



Performance-based
Standards



Reentry Standards and Measures

Excerpt from the Reentry Measurement Standards Report

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The Standards and Measures

Standards Format and Definitions

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

Domain Area

Goal

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

Standards

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

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

Domain Measures

Youth Outcomes and Indicators

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

Practice Indicators

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





The Standards

Assessment

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

Reentry Planning

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

Case Management

1. Assign a reentry case manager as soon as every child arrives in placement.
2. Ensure the case manager engages youths in a developmental relationship.
3. Ensure the case manager develops a real and sustainable connection with families.
4. Ensure all services indicated as needed by the multi-disciplinary/agency team have been provided.
5. Ensure all youths and families have meaningful, prompt access to the services and supports needed to make the youth's reentry successful.

Continuous Quality Improvement

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

Education and Employment

1. Ensure all youths have a clear plan for their long-term education and employment.
2. Ensure all youths complete their academic goals including higher education.
3. Ensure all youths complete their career technical education or skills goals.
4. Ensure all youths master employability skills necessary to obtain and sustain employment.
5. Connect all youths to meaningful employment.
6. Ensure all youths have access to all documents necessary to obtain and sustain employment.
7. Ensure all youths have access to all supports necessary to obtain and sustain employment.

Well-being and Health

1. Ensure all youths feel safe physically, emotionally and psychologically.
2. Ensure all youths are healthy physically, emotionally and psychologically.
3. Ensure all youths cultivate a sense of hope and purpose.
4. Ensure all youths have mastered social competencies and resiliency skills.
5. Teach youths lifelong healthy habits.

Community Connection and Contribution

1. Ensure all youths develop trusting, reciprocal relationships with prosocial adults and peers.
2. Ensure youths develop strategies to negotiate with negative peers and gang relationships.
3. Ensure all youths develop civic awareness and promote positive values.





Standards and Measures by Domains

Assessment

Goal

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

Standards

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

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

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

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

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

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





Assessment Measures

Youth Outcomes and Indicators

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

Service Indicators

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

Four Main Principles of Risk-Need-Responsivity¹³	<p>Risk: Focuses on matching the level of supervision and service to the youth’s risk of reoffending;</p> <p>Need: Targets a youth’s dynamic risk factors in treatment;</p> <p>Responsivity: Tailor interventions to a youth’s specific characteristic, learning style, motivation, mental health; and</p> <p>Professional discretion: Professional judgment considering factors other than risk and needs scores, e.g., legal, ethical and service availability.</p>
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¹³ Vincent, G. M., Guy, L. S., & Grisso, T. (2012). Risk Assessment in Juvenile Justice: A Guidebook for Implementation. National Juvenile Justice Network. Retrieved from http://njjn.org/uploads/digitalibrary/Risk_Assessment_in_Juvenile_Justice_A_Guidebook_for_Implementation.pdf





Reentry Planning

Goal

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

Standards

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

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

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

¹⁴ See Appendix A, References for Literature Review.

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





Reentry Planning Measures

Youth Outcomes and Indicators

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

Service Indicators

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





Case Management

Goal

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

Standards

1. Assign a reentry case manager as soon as every child arrives in placement.
2. Ensure the case manager engages youths in a developmental relationship.
3. Ensure the case manager develops a real and sustainable connection with families.
4. Ensure all services indicated as needed by the multi-disciplinary/agency team have been provided.
5. Ensure all youths and families have meaningful, prompt access to the services and supports needed to make the youth's reentry successful.

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

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

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

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





Case Management Measures

Youth Outcomes and Indicators

- Percent of youths who reported their case manager¹⁸
 - Takes them seriously
 - Lets them know they like being with them and expresses positive feelings toward them
 - Makes it a priority to understand who they are and what they care about
 - Is someone they can count on and trust
 - Helps them see future possibilities for themselves
 - Stands up for them when they need it
 - Is an example they can learn from
 - Asks for and listens to their opinion and considers them when making decisions
 - Understands and supports their needs, interests and abilities
 - Works with them to accomplish their goals and solve problems
 - Exposes them to new ideas, experiences and places
 - Introduces them to people who can help them grow
 - Helps them work through barriers that could stop them from achieving their goals
 - Makes it clear they want them to live up to their potential
 - Recognizes their thoughts and abilities while also pushing them to strengthen them
 - Holds them accountable for appropriate boundaries and rules
 - Provides practical assistance and feedback to help them learn
 - Praises their efforts and achievements

Service Indicators

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

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





Continuous Quality Improvement

Goal

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

Standards

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

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

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

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

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





Continuous Quality Improvement Measures

Youth Outcomes and Indicators

- None

Service Indicators

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





Education and Employment

Goal

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

Standards

1. Ensure all youths have a clear plan for their long-term education and employment.
2. Ensure all youths complete their academic goals including higher education.
3. Ensure all youths complete their career technical education or skills goals.
4. Ensure all youths master employability skills necessary to obtain and sustain employment.
5. Connect all youths to meaningful employment.
6. Ensure all youths have access to all documents necessary to obtain and sustain employment.
7. Ensure all youths have access to all supports necessary to obtain and sustain employment.

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

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

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

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

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

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





Education and Employment Measures

Youth Outcomes and Indicators

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

Practice Indicators

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





Well-being and Health

Goal

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

Standards

1. Ensure all youths feel safe physically, emotionally and psychologically.
2. Ensure all youths are healthy physically, emotionally and psychologically.
3. Ensure all youths cultivate a sense of hope and purpose.
4. Ensure all youths have mastered social competencies and resiliency skills.
5. Teach youths lifelong healthy habits.

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

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

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

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

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





Well-being and Health Measures

Youth Outcomes and Indicators

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

Practice Indicators

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





Community Connection and Contribution

Goal

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

Standards

1. Ensure all youths develop trusting, reciprocal relationships with prosocial adults and peers.
2. Ensure youths develop strategies to negotiate with negative peers and gang relationships.
3. Ensure all youths develop civic awareness and promote positive values.

Connection to people and communities is an essential human need. Research from the 1990s²⁶ showed that a relationship with at least one positive adult could be enough to prevent a youth from reoffending and the benefits of ensuring continuity of care to address needs such mental health and substance use treatment. More recent reentry initiatives are expanding the description of community connection to being mutual – giving and receiving – to address the human need for belonging. When youths are connected to prosocial adults and peers they find reasons to invest in societal norms. When youths connect to the wider community through experiences and opportunities to contribute and participate they learn they have value and experience the feeling of belonging.^{27, 28}

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

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

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

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

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

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





Community Connection and Contribution Measures

Youth Outcomes and Indicators

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

Practice Indicators

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

