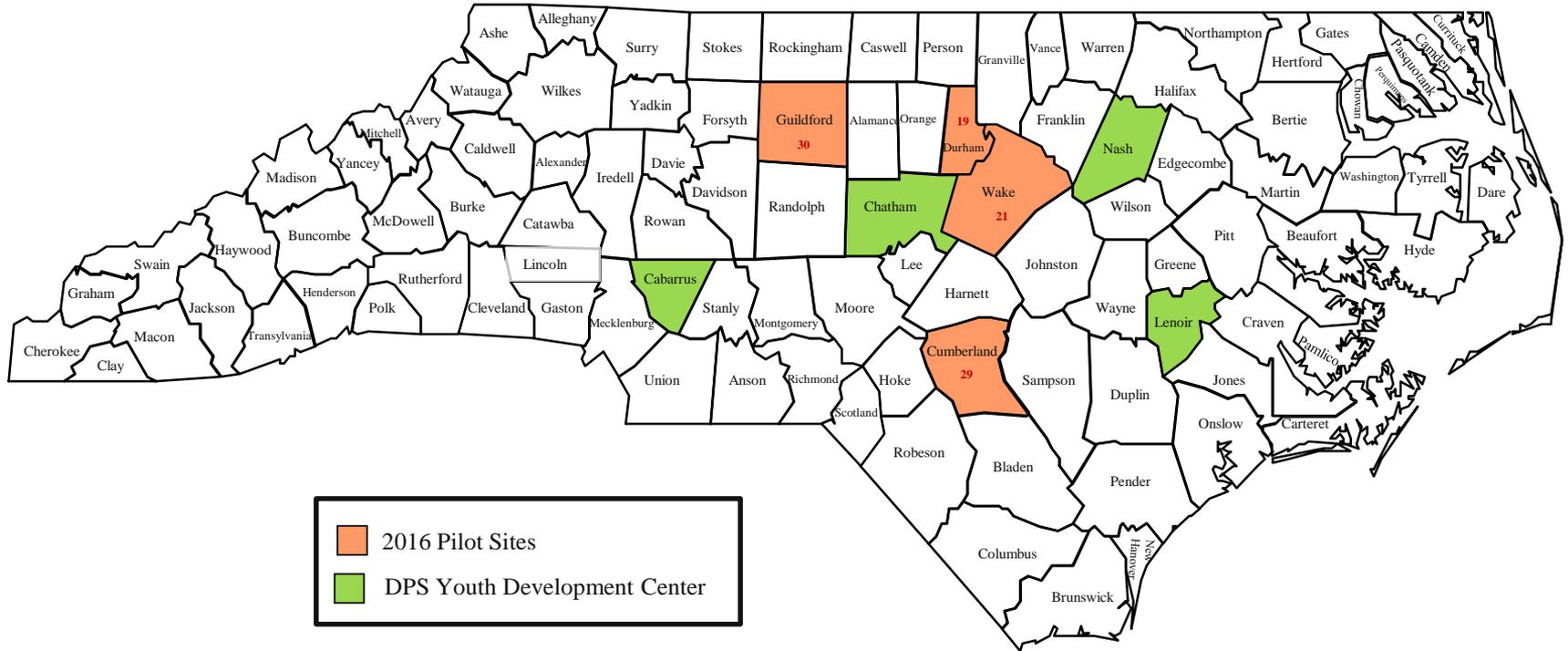
# YOUTH DEVELOPMENT SERVICES MODEL

## T.I.P.

### TRANSITIONAL INTERVENTION PLAN



# CISNC Youth Development Services: 2016 Reentry Service Pilot Program



A wooden utility pole stands in a grassy area. A white sign is attached to the pole with black text. Above the sign, a poster is taped to the pole. The poster features a photograph of a group of people and some text. In the background, there is a road, trees, and a utility pole with power lines. A rainbow is visible in the sky on the right side of the image.

Tudoring

(504) 444-3517

# Learn More

## **Communities In Schools of North Carolina**

222 North Person Street

Suite 203

Raleigh, NC 27601

Phone: (919) 832-2700

Toll Free: (800) 849-8881

Fax: (919) 832-5436

[www.cisnc.org](http://www.cisnc.org)



Communities  
In Schools

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North Carolina



# Juvenile Reentry Task Force

## Evaluation of the Comprehensive Statewide Juvenile Reentry System Reform

# Juvenile Reentry Reform Evaluation Plan

## ▶ Process Study

- Led by RTI International
- Establish a “pre-reform” baseline
  - Reentry youth
  - Reentry practices
  - Reentry policies
- Document early reform implementation
  - Required OJJDP grant performance measures
  - Progress, facilitators, and barriers to implementation
  - Ensure coordination of subgroup work

# Juvenile Reentry Reform Evaluation Plan

## ▶ Baseline Outcome Study

- Led by the Government Data Analytic Center (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<br>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<br>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;<br>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<br><br>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 |
| * OJJDP GPRA performance measure   |   |  |

# 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 many programs/agencies shared automated data?*   | Stakeholder interviews; document review       | Number of planning bodies or inter-agency coordinating groups established to facilitate data sharing  |
| 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   |

\* OJJDP GPRA performance measure

# 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
  - 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

# Upcoming Meetings