
11. Invites States, in cooperation with the relevant United Nations bodies and institutions, to develop multidisciplinary training, taking into account national and international instruments, standards and norms with respect to juvenile justice and human rights for law enforcement personnel and other professionals concerned with children. Training should further include information on child development, improving communication with children, increasing knowledge on available facilities for their treatment and rehabilitation of child victims and offenders; 12. Recommends that States ensure that all structures, procedures and programmes in the administration of justice with regard to child offenders should promote assistance to allow children to take responsibility for their actions and to encourage, inter alia, reparation, mediation and restitution, especially for the direct victims of the crime; (excerpt)

Link: [www.restorativejustice.org/resources/policy/inter/un/children](http://www.restorativejustice.org/resources/policy/inter/un/children)

The Ninth United Nations Congress on the Prevention of Crime and the Treatment of Offenders,


Recognizing that children should enjoy the guarantees, protection and benefit of all human rights recognized in various United Nations instruments, including the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the Convention on the Elimination of All Forms of Discrimination against Women, the United Nations Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment and the Convention on the Rights of the Child,

Noting that the Convention on the Rights of the Child had been ratified by 174 States as of 21 April 1995,

Also noting the recommendations of the expert group meeting on children and juveniles in detention: application of human rights standards, pursuant to Commission on Human Rights resolution 1993/80, held at Vienna from 30 October to 4 November 1994,

Strongly condemning all forms of violence against children and all other violations of their human rights,

Emphasizing that the protection of human rights is a significant consideration within the criminal justice system as a whole, and particularly with regard to children,

Welcoming the role of specialized agencies, non-governmental organizations and the community at large in promoting greater public awareness and more effective action aimed at preventing violence against children, inter alia, by drawing attention to the nature, severity and magnitude of violence against children and by assisting children who are victims of violence,

Recognizing the need for a continuing exchange of information between the various bodies entrusted with the tasks of preventing and combating violence against children,
Convinced that strengthened cooperation at the local, national, regional and international levels is needed to protect children, particularly from becoming victims of crime,

1. Reaffirms the importance of the full implementation of all relevant United Nations human rights instruments in the administration of justice, in particular with regard to children, and the effective use and application of United Nations juvenile justice standards and norms;

2. Recommends that the Commission on Crime Prevention and Criminal Justice invite the Secretary-General to consider ways of elaborating a programme of action aimed at promoting the effective use and application of those instruments, standards and norms, giving due regard to the work accomplished within the Commission on Human Rights, and in cooperation with the United Nations High Commissioner for Human Rights, the United Nations Children's Fund and other agencies and organizations concerned, within existing resources;

3. Calls upon States to support the United Nations crime prevention and criminal justice programme in developing initiatives, approved by the Commission on Crime Prevention and Criminal Justice, to promote universal recognition and effective use and application of these instruments, standards and norms in the administration of justice, in particular with regard to children;

4. Also calls upon States to spare no effort in providing for effective legislative and other mechanisms and procedures, as well as adequate resources, to ensure the effective use and application of those instruments, standards and norms at the national level;

5. Calls upon all States to give due regard to the special situation of children in order to render measures for crime prevention effective;

6. Recommends that the Commission on Crime Prevention and Criminal Justice consider integrating United Nations standards and norms on juvenile justice into the current process of information-gathering;

7. Urges States that are not yet parties to the Convention on the Rights of the Child to become parties to it and urges States that are parties to it to consider withdrawing those reservations that are incompatible with the object and purpose of the Convention on the Rights of the Child and particularly those relevant to the issue of violence against children. Countries which are parties are urged to submit their reports to the Committee on the Rights of the Child in a timely manner;

8. Recommends that States, in a manner consistent with the procedural rules of national law and the administration of justice, with regard to children, should enable children to participate, as appropriate, in criminal justice proceedings, including the investigative stage and throughout the trial and post-trial process period, to be heard and given information about their status and any proceedings that might subsequently take place;
9. Requests the Commission on Crime Prevention and Criminal Justice to invite the Secretary-General to continue including in the various advisory services and technical assistance programmes specific arrangements for technical assistance in the field of criminal justice and the administration of justice, with regard to children. Such assistance may include technical advice in law and criminal justice reform, including the promotion of alternative measures, such as alternatives to custody, diversionary programmes, alternative dispute resolution, restitution, family conferences and community services;

10. Recommends to the Commission that technical cooperation programmes in the field of administration of justice with regard to children should entail appropriate evaluation and follow-up procedures and that United Nations regional institutes, the United Nations Children's Fund, other relevant United Nations bodies, national institutions and non-governmental organizations should be involved as appropriate;

11. Invites States, in cooperation with the relevant United Nations bodies and institutions, to develop multidisciplinary training, taking into account national and international instruments, standards and norms with respect to juvenile justice and human rights for law enforcement personnel and other professionals concerned with children. Training should further include information on child development, improving communication with children, increasing knowledge on available facilities for their treatment and rehabilitation of child victims and offenders;

12. Recommends that States ensure that all structures, procedures and programmes in the administration of justice with regard to child offenders should promote assistance to allow children to take responsibility for their actions and to encourage, inter alia, reparation, mediation and restitution, especially for the direct victims of the crime;

13. Calls upon States to explore measures to ensure compliance with the principle that the deprivation of liberty should only be used as a measure of last resort and for the shortest appropriate period of time, both before trial and after conviction, bearing in mind the high rate of children on remand and the considerable amount of time they must often spend in custody;

14. Recommends that States, together with national and international organizations, explore means to foster the independent monitoring of juvenile detention and other custodial facilities, specifically the conditions under which children are deprived of their liberty, focusing on, inter alia, access of relatives, public institutions, other duly authorized persons and organizations, including non-governmental organizations, to such facilities, the problem of overcrowding, educational and vocational training, the amount of physical exercise and other activities and the frequency and seriousness of physical and sexual assault and self inflicted injuries and suicide;

15. Calls upon all States, as well as intergovernmental bodies and non-governmental organizations, in accordance with the Convention on the Rights of the Child and taking into consideration the United Nations Guidelines for the Prevention of Juvenile Delinquency, to take all possible steps to eliminate violence against children, including in the family, whether such violence is perpetrated or condoned by the State or by individuals;
16. Urges States and relevant international bodies to promote research, collect data and compile statistics relating to the extent and incidence of different forms of violence against children, including the phenomenon of their exploitation and of their use as instruments in criminal activities, and to encourage research on their causes, nature, seriousness and consequences and on the effectiveness of measures implemented to prevent and redress such violence;

17. Also urges States to study and exchange information on the extent to which the experiences of violence suffered by children contribute to their subsequent criminal or deviant behaviour and/or mental health problems;

18. Urges States to develop and implement prevention and early intervention and treatment programmes for perpetrators and victims to treat all effects of violence, in order to seek to put an end to the cycle in which abusive behaviour is transmitted from generation to generation;

19. Further urges States, in order to eliminate all forms of violence against children, to adopt, in the absence of existing laws, initiatives including:

   (a) Legislation to impose effective sanctions on perpetrators of acts of violence against children;

   (b) Measures to reduce the wrong suffered by children who are subjected to violence;

   (c) Measures to facilitate the in-court proceedings of child victims of violence and provisions for assistance services for child witnesses and victims;

   (d) Measures to investigate properly acts of violence against children;

   (e) Measures to prohibit the sexual abuse and exploitation of children, including the exploitation of children for the purpose of prostitution;

   (f) Measures to prohibit traditional practices prejudicial to the health of children, including female genital mutilation;

   (g) Measures to prohibit, in accordance with national legal systems, the production, possession, distribution and import of pornographic material involving children;

   (h) Intervention programmes and treatment services to modify, always taking into consideration their human rights, the behaviour of offenders and at the same time ensuring the safety of children subjected to violence;

   (i) Legislation to regulate the acquisition (with emphasis on safeguards concerning the furnishing by adults of firearms to children), the storage in the home and use of firearms;
(j) Measures to facilitate education in positive and non-violent child-caring practices.

20. Further urges States to ensure that children subjected to violence have access to assistance that meets their needs, such as, inter alia, access to support services, including legal assistance, to economic assistance, to counselling and to health and social services in order to promote their safety and physical and psychological recovery and social reintegration;

21. Further urges States to develop programmes in schools that promote non-violence, mutual respect and tolerance and programmes that enhance students' self-confidence and self-esteem and that teach students how to resolve their conflicts in a peaceful manner;

22. Requests States to promote and support public education and information activities to heighten public awareness of violence against children and of its criminal nature;

23. Urges States to invite, while respecting the freedom of the media, the media, media associations, media self-regulatory bodies, schools and other relevant partners to consider developing appropriate measures and mechanisms such as public education about the media, public awareness campaigns, codes of ethics and self-regulatory measures on media violence to contribute to the eradication of violence against children and to enhance respect for their dignity, by discouraging the perpetuation of pro-violence values;

24. Requests States to cooperate at the international level, through the use of bilateral, regional or multilateral mechanisms, in enforcing legislation on violence against children;

25. Invites States to examine ways, consistent with their national legal systems, of ensuring that prosecution of illicit traffic in children and other violent acts against them, including sexual exploitation of children for commercial purposes, committed abroad by one of their nationals, is not prevented by gaps in international cooperation and that these acts are effectively sanctioned;

26. Invites the Commission to initiate the process of requesting the views of States regarding the process of elaborating an international convention on the illicit traffic in children, which may embody necessary elements to efficiently combat this form of transnational organized crime;

27. Urges States to take effective action to protect children from violence in situations of armed conflict, including such forms of violence as murder, torture, rape, sexual slavery and forced pregnancy, by making every effort, inter alia:

(a) To ensure respect for international humanitarian law, as well as international human rights instruments; and

(b) To ensure that children subjected to violence in situations of armed conflict have safe and timely access to assistance by humanitarian organizations;
28. Requests the Commission on Crime Prevention and Criminal Justice to invite the Secretary-General to consider publishing and widely distributing the draft United Nations manual on juvenile justice, when it has been finalized, by the United Nations Crime Prevention and Criminal Justice Branch of the Secretariat, in cooperation with the Centre for Human Rights, the United Nations Educational, Scientific and Cultural Organization, the Committee on the Rights of the Child and the United Nations Children's Fund;

29. Also requests the Commission to ensure that Strategies for Confronting Domestic Violence: a Resource Manual, which is based on a draft prepared by the Government of Canada, in cooperation with the Crime Prevention and Criminal Justice Branch of the Secretariat and the European Institute for Crime Prevention and Control affiliated with the United Nations, and currently available in English only, is published in the other official languages of the United Nations, subject to the availability of regular budgetary or extrabudgetary funds;

30. Further requests the Commission to invite the Secretary-General to enhance inter-agency cooperation within the United Nations system in the field of the administration of justice with regard to children by, inter alia, ensuring regular meetings, both at United Nations Headquarters and at the regional and national levels, including the United Nations Children's Fund, the United Nations Development Programme, the World Health Organization, the United Nations Educational, Scientific and Cultural Organization, the Office of the United Nations High Commissioner for Refugees, the Centre for Human Rights and the Crime Prevention and Criminal Justice Branch, as well as the Committee on the Rights of the Child and the special rapporteurs concerned;

31. Recommends that the in-sessional working group of the Commission, at its fourth session, should seek ways to develop and undertake practical activities, including training, research and advisory services, to achieve the goal of preventing and eradicating violence against children;

32. Recommends that the Commission consider making the elimination of violence against children one of the priorities to guide the work of the United Nations crime prevention and criminal justice programme in collaboration, inter alia, with the United Nations Children's Fund, the Commission on Human Rights, the Committee on the Rights of the Child, the United Nations Educational, Scientific and Cultural Organization and the Office of the United Nations High Commissioner for Refugees;

33. Also recommends that the Commission request the Secretary-General to submit a report on the implementation of the present resolution to it at its sixth session.
Making What Works’ Work
“Practical Application of Evidence Based Practice”

ICCA Annual Conference
November 8, 2005
Atlantic City, New Jersey

Family Focused Case Management for Youth in Transition-
“Modifying the La Bodega del la Familia Model to Meet the Needs of Juveniles and their Families”

William Curry, Director JPATS
Patti Loukides, Supervising Community Program Specialist
Kylthia Roberts, Administrative Analyst
Judith McBride, Project Director, “La Bodega de la Familia”
Drew Smith, Supervising Community Program Specialist
Juvenile Justice Commission

Who are we?

♦ Established in 1995 as the single state agency responsible for reform of the juvenile justice system.

♦ Located in but not of the Department of Law and Public Safety
Mission Statement
The Office of Juvenile Parole and Transitional Services is a Community Oriented Service Agency. We are dedicated to sharing responsibilities with our partners in the community to effect successful re-entry of adjudicated youth returning home by providing a balanced approach, utilizing care, treatment, accountability, and enforcement.
Juvenile Justice Commission

The Office of Juvenile Parole and Transitional Services

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Juvenile Justice Commission

National Statistics: 2004

- 100K juveniles return home each year (Nationally)
- 1,942 juveniles returned to home in New Jersey
- 94% have at least one prior adjudication
- 60% have CDS involvement
- 39% have DYFS involvement
- 26% have an incarcerated parent
- 33% Most serious offense was Technical VP
- 21% Originally adjudicated for CDS
- 19% Committed persons (violent) offenses
- 14% Property offense
- 13% Have Disorder and Weapons offenses
100% of the 1172 Juveniles in the Commission’s residential and secure programs will Return Home

November, 2005 -  662 Juvenile Parolees

34 Juvenile Parole Officers (26 avg. CL)

14 months - Average Parole time

Release by Gender 2004

Female  
5%

Male  
95%
Juvenile Justice Commission

Release by Ethnicity - 2004

- Hispanic: 17%
- White: 14%
- African American: 68%
- Other: -1%

Juvenile Justice Commission

Age Range of Current 679 Parolees
November 1, 2005

- 18-20: 62% (419)
- 14-17: 25% (169)
- 21+: 13% (91)
PHASES of RE-ENTRY

Phase 1 - Institutional Phase - *Protect and Prepare*

Phase 2 - Transitional Phase - *Control and Restore*

Phase 3 - Community Phase - *Sustain and Support*

---

**Major Risk Factors include:**

- Mental Health Problems
- Substance Abuse and related CDS Issues
- Homelessness
- Family Dysfunction
- Prior Criminal Behavior
Challenges to the Office of Juvenile Parole and Transitional Services

♦ High case loads (average -26)
♦ Increase in youth with violent offenses
♦ Too few residential SA treatment beds
♦ Youth non compliant to MH medications
♦ Families dysfunction
♦ Schools resist accepting youth back
♦ Youth have limited skills
♦ Officers have excessive Windshield time

Partnerships

Partnerships-key components of Reentry Initiatives

Partners help us develop state-of-the-art strategies that will contribute to models of best practices.
Office of Local Programs and Services

1. FRONT END WITH THE CREATION OF ALTERNATIVES TO SECURE DETENTION AND DISPOSITIONAL OPTIONS TO DIVERT YOUTH FROM JJC PLACEMENT

2. GRANT FUNDED SPECIAL INITIATIVES WITHIN THE JJC

3. REENTRY TO COMMUNITY BASED SERVICES
Grant Funding

STATE FUNDING:
♦ STATE/COMMUNITY PARTNERSHIP GRANT
♦ FAMILY COURT GRANTS
♦ STATE INCENTIVE PROGRAM

FEDERAL FUNDING:
♦ FORMULA GRANTS
♦ CHALLENGE GRANTS
♦ TITLE V (PRIMARY PREVENTION)
♦ THE JUVENILE ACCOUNTABILITY BLOCK GRANT

RE-ENTRY PROGRAMS

PHILOSOPHY
♦ BELIEF THAT THE COMMUNITY AND PAROLE AND TRANSITIONAL SERVICES MUST WORK TOGETHER TO SUPPORT YOUTH AT HOME

♦ COUNTY YOUTH SERVICES COMMISSION’S PROVIDE PROGRAMS AND SERVICES FOR YOUTH RETURNING HOME
CONCLUSION

OFFICE OF LOCAL PROGRAMS AND SERVICES WORKS TO:

PROVIDE COMMUNITY-BASED PROGRAMS THAT PREVENT AND INTERVENE IN DELINQUENCY BEHAVIOR

PROVIDE SPECIALIZED CORRECTIONAL REHABILITATION PROGRAMS AND SERVICES WITHIN THE JJJC

PROVIDE COMMUNITY-BASED PROGRAMS THAT HELP SUPPORT YOUTH ONCE THEY RETURN HOME

Focus on Families:
Enhancing Family-Support Approaches in Juvenile Justice Supervision in New Jersey

Joint Project of the New Jersey Juvenile Justice Commission and Family Justice

ICCA Workshop Family-Focused Case Management for Youth in Transition November 8, 2005
Family Justice

Family Justice draws on the unique strengths of families and neighborhoods to break cycles of involvement in the justice system, substance abuse, and other chronic health issues.

In pursuing its mission, Family Justice works with government agencies, community-based organizations, and other partners to provide direct services, test new methodologies, offer training and technical assistance, and to serve as a resource for public policy makers and justice practitioners.

Benefits of A Family-Support Model

- Families have natural connections to the neighborhood in which they live
- Natural support system in early crisis intervention, preventing substance abuse relapse
- Families and government work as partners, not in isolation
- Families regain responsibility for their lives
- Long-term investment
- Enhanced public safety and public health
Families As a Resource

Families offer government agencies with budget shortfalls a cost-effective and often untapped resource to address critical family issues:

- Housing
- Justice Supervision Mandates
- Substance Abuse
- Health and Mental Health

Families Matter

A recent Urban Institute study in Maryland confirms that people returning from prison look to families, including partners, for:

- Housing
- Emotional support
- Financial support
- Overall stability


La Bodega de la Familia

Hypothesis Tested: Can engaging family members in supporting people under community supervision improve outcomes?

A Family-Support Model: Three Core Concepts

- Consider people in context.
- Build on family interactions.
- Focus on the strengths of individuals, families, and the communities in which they are connected.
HOW CAN A FAMILY-SUPPORT MODEL ENHANCE PRACTICE?

- Draws upon perspectives of people under justice supervision and their families in establishing priorities and tailoring interventions to reflect family interests and resources

- Analyzes resources and needs from a family rather than an individual perspective to tap existing family and community support systems as long-term support and resources

- Acknowledges government, family, and community shared interests in and responsibility for positive outcomes

Enhancing Family-Focused Approaches in JJC Prevention, Intervention, and Reentry Programs

2005-2006 Project Goals

♦ Expand Family-Support Approaches in JJC Programming
  -- Begin with JJC day programs, working with staff to identify existing family supports, needed enhancements
  -- Conduct training to support day program enhancements
  -- Provide additional JJC in-service & Training Academy training
  -- Consider JJC policy/procedural enhancements and implementation plan

♦ Support Local Demonstration Development
  -- Support development of Notice of Availability of Funding (NOAF) and applicant technical assistance
  -- Support site selection process
  -- Work with providers selected to conduct needs assessment
  -- Convene orientation and community planning meetings for providers and local partners
  -- Begin Bodega Model® implementation, track performance measures
Perspectives of youth, families, and staff inform policy, training, and practice...

- What is the staff’s experience in working with families? How often do they think families are effectively engaged in community supervision programs/the reentry process?
- In what areas do staff think family input would be helpful?
- What strengths do staff see within families they have worked with? What challenges or weaknesses?
- Who do youth report they feel close to in their families?
- How do families address their concerns regarding their youth? How have they been most involved? How do youth and family members stay connected?
- What plans/interests do JJC residents/youth on probation and parole report?
- What recommendations have been suggested to help families stay connected and to enhance involvement?

Staff recognized that family input could be helpful in many areas.

- Motivating the youth (91%)
- Family relationships (92%)
- Mental health/health issues (88%)
- Drug use/treatment history (86%)
- School history (86%)
- Employment history/goals (78%)*
- Housing (82%)
- Child care (72%)*
- Recreational interests (71%)
- Peer involvement (70%)

*Residential/Parole and Transitional Services staff were more likely than others to report that family input in these areas would be helpful.
Youth plans/needs.

- Most plan to get a job (71%) and over half (60%) plan to return to school.
- When asked what support they need, many mentioned job training (37%) or counseling or someone to talk to (29%).
- The majority of JJC residents said they are most concerned about returning to old ways, drugs, or crime (61%).
- Other themes include interest in connecting to their kids, helping other family members, moving towards independence, challenges around navigating peer relationships, and taking responsibility for managing their time.

“Excited about going home....Spending more time with my family, my brothers and sisters. Enjoy life. I really want to help my mom. Since I’ve been incarcerated, she has never missed a court date. I want to help her anyway I can. First step was getting my high school diploma.”

“Plan to get a job, finish these programs, finish my high school diploma, go to college...”

Policy Considerations

Expand family information obtained at intake:
- Include information on close, positive connections and other family strengths
- Ensure information is readily accessible to decision makers

Increase “family friendly” information:
- Routinely provide clear information on programming, facility rules, policies, and procedures to parents/guardians
- Early on provide information on parole/probation and reentry process
- Ensure correspondence is written in plain and welcoming language
- Facilitate additional face-to-face meetings

Reinforce residents’ connections to supportive family members:
- Consider broadening visitation hours and who can visit in facilities where rules are limiting
- Warm up visitation settings
- Encourage and support visitation by extended family and others
- Revisit visitation and phone policies to see if family needs can be better accommodated, within security constraints

Implications for staff development/trainings:
- Broaden understanding/perspectives on family issues
- Expand approaches, tools for engaging families
- Recognize and support family connections and other strengths
- Develop additional approaches for engaging reentry partners
Additional Policy Issues Identified at 8/04 JJC Forum

Examine impact of multiple resident placements:
- Examine practice of addressing resident conduct issues through terminating participation in a program, consider impact of requiring residents to adapt to different program rules
- Consider impact on families on multiple placements, including repeat requests for information

Expand family and community organization partnerships and dialogue in the community:
- Further engage Department of Probation partners in developing complementary strategies in addressing reentry issues
- Examine strategies to broaden the role of community supervision home visits to address concerns beyond housing suitability to broader family issues, with support from community partners
- Engage existing community-based organizations to identify ways of partnering with them to support reentry

Other considerations:
- Continue to attend to any special issues affecting female vs. male residents and their families
- Examine existing interagency structures and programmatic initiatives to consider ways of integrating/协调家庭支持方法

Incorporating Additional Recommendations…

Affinity Counseling Group
Supporting Re-entry

- Family focus service agency
- Servicing families with mental health and juvenile justice challenges
- Recognition of untapped family resources
Affinity Counseling Group
Family Supportive

Expand family information obtained at intake:
- Support with development of genogram
- Linking genogram with case plan

Increase linkages with juvenile, community services and family:
- Provide clear information on programming, community services and family to all parties
- Provide information on parole/probation to all parties
- Assist all parties to ensure positive re-entry

Reinforce residents’ connections to supportive family members:
- Assist youth with connecting to family members
- Support family members with connecting with youth

Affinity Counseling Group
Parole Friendly

- Functions as liaison to youth, family and community

- Works with family and parole to achieve re-entry plan

- Provides family, community and parole with additional options
Affinity Counseling Group
Community Friendly

- Liaison to community
- Lends credibility to re-entry process
- Locally based
Questions & Answers
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<th><strong>PROGRAM FOCUS</strong></th>
<th><strong>OUTCOME</strong></th>
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| Anger Management and errors in thinking | Positive family interaction  
Decreased confrontations  
No new law enforcement referrals |
| Decision making improvement | No out of home placement  
No new delinquent acts |
| Errors in thinking and better decisions | Reduced out of home placement  
No new delinquent acts |
| Connecting with a positive adult role model | Reduced out of home placement  
No new delinquent acts  
Increased community commitment |
| Daily supervision and collaborative planning  
Structured supervision and tracking  
Addressing alcohol and drug issues | Placement prevention  
Accountability  
Education and support |
| Identifying at-risk youth, Truancy Prevention, improving school performance, collaboration | Weekly collaboration  
Increased school attendance  
Improved academic performance  
Significantly reduced long term placement  
Obtained employment  
Community education |
| Deter criminal behavior and placement  
In home and outpatient services | No out of home placements  
Improved family relations |

**PROGRAM FOCUS**
Placement prevention and accountability
Preserve the family unit, parenting skills  
education, mentoring, electronic monitoring
Completing restitution requirements  
Caseload management
Development of programming for the group
Address truancy, runaways, behavior

**OUTCOME**
Reduced out of home placements  
ISP saved the county $65,000 in placement costs  
Placement prevention  
Improved parenting skills  
Restitution was paid to victims  
Caseload numbers kept at a manageable level  
Corrective Thinking training was completed  
The process was integrated into day to day work  
Families were contacted within 48 hours of incident
problems, and law violations

Improving school performance, complying with parental rules, and reducing referrals
Goal setting, and improving choices

Placement prevention, improving decision-making, returning youth to the community successfully, reducing law violations, prevention and early intervention, tutoring, job skills training, and mentoring

Emergency mediation at the time of the problem to reduce out of home placement

Interaction with a positive adult role model
Community education
Assisting persons with disabilities and elderly

**PROGRAM FOCUS**
Placement prevention, improving decision-making, completion of court orders, improving school attendance, reducing law violations, accountability

Improving school behavior and attendance, decreasing drug use and law violations and runaway episodes

Improved decision-making, school attendance community investment, and appropriate adult support and attention

Individualizing case plans based on the juvenile classification system

Returning youth to the community and home successfully, electronic monitoring and specialized services

Educating and supporting parents in getting their children to school and preventing law enforcement and school referrals

Preventing placement, educating parents in skill-building, and crisis intervention

Improving decision-making process and anger management skills and accountability

Crisis and early intervention services were provided

No new delinquency referrals
No new truancy or school behavior issues
Youth and parents completed group

Diversion from high cost placements
No new law violations
Improved school performance
Smoother transitions back to the home
Reduced aggression
Community involvement

Decreased out of home placements

Decreased law violations
Positive activities and socialization
Public awareness

**OUTCOME**
Reduced out of home placements
No new law violations
Improved accountability
ISP saved the county $400,000 in placement costs

Decreased problems in school
Improved responsible thinking

Improved school attendance
Better choices of acquaintances
Improved coping skills

Used the classification system on long-term offenders
Specialized case planning for juveniles

Education
Accountability
Reduced recidivism

No referrals to court
Parenting skills education - "hands-on"
Improved awareness by law enforcement and schools on community resources that are available

Placement prevention
Parenting skills education - "hands-on"

Placement prevention
No new law enforcement referrals
No drug use
**PROGRAM FOCUS**

Learning positive social skills, having a positive adult role model, accountability.

Improving choices made by youth through connections with a positive adult role model.

Intervening with first-time offenders in self-control, social skills, and alcohol & drug use.

Training in employment skills, accountability, social skills and interaction with adults.

Placement prevention, improving educational opportunities, job searches and accountability.

Early intervention for at risk youth, community protection, accountability, and competency development.

Improved employment and social skills, education, family services, accountability, juvenile court and placement diversion.

Preventing placement in secure detention, accountability, and repaying victims of crime.

**PROGRAM FOCUS**

Role modeling and teaching healthy relations, providing structured activities to develop social skills and provide AODA prevention activities.

Targeting delinquents, JIPS, first time offender youth at risk of placement; improving anger management skills, and accountability.

Maintaining youth in the community and accountability.

**OUTCOME**

Improved social skills
Education on gender-specific issues
Improved self-esteem

Reduced recidivism
Improved academic performance
No referrals for drug and alcohol use

Client-Specific case planning
Abstinence from drugs and alcohol
No new criminal activity

Timely completion of court ordered restitution
Skills training in community service

Placement prevention
Reduced use of secure detention
Improved school programming

No referrals to juvenile court intake

Employment skills development
Improved social skills
Gang diversion
Tattoo removal
Parenting skills education
Positive reaction to mediation

Reduced use of secure detention
Completion of court ordered community service
Restitution paid to victims

**OUTCOME**

Improved social skills
Reduced crime by at-risk youth
Improved family relationships
Increased emotional development levels
Parental empowerment

Improved parenting skills
Placement prevention
Reduced use of secure detention

No referrals to juvenile court intake
Accountability
Reduced out of home placement episodes
$100,000 in placement costs saved
Targeting first time offenders and JIPS and their families, solution-based therapy, improved communication and accountability

Placement prevention, improving school behavior and grades, gang diversion, and accountability

Intervening and solving family concerns to return youth home successfully

Targeting first time offenders and adjudicated youth, serving victims and settlements, preventing additional delinquent behavior

PROGRAM FOCUS
Early intervention for youth with school problems, improving relationships and behavior, increasing cooperation with parents & schools

Reducing behavioral problems and delinquent acts, education and parental support, improving relationship skills

Targeting youth on their first referral, providing counseling and support services to improve social skills and academic achievement

Targeting first time offenders, structure to improve discipline, self-esteem, and school performance

Focusing on family relationships, changing thinking patterns, and preventing additional criminal activity, and placement prevention

Intervening, and solving family concerns to return youth home successfully and finding employment

Targeting serious offenders, transitioning them home successfully or preventing placement, accountability, and competency development

Transitioning youth from residential placements to their home and preventing additional

Reduced numbers of out of home placement
Decreased delinquent behaviors
Improved communication

Placement prevention
Improved school attendance
Higher grades
Completion of court ordered community service
Restitution paid to victims

Reduced court referrals
Reduced out of home placement
Improved communication with local providers

Written settlements between victim and offender
Improved collaboration
Reduced referrals to intake
Increased resources

OUTCOME
Increased academic and social performance
Reduced negative relationship patterns
Increased cooperation with schools
Parental empowerment

Reduced criminal activity by youth
Improved social skills

Reduced referrals to intake
Improved academic performance
Restitution paid to victims

Improved responsibility by youth
Improved social skills
Increased academic success

Improved family relations
Placement prevention

Family reunification
Reduced cost for out of home placement
Increased education

Decreased law enforcement referrals
Increased cooperation with schools
Successful reintegration

Decreased law enforcement referrals
Stabilized behaviors
problems in the home and community

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<td>Increased accountability</td>
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<td>Improving self control, social skills, and managing behaviors, and accountability</td>
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<td>Placement prevention, competency development improving family functioning, and accountability</td>
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<td>Monitoring school attendance and performance, rules of the home, community service and restitution, and placement prevention</td>
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<td>Targeting first time offenders with an adult mentor as a role model, preventing recidivism, and family involvement</td>
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<td>Improved school attendance</td>
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<td>Enhancing educational programming, providing an adult role model, reducing recidivism, placement prevention, and employment skills</td>
<td>Decreased juvenile court referrals</td>
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<td>Repaying victims for financial loss due to crime, accountability, and community investment</td>
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<td>Restitution paid to victims</td>
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| Improved parenting skills and communication, coping skills, and improved decision making | Parental empowerment  
|                                                                                      | Reduced referrals to juvenile court |
| Eliminating truant behavior, improving academic and behavioral performance, learning coping skills and life skills | Improved school behavior and attendance  
|                                                                                      | Improved attitude  
|                                                                                      | Improved relationships with adults  
|                                                                                      | Education |
| Family counseling to prevent placement and deter delinquent behavior | Improved family functioning  
|                                                                                      | Improved behavior by youth  
|                                                                                      | Placement prevention |
| Connecting with a positive adult role model | Reduced juvenile court referrals  
|                                                                                      | Improved relationship skills |
| Placement prevention, education on consequences of alcohol and drug use | Placement prevention  
|                                                                                      | Education |
| Collaboration with the Tribe, placement and delinquent act prevention | Placement prevention  
|                                                                                      | Reduced criminal behavior |

**PROGRAM FOCUS**

Preserving the family unit, behavior modification mentoring, education, electronic monitoring  

Improve social skills, promoting positive activities, preventing new delinquent acts, accountability and placement prevention  

Deterring further delinquent acts, placement prevention, collaboration with service providers  

Serving victims and offenders together, fostering strengths, placement prevention, competency development, collaboration, and family unification  

Wrap-Around model programming, preserving the family unit, placement prevention  

Children Come First program model, family unification, placement prevention  

Parenting education, deterring youth from juvenile court, collaboration with schools and community service providers, placement prevention, accountability  

**OUTCOME**

Improved behavior  

Placement prevention  

Increased positive social skills  

Increased school involvement  

Smooth transition home from out of home placement  

Placement prevention  

Reduced new delinquency referrals  

Agreements with victims  

Restoration for criminal behavior  

Accountability  

Learned alternatives to aggression  

Placement prevention  

Improved family functioning  

Parenting skills education  

Collaboration  

Placement prevention  

Improved family functioning  

Parenting skills education  

Collaboration  

Placement prevention  

Improved parenting skills  

Increased communication with schools  

Placement prevention
Team approach of serving families as a unit, decrease use of detention, monitor behavior accountability

Placement prevention
Decreased law violations
Decreased use of secure detention
JUVENILES AND REENTRY

Background

- Approximately 100,000 juveniles (ages 17 and under) leave juvenile correctional facilities, state or federal prison each year (Urban Institute, 2003).

- On average, youth released from custody have spent one-third of their teenage years in secure confinement (Urban Institute, 2003).

- Juveniles released from secure confinement have a recidivism rate ranging from 55%-75% percent (Weibush, et al., 2000).

- Juveniles released from confinement still have their likely “prime crime years” ahead of them; 85 percent of all violent crimes are committed by those over the age of 17, and the ages which account for the greatest proportions of violent crimes are ages 18-21 (Crime in the United States, 2002).

- The chances that young people will successfully transition into society improve with research-based, effective reentry/aftercare programs.

The transition from confinement to “life on the outside” presents great risks and opportunities for young people and society.

Youth are still undergoing considerable physical, cognitive, social and emotional development during and after secure confinement, making the experience of confinement and reentry different from that of adults.¹

The risk:

- Ineffective correction and reentry experiences can negatively impact a youth’s development and likelihood of recidivism to an even greater extent than with adult prisoners.

- Unlike most adult offenders, youth offenders have their potential “prime crime years” ahead of them (see attached graphs)²:

  - The ages which account for the greatest proportions of arrests for crimes are ages 18-20. The ages which account for the greatest proportions of arrests for violent crimes are ages 18-21.

  - The vast majority of crimes are committed by those over age 17. 84% of all crimes are committed by those over 17, and 85% of all violent crimes are committed by those over age 17.

The opportunity:

- With their development still in progress, young ex-offenders are more amenable to effective behavior modification interventions, thus saving lives, anguish, and public tax dollars.
The prime crime years are ahead of a juvenile offender released at age 17 without effective reentry/aftercare.

Introduction
The G.R.E.A.T. middle school curriculum is a skills-based curriculum designed to produce knowledge and attitudinal and behavioral changes through the use of facilitative teaching, positive behavior rehearsal, cooperative and interactive learning techniques, and extended teacher activities. The curriculum has integrated National Learning English Language Arts Standards and National Health Standards and is based on effective research practices.

Goal
Prevent youth crime, violence, and gang involvement while developing a positive relationship among law enforcement, families, and our young people to create safer communities.

Program Structure
The G.R.E.A.T. middle school curriculum was designed for middle school entry-level students at 6th or 7th grade. Taught in the classroom by specially trained, uniformed law enforcement officers, G.R.E.A.T.'s violence prevention curriculum is a life-skills competency program designed to provide students with the skills they need to avoid gang pressure and youth violence. The curriculum can be used in conjunction with other prevention programs encouraging positive relationships between the community, parents, schools, and law enforcement.

The Lessons
The G.R.E.A.T. middle school curriculum consists of thirteen 45-60 minute lessons designed to be taught in sequential order.

For More Information
Visit the G.R.E.A.T. Web site at www.great-online.org, or call 1-800-726-7070 for more information.

Welcome to G.R.E.A.T.
- Program Introduction
- Relationship Between Gangs, Violence, Drugs, and Crime

What's the Real Deal?
- Message Analysis
- Facts and Fiction About Gangs and Violence

It's About Us
- Community
- Roles and Responsibilities
- What You Can Do About Gangs

Where Do We Go From Here?
- Setting Realistic and Achievable Goals

Decisions, Decisions, Decisions
- G.R.E.A.T. Decision-Making Model
- Impact of Decisions on Goals
- Decision-Making Practice

Do You Hear What I Am Saying?
- Effective Communication
- Verbal vs. Nonverbal

Walk in Someone Else's Shoes
- Active Listening
- Identification of Different Emotions
- Empathy for Others

Say It Like You Mean It
- Body Language
- Tone of Voice
- Refusal Skills Practice

Getting Along Without Going Along
- Influences and Peer Pressure
- Refusal-Skills Practice

Keeping Your Cool
- G.R.E.A.T. Anger Management Tips
- Practice Cooling Off

Keeping It Together
- Recognizing Anger in Others
- Tips for Calming Others

Working It Out
- Consequences for Fighting
- G.R.E.A.T. Tips for Conflict Resolution
- Conflict Resolution Practice
- Where to Go for Help

Looking Back
- Program Review
- "Making My School a G.R.E.A.T. Place" Project Review
Introduction
The G.R.E.A.T. elementary school curriculum is a skill-based curriculum designed to produce knowledge and attitudinal and behavioral changes through the use of facilitative teaching, positive behavior rehearsal, cooperative and interactive learning techniques, and extended teacher activities. The curriculum has integrated National Learning English Language Arts Standards and National Health Standards and is based on effective research practices.

Goal
Prevent violence while developing a positive bond between law enforcement and youth during their early developmental years. The curriculum can be used in conjunction with and reinforcement of other prevention programs and as a precursor to the G.R.E.A.T. middle school curriculum.

Program Structure
The G.R.E.A.T. elementary curriculum was designed for fourth and fifth grade students. Children who have aggressive behavior in the elementary school years are more likely to display antisocial and violent behavior as adolescents and young adults. By providing prevention programs to students in elementary and middle school, it is believed that such programs have a better chance of affecting the developmental course of the problem behavior.

For More Information
Visit the G.R.E.A.T. Web site at www.great-online.org, or call 1-800-726-7070 for more information.

The Lessons
The G.R.E.A.T. elementary curriculum consists of six 30-45 minute lessons designed to be taught in sequence. Each lesson is accompanied by a parent letter that the student takes home explaining the lesson and encouraging parent/student interaction.

1. G.R.E.A.T. Beginnings
   - Program Introduction
   - Ground Rules
   - Bullying, Victim and Bystander

2. To Do or Not to Do
   - Decisions and Outcomes
   - Identifying Adults When We Need Help

3. Loud and Clear
   - Clear Messages
   - Practicing Different Ways of Communicating

4. Staying Cool When the Heat Is On
   - Identifying When We Feel Anger
   - Practicing Controlling Anger

5. We're All in This Together
   - Similarities and Differences
   - Respecting Others
   - Golden Rule

6. G.R.E.A.T. Days Ahead
   - Program Review
   - Being a G.R.E.A.T. Citizen
   - G.R.E.A.T. Promise
**Introduction**


**Goal**

Strengthening communities by strengthening families through engaging parents and youth between the ages of 10 and 14 in cooperative lessons designed to facilitate better communication among family members and enhance family decision-making skills.

**Program Structure**

G.R.E.A.T. Families is intended for families with children between the ages of 10 and 14. The curriculum consists of six sessions, covering a wide range of issues facing today’s families. Families are encouraged to attend all six sessions. Class size is normally limited to 10 families. Child care may be made available, by the sponsoring agency, for younger children of participating families.

**For More Information**

Visit the G.R.E.A.T. Web site at www.great-online.org, or call 1-800-726-7070 for more information.
Introduction
The G.R.E.A.T. summer program builds on the school-based curriculum by offering students an opportunity to enhance their social skills, giving them alternatives to gang involvement, and adding structure to the summer months. Interested students are asked to enroll and need a parent or guardian's signature on a Membership Agreement and Accident Waiver Form. The Agreement includes a list of rules which each student must agree to follow. Although the Summer Component is most beneficial when used as reinforcement for students that have received the G.R.E.A.T. core/middle school curriculum, students may be selected from other programs or directly from the community.

Goal
Provide students with positive activities to relieve the boredom over the summer months and increase their opportunities for social, cognitive, and interpersonal growth.

Program Structure
Although each summer program may vary in length of time or other organizational elements, all programs should engage students in a variety of educational and recreational activities. Instruction in the G.R.E.A.T. core concepts, field trips, recreational and sporting events, and AWANA game activities are a part of an effective G.R.E.A.T. summer program. The program can help form positive community partnerships in the public and private sectors through a variety of community service projects.

The G.R.E.A.T. summer program provides each agency the flexibility to address its particular issues and concerns within the context of lessons, field trips, or presentations to the students. The program should be consistent in helping the students develop life or career skills.

Examples of Summer Component Activities

1. Lessons/Presentations
   - G.R.E.A.T. Lessons
   - Conflict Resolution
   - Goal Setting
   - Self-Image
   - Juvenile Law and Procedures
   - Cultural Awareness/Sensitivity
   - Career Exploration
   - Communication Skills

2. Safety Education Activities/Trips
   - AWANA Games
   - Fire Department
   - Hospitals
   - Swimming
   - Movies
   - Skating
   - Fishing

For More Information
Visit the G.R.E.A.T. Web site at www.great-online.org, or call 1-800-726-7070 for more information.
WHO SHOULD BE PRESENT

- The judge who is assigned to the family;
- The youth who is on probation or parole;
- Counsel who represented the youth on the law violation that resulted in probation or parole;
- Prosecuting attorney who represented the youth on the law violation that resulted in probation or parole;
- The parent, legal custodian, and physical custodian of the youth, including the child's caseworker if under custody of the child protection agency;
- The probation or parole officer;
- Any education institution, service provider, or other person pertinent to the alleged violation, or pertinent to issues with regard to the juvenile delinquency court approved plan;
- Certified interpreters, if the youth, parent, or custodian do not speak English or are hearing impaired;
- A representative from the youth's tribal council, if applicable; and
- Court security and other court staff as required, including stenographic staff or recording technology.

QUESTIONS THAT MUST BE ANSWERED

- In what ways has the youth complied and not complied with the juvenile delinquency court-approved plan and what sanctions and incentives have been previously implemented?
- Have the parents or physical custodian complied with the juvenile delinquency court-approved plan? If not, why not?
- Have the service providers and probation or parole officer complied with the court-approved plan? If not, why not?
- If the family situation contributed to the problem, is the family situation improving?
- What is the youth's education situation? Is the youth fully engaged in an education environment that is meeting the youth's needs, including credit recovery, remediation, tutoring and services to address any special learning needs; and is the youth progressing?
- Is a change of plan needed and if so, what services, sanctions, incentives, or restrictions are no longer needed or what additional services or sanctions should be added?
- Are there outstanding restitution, court fines, or court costs, and if so, have payments been made?
- Is the youth involved in placement or services funded through title IV-E, and if so, what requirements and determinations need to be addressed?
- Should the court set a review hearing, progress report, case staffing, or progress conference regarding the youth?

WRITTEN FINDINGS AND ORDERS

- All persons present at the hearing;
- If parties were absent, whether they were provided with appropriate notice;
- A statement of the reason for the hearing and the violation that was alleged;
- A statement that the juvenile delinquency court found the youth to have committed the violation and the specific reasons for the court's finding; or, a statement that the court did not find the youth to have committed the violation and dismissal of the violation;
- If the court found the youth committed the violation, the orders of the court and the reasons for those orders, including any modifications to the court approved plan;
- If title IV-E funds are being used:
  > What reasonable efforts are being made to return or maintain the youth in the home or achieve the permanency plan;
  > If the required six-month review hearing has not yet been held, either identify this hearing as the required six-month review hearing or set a date within six months of the date the youth was placed in eligible foster care or within six months of the 60th day that the youth was removed from home for the required six-month review;
  > Restatement of the date of the previously set permanency hearing that is within 12 months of the date the youth was placed in eligible foster care or within 12 months of the 60th day that the youth was removed from home for the required six-month review; and
- A statement that the youth continues under the status of probation or parole, if applicable, and the date and time of the next progress hearing, progress report, case staffing, or progress conference regarding the youth.
THE TRIAL/ADJUDICATION HEARING CHECKLIST

WHO SHOULD BE PRESENT
- The judge who is assigned to the family;
- The youth who has been charged with the violation of law;
- The parent or legal custodian of the youth, including the child's caseworker if under custody of the child protection agency and an in loco parentis, if applicable;
- If the youth is living with someone other than the parent or legal custodian (e.g. non-custodial relative, foster parent), the caretaker of the youth;
- Counsel representing the youth;
- Prosecuting attorney;
- Prosecution witnesses, including the victim;
- Victim advocate;
- Witnesses to be called on behalf of the youth, if applicable;
- Certified interpreters if the youth, parent, custodian, victim, or any witness does not speak English or is hearing impaired; and
- Court security and other court staff as required, including stenographic staff or recording technology.

It is not necessary for the probation officers to be present at trials unless they must be there as a witness.

QUESTIONS THAT MUST BE ANSWERED
Questions that Must Be Answered at the End of the Trial to Determine if a Youth Should Be Adjudicated Delinquent:
- Were the prosecutor and counsel prepared for the hearing and has all appropriate evidence been introduced?
- Based on the evidence presented did the prosecutor prove every element of the alleged offense beyond a reasonable doubt?

Questions that Must Be Answered if the Youth Is Adjudicated Delinquent to Determine the Next Step:
- Are the immediate needs of the youth being addressed?
- If the youth is in detention, is there reliable information to support that the youth needs to remain detained in secure or non-secure detention or can the youth be released with or without restrictions? Issues that should be considered in making this decision include:
  > Is there reason to believe the youth might present a danger to the physical safety of the community, or to reoffend upon his or her release?
  > Is there reason to believe the youth might have unwanted contact with the victim or witnesses upon his or her release?
  > Is there reason to believe that the youth may not appear for court proceedings, attend probation meetings or other obligations, or otherwise fail to comply with the court's orders?
  > Does the youth have a history of engaging in behaviors that will endanger himself or herself, or has the youth made statements leading to a reasonable belief that he or she will engage in such behaviors?
  > Does the youth have any medical, physical or mental health issues, including a trauma history, that places the youth's safety in question in a detention setting?
  > Is detention necessary to hold the youth accountable for violations of probation or other court orders?
  > Is there an environment adequately structured by family, community, school or other support systems to enable the youth to avoid harmful behaviors and associations? In considering this question, the juvenile delinquency court must ensure that disproportionate minority contact is not an unintended result of a negative determination. The court must ensure that family group conferencing is used when appropriate to identify all available family members and to create a supervision plan, and that appropriate resources exist to provide support to families when detaining the youth is not in the youth's best interest.

  - If the youth will continue to be detained, have all of the parent's or legal guardian's questions about detention, including visitation, been answered?
  - Should the youth be released, with or without restrictions, or moved from secure to non-secure detention? If the youth is released, and if the victim is not in court when this decision is made, the prosecutor or probation officer should notify the victim of the youth's release.
  - Are title IV-E funds being used for the youth's placement or services and thus will findings of reasonable efforts need to be made? If so, has information been presented that will enable the court to make the appropriate determinations?

WRITTEN FINDINGS AND ORDERS
If the petition is dismissed:
- All persons present at the hearing;
- If parties were absent, whether they were provided with appropriate notice;
- A statement of the reason for the hearing, the allegation against the youth, and that rights and possible consequences were reviewed;
- A statement that the court did not find the youth to be delinquent;
- Dismissal of the petition; and
- Release of the youth from custody or identification of other pending petitions requiring continued confinement and the next hearing date on those petitions.
If the youth is adjudicated delinquent:

- All persons present at the hearing;
- If parties were absent, whether they were provided with appropriate notice;
- A statement of the reason for the hearing, the allegation against the youth, and that rights and possible consequences were reviewed;
- If a plea agreement was accepted, incorporate the agreement into the record as presented or as modified;
- A statement that the juvenile delinquency court found the youth to be delinquent and the specific reasons for the court’s finding;
- If the youth is in detention, either the reasons why it is necessary to continue to detain the youth or an order to release the youth specifying any restrictions;
- If the juvenile delinquency court believes there is any possibility that title IV-E funds will be used for the youth’s placement or services, or if title IV-E funds are currently being used for the youth’s placement or services, determinations as to what reasonable efforts were and are being made to keep the youth in the home or to return the youth to the home;
- If the youth is not in detention, description of any restrictions placed on the youth until the next hearing;
- Any evaluations or services that the youth needs prior to the next hearing and who is responsible to obtain them; and
- The date and time for the disposition hearing.
WHO SHOULD BE PRESENT
The following individuals should be present at the detention or initial hearing:
• The judge who is assigned to the family. In detention hearings, due to the short timeframes involved, this may not be possible. If not, the next hearing should be set before the family's assigned judge who should make all disposition decisions;
• The youth who has been charged with the violation of law;
• The parent or legal custodian of the youth, including the child’s caseworker if under custody to the child protection agency;
• If the youth is living with someone other than the parent or legal guardian (e.g., non-custodial relative, foster parent), the caretaker of the youth;
• Counsel representing the youth;
• Prosecuting attorney;
• Certified interpreters if the youth, parent, or custodian does not speak English or is hearing impaired; and
• Juvenile delinquency court security and other court staff as required, including stenographic staff or recording technology.

QUESTIONS THAT MUST BE ANSWERED
• With whom does the youth live and who has legal custody?
• If a parent or custodian is not present, why not, and how can he or she be located to ensure parental presence at the next hearing? What are the names and phone numbers of close relatives or other significant individuals who may be information sources, a parental substitute, or possible places for the youth to stay temporarily?
• Has the youth had access to, and been appointed qualified legal counsel?
• Does the youth require an in loco parentis, and if so, has an appropriate individual been appointed?
• Are there any indicators that the youth is not competent to stand trial?
• Has a motion to waive juvenile delinquency court jurisdiction and transfer to criminal court been filed?
• What are the youth’s school grade, educational program, and school adjustment?
• Is the youth receiving any current services?
• If the youth is in detention or on probation, did the detention screens, youth’s behavior, or probation information indicate any physical or mental issues that need to be immediately addressed?

• If the youth is in detention and the judge hearing the case is not the youth’s assigned judge, who is the assigned judge?
• If the youth is in detention, is there reliable information to support a finding that the youth needs to remain detained in secure or non-secure detention or can the youth be released with or without restrictions? If the youth is released, and if the victim is not in court when this decision is made, the prosecutor or probation officer should notify the victim of the youth’s release. Issues that should be considered in making the detain or release decision include:
  ▶ Is there reason to believe the youth might present a danger to the physical safety of the community, or to reoffend upon his or her release?
  ▶ Is there reason to believe the youth might have unwanted contact with the alleged victim or potential witnesses upon release?
  ▶ Is there reason to believe that the youth may not appear for court proceedings, attend probation meetings or other obligations, or otherwise fail to comply with the juvenile delinquency court’s orders?
  ▶ Does the youth have a history of engaging in behaviors that will endanger himself or herself, or has the youth made statements leading to a reasonable belief that he or she will engage in such behaviors?
  ▶ Does the youth have any medical, physical, or mental health issues, including a trauma history, that places the youth’s safety in question in a detention setting?
  ▶ Is there an environment adequately structured by family, community, school, or other support systems to enable the youth to avoid harmful behaviors and associations? In considering this question, the juvenile delinquency court must ensure that disproportionate minority contact is not an unintended result of a negative determination. The court should ensure that family group conferencing is used, when appropriate, to identify all available family members and to create a supervision plan, and that appropriate resources exist to provide support to families when detaining the youth is not in the youth’s best interest.

• If the youth will continue to be detained, have all of the parent’s or guardian’s questions about detention, including visitation, been answered?
• Are title IV-E funds being used for the youth's placement or services and is there any possibility that title IV-E funds will need to be used for the youth’s placement or services if adjudicated on the charges? If so, has the court made the necessary findings?
• If the youth has denied the allegation, are dispute resolution alternatives appropriate?

WRITTEN FINDINGS AND ORDERS
The juvenile delinquency court’s written findings and orders should be stated in language understandable by the parties and with enough detail to support the court’s actions. The juvenile delinquency court’s findings and orders should be set out in writing and made available to all legal parties and key participants at the conclusion of the hearing. Key participants include anyone who is essential to the successful implementation of the court’s orders such as the parent, legal custodian, child protection worker, in loco parentis, and probation officer. The summary should include:
• All persons present at the hearing;
• If parties were absent, whether they were provided with appropriate notice;
• If a parent, legal custodian, relative, or other parental substitute was not present, the name of the appointed in loco parentis, and who has responsibility to locate the parent, guardian, relative, or other invested adult for the next hearing;
• If counsel was not present, the plan to ensure the presence of counsel at the next hearing;
• If the issue of competency to stand trial is in question, an order to obtain a decisional capacity assessment, specifying who is responsible to make these arrangements;
• Any rights waived by the youth;
• Whether the prosecutor has filed a motion to waive juvenile delinquency court jurisdiction and transfer the case to criminal court;
• The plea that was entered, and whether the juvenile delinquency court accepted the plea;
• If the youth denied the allegations, whether the case will be referred to a dispute resolution alternative, and if so, the details of the alternative;
• If the case is set for trial or a probable cause hearing on a motion to waive and transfer, a description of pre-trial issues that were addressed, identification of any pre-trial issues that still need to be addressed, and the juvenile delinquency court judge’s expectation of how these remaining issues will be resolved;

• If this is a detention hearing, either the reasons why it is necessary to continue to detain the youth or an order to release the youth specifying any restrictions. If the youth is released, and if the victim is not in court when this decision is made, either the prosecutor or a probation officer should notify the victim of the youth’s release;
• If the juvenile delinquency court believes there is any possibility that title IV-E funds will be used for the youth’s placement or services, or if title IV-E funds are currently being used for the youth’s placement or services, and if the youth was placed in detention, a determination as to why remaining in the home was contrary to the youth’s best interest and welfare. For all title IV-E eligible youth, whether detained or not detained, findings of fact as to what reasonable efforts were and are being made to keep the youth in the home or to return the youth to the home;
• If the youth is not in detention, description of any restrictions placed on the youth until the next hearing;
• Any evaluations or services that the youth needs prior to the next hearing and who is responsible to obtain the services; and
• The next hearing date and time, and the purpose of the hearing.
Evaluating the Gang Abatement Act and the Youth PROMISE Act

Crime Trends
Violent and property crime is currently at a 30-year low, down 23% since 1997. There is a decreasing trend in 90% of American cities.

Defining Gangs
The Gang Abatement Act (GAA) proposes an expansion of the number of crimes that are considered "gang crimes" and attempts to focus its definition of gang members in a way that is likely to widen the net.

Suppression vs. Prevention
Suppression strategies are geared toward removing gang members, not reducing their activities through prevention and redirection.

Prevention emphasizes intervention, the use of evidence-based practices and community-based programs.

Even though prevention is widely thought to be far more effective in reducing gang crime, the Gang Abatement Act is heavily weighted toward suppression. The Youth PROMISE Act (YPA) is focused on prevention.

The Role of the Federal Government?
Gangs are not a federal issue. Federal agents are in the least likely position to be able to address local gang crimes. Federalizing gang crime complicates existing laws, uses federal resources, and adds to the powers of the AG. Even conservative think tanks such as the Hoover Institute and the Heritage Foundation have rejected this approach.

The YPA calls on communities to come together to solve their gang problems.

Evidence-based Practice
We cannot afford to pour money into strategies that don’t work. A standard of effectiveness for programs is critical. Evidence-based practice must show positive and significant results and be evaluated using control and comparison groups.

The GAA does not require its methods to be evaluated or to adhere to standards.

The YPA requires that local plans be evaluated and include evidence-based and promising practices. It sets up a research center to disseminate information on evidence-based and promising practices.

Youth in the Justice System
Much of the gang population is youth, who tend to “age out” of their behavior. Youth have different capabilities than adults in assessing consequences. Gang labeling youth makes establishing a legitimate adulthood more difficult. Youth transferred to the adult criminal justice system are more likely to be re-arrested for violent or other crime; they also show increased vulnerability to physical or sexual assault and less susceptibility to rehabilitation.

The GAA stresses severe penalties, including life without parole, for all age groups.

The YPA prevents expanding the number of youth in justice system, provides for training of prosecutors, judges, and others on the needs of youth, and supports youth-oriented policing.

**People of Color in the Justice System**
People of color are heavily overrepresented in the criminal and juvenile justice systems, and increasingly so the more deeply involved they become in those systems.

The GAA has no protection to minimize its impact on communities of color. Its vague definitions could lead to the targeting of even more youth of color.

The YPA limits the reliance on incarceration. It requires that plans look at cultural and language issues specific to communities, and include strategies to improve the delivery of defense services to the indigent.
THE IMPACT OF INCARCERATION: ISSUES AFFECTING REENTRY

Background

- In 2002, 2 million people were incarcerated in Federal or State prisons or in local jails. ¹
- Nearly 650,000 people are released from incarceration to communities nationwide each year²
- Budget crises in combination with tougher sentencing laws have dramatically decreased the number and types of programs that are available to incarcerated individuals, including drug and mental health treatment, which could result in increased recidivism rates upon their release.³
- Over 59 million Americans - and probably many more have a criminal history on file with state or federal governments. That means that about 27% of the nation's adult population live a substantial portion of their lives having a criminal record.⁴
- According to the 2001 national data from the Bureau of Justice Statistics, 3.5 million parents were supervised by the correctional system. Prior to incarceration, 64% of female prisoners and 44% of male prisoners in State facilities lived with their children.

THE CHALLENGES

A strong transition process—through which inmates are prepared for release, leave prison, return to communities, and adjust to free living—is needed to protect the public effectively. ⁵ 97% of the individuals now in prison eventually will be released and will return to communities,⁶ often without assistance or services. Many men and women leave prison and jail with substance abuse disorders, chronic health issues, low levels of education and job training, and a general lack of resources to help them truly reintegrate.⁷ Yet, research confirms that these services— including education, job training, job placement, job retention, and alcohol and drug treatment—are essential to help formerly incarcerated individuals obtain work, housing, and avoid recidivism.

- **Housing, Homelessness and Reentry:** Studies have shown that from 15% to 27% of prisoners expect to go to homeless shelters upon release from prison.⁸
- **Employment, Reentry and Recidivism:** National Institute of Justice has found that after 1 year of release, up to 60% of former inmates are not employed.⁹
  - People with criminal records face many barriers to getting a job, including substance abuse problems, spotty work histories, poor educational backgrounds, physical and mental health problems, and bias against them. Any one of these barriers can impede an ex-offender's ability to become employed, and taken together, they create formidable obstacles to getting, maintaining, and advancing on a job.¹⁰
2 Office of Justice Programs (OJP) website, www.ojp.usdoj.gov/reentry/learn.html
3 See Generally Id.
6 National Institute of Corrections.
16 Outside the Walls, A National Snapshot of Community-Based Prisoner Reentry Programs, published by the Urban Institute, Council of State Governments and the Annie E. Casey Foundation, 2004.
18 They're Coming Back.

(The Reentry Working Group is an informal coalition of national, state and local organizations who advocate on the wide range of issues that affect those individuals who are returning to our communities from prison and jail.)

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CAIS™ and JAIS™

JAIS Components: Assessment Interview

Following a semi-structured format with emphasis on a conversational style, the Assessment Interview has been developed to reveal key areas of juvenile functioning and behavior. The 74-question Assessment Interview provides the framework for JAIS™.

The Assessment Interview contains eight sections:

1. **General Information**: Asks for the basic information surrounding the trouble the youth has encountered. Questions are also asked about the youth's history of delinquency for identification of an offense pattern.

2. **School Adjustment**: Includes questions about school history as well as current participation.

3. **Interpersonal Relationships**: Asks questions about peer relationships and activities associated with these relationships.

4. **Feelings**: Looks at the youth's affect, coping mechanisms, and asks them to give a self-description.

5. **Family Attitudes**: Probes into the current home situation and the family past. This section asks for the youth's account of their caregivers' past and present parenting techniques, asks for a description of the bonds that exist between youth and caregiver, and discusses the youth's feelings toward his/her family members.

   This section also presents "plans and problems" questions:
   1. **Plans**: Identification of the youth's life goals and his/her plans for attaining these goals.
   2. **Problems**: Discussion of what, aside from legal troubles, the juvenile feels are the biggest problems he/she faces.

6. **Objective History**: Gathers a factual record of correctional, medical and family history.

7. **Behavioral Observations**: The interviewer must use his/her professional judgment to compare a particular youth's behavior to the average behavior of the general juvenile population.

8. **Interviewer Impressions**: This is a subjective report utilizing the interviewer's professional judgment in areas of significance contributing to the juvenile's functioning.

The assessment interview has been developed in a way that responses will provide a complete picture of the juvenile. Gathering information in the words of the youth on all aspects of his or her life allows workers to maintain a comprehensive understanding of the juvenile from the outset.
CAIS℠ and JAIS℠ Components: Assessment Report

Once scoring and analysis is complete you will receive an instant output report online. The report includes:

- the identified strategy group for the juvenile with a description of that group's key traits.
- the youth's risk level.
- areas of need for the youth to utilize in case planning.

This report is now a tool for use in making placement, program and supervision decisions. These reports will be helpful in staffing the youth with outside agencies and may also become part of staff development internally in finding out better ways to understand how to deal with youth.