

A Better Path, A Better Future



Three Federally-Funded Projects Supporting Community Reentry
of Youth with Disabilities Leaving Juvenile Justice Facilities

December 14, 2017

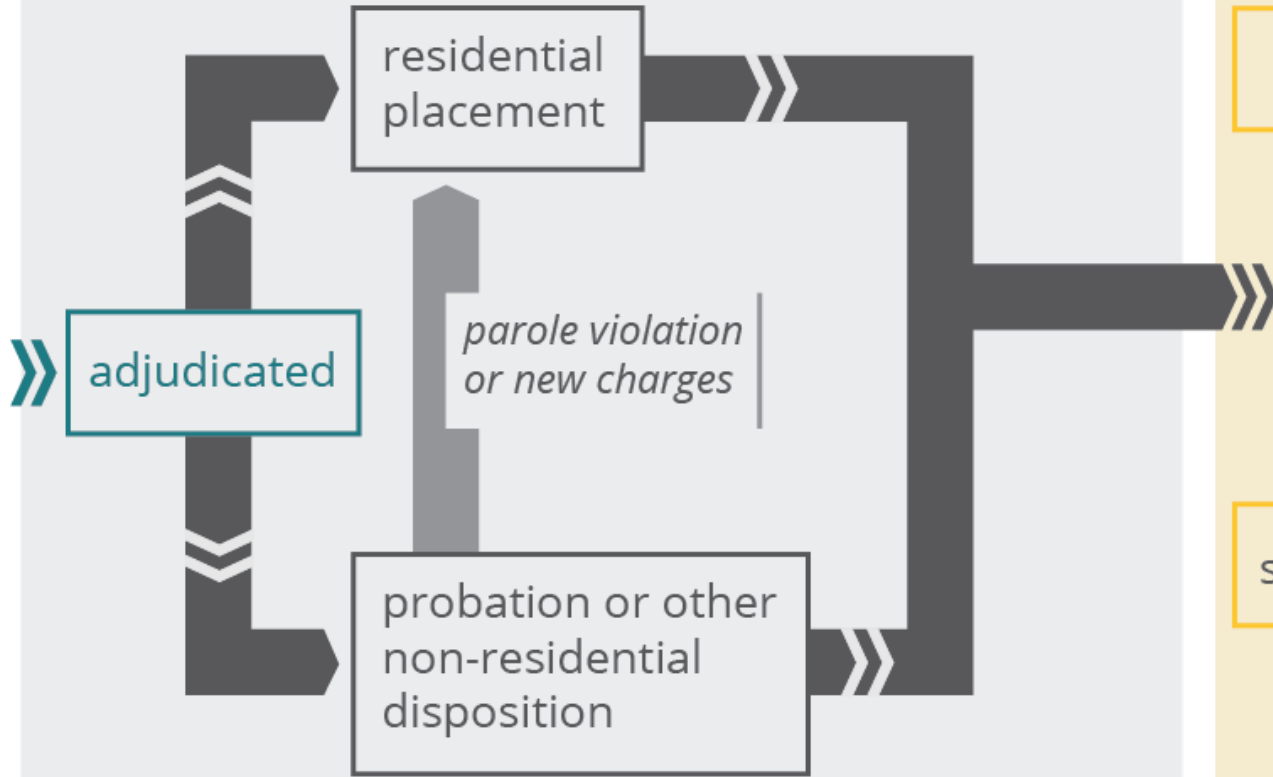


Focus for Today

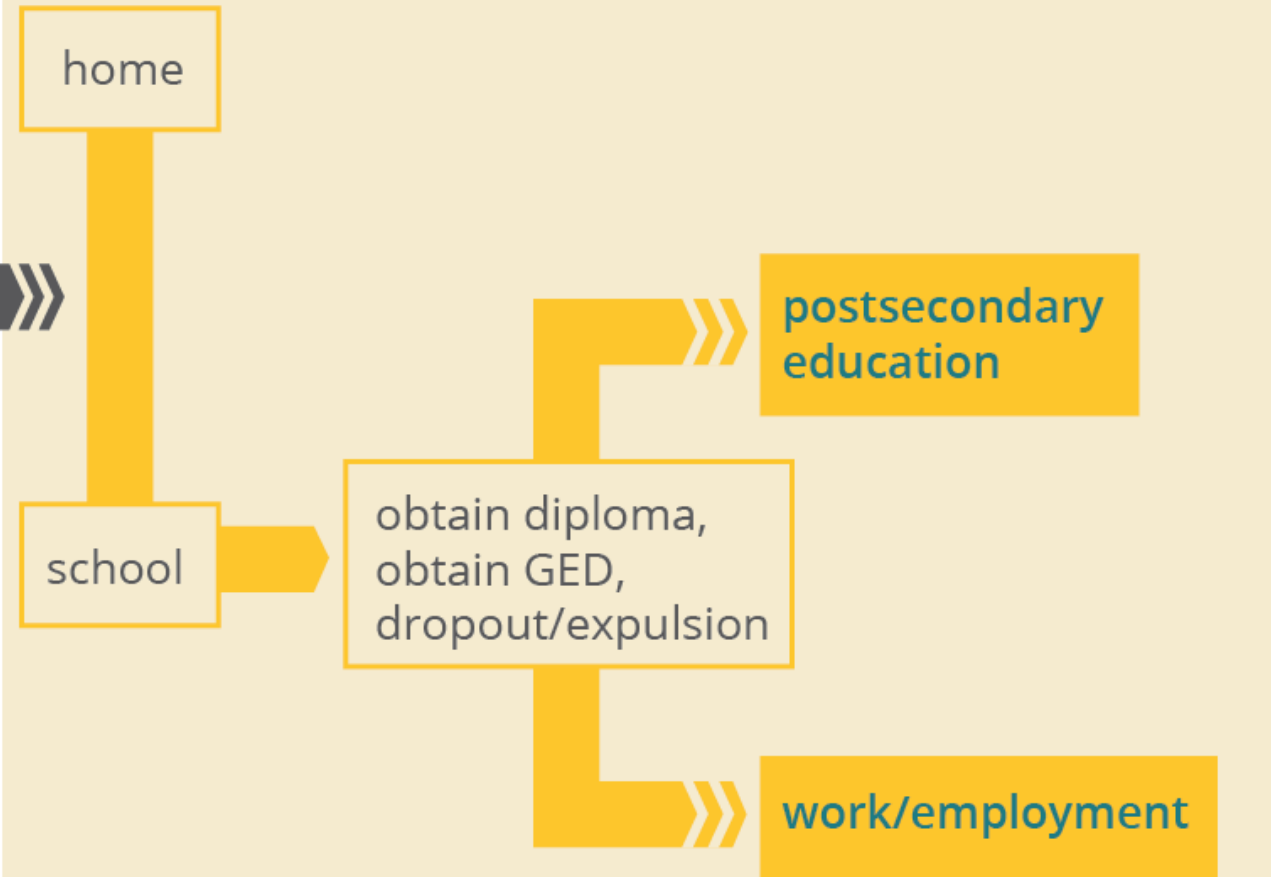
- What were the key features of the projects?
- What information was gathered across the projects?
- What have we learned and what matters?

More information is available online: z.umn.edu/A-Better-Path

CRIMINAL JUSTICE SYSTEM



REENTRY INTO COMMUNITY



Project Profiles

ARIZONA: Project RISE

Arizona State University, Mary Lou Fulton Teachers College,
Sarup R. Mathur, Ph.D., Principal Investigator

MINNESOTA: Making a Map – Finding My Way Back

University of Minnesota, College of Education and Human
Development, Institute on Community Integration, David R.
Johnson, Ph.D., Principal Investigator

OREGON: Project STAY OUT

University of Oregon, College of Education, Secondary Special
Education & Transition Research Unit, Deanne Unruh, Ph.D.,
Principal Investigator

ARIZONA: Project RISE

Community setting:	Maricopa County – Phoenix and surrounding metropolitan area communities
Primary Partnerships:	Phoenix, Tolleson, Mesa School Districts Goodwill of Central AZ Boys & Girls Clubs AZ Department of Economic Security
Juvenile Facilities:	Arizona Department of Juvenile Corrections (ADJC)
Youth Participants:	Youth served - (N= 38), ages 14-18, Mean 16.2 yrs Gender -male (92%), female (8%)

Project RISE (continued)

Youth Participants: Disabilities- EBD (58%), LD (42%)
Race- African American (37%), Hispanic (34%), White (29%)

Project Staffing: PI, Mathur; Co-PI, Griller Clark; Short, Director PD;
LaCroix Transition Specialist

Key Features: Interagency Collaboration (*Reintegration Framework Toolkit*)
Interagency Linkages (*Advisory Board*)
Individualized Programming (*AZCIS; M2W; VOC 256*)
Individualized Aftercare (*Transition Portfolio*)
Youth Tracking System (*Youthbase*)

MINNESOTA: Making a Map, Finding My Way Back (MAP)

- Community setting:** Ramsey County - St. Paul and surrounding metropolitan area communities
- Primary Partnerships:** Ramsey County Community Corrections
St. Paul Public Schools
Volunteers of America (AMICUS)
Department of Employment and Economic Development (VRS)
- Juvenile Facilities:** Boys Totem Town (BTT)
Ramsey County Juvenile Detention Center (JDC)
- Youth Participants:** Youth served - (N= 63), ages 14-18, Mean 16 yrs
Gender -male (92%), female (8%)

MAP (continued)

Disabilities- EBD (58%), LD (32%), ADD & ADHD (10%)

Race- African American (76%), Hispanic (10%), Multi-racial (6%), White (5%), Asian (2%), Native American (1%)

Project Staffing:

Project Director, Coordinator, C&C Mentors

Key Features:

Interagency Collaboration (*Reintegration Framework Toolkit*)

Mentoring and Case Coordination (*Check & Connect Intervention*)

Transition Skill Development (*Expanding the Circle Curriculum*)

OREGON: Project STAY OUT

- Community setting:** Portland Metro area (urban), Eugene (suburban), Woodburn (rural)
- Primary Partnerships:** School & juvenile service provider in each region along with various community agencies accessed by school
- Juvenile Facilities:** Oregon Youth Authority (OYA) facilities in state and county detention facilities in each region
- Youth Participants:** Youth served (N = 64); ages 14-20; Mean 17.09 yrs; Gender: 89% male/11% female;

Project STAY OUT (continued)

- Youth Participants:** Disabilities: LD 39%; EBD 30%; OHI 17%;
Autism 5%; ID 5%
- Race: 59% white (25% identified Hispanic); 30%
African American; 6% Native; 5% multi-racial
- Project Staffing:** PI, Unruh; Coordinator/TS trainer: Waintrup/
Erickson; Transition Specialists: each region
- Key Features:** Functional Skill/Vocational Assessment; (SSIS/TAGG)
Self-Regulation skill development/training;
Individualized education/employment placement
Competitive job placement;
Service coordination

What information was gathered across projects?

- Interagency stakeholders (*Reintegration Framework Toolkit*)
- Youth demographics (*gender, age, disability, race*)
- Youth post-release interviews (*positive/challenging experiences while incarcerated and post-release/reentry*)
- Youth follow-up survey (*educational status, employment, living arrangement*)
- Family/caregiver interviews (*family/caregiver experience post-release/reentry*)

Selected Youth Demographics

Figure 4: Youth Participants Disability Classification (n=165)

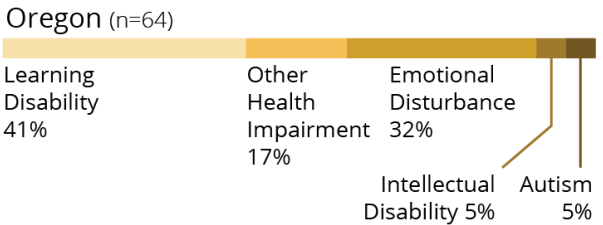
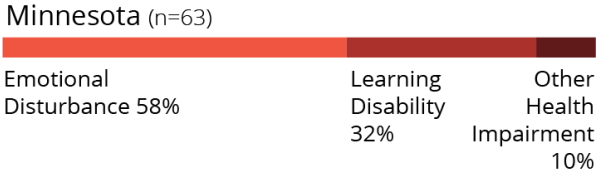
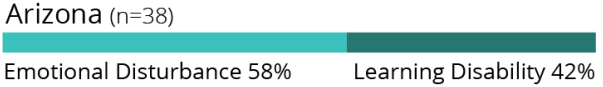
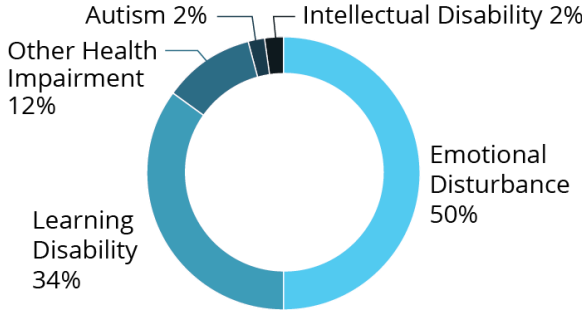
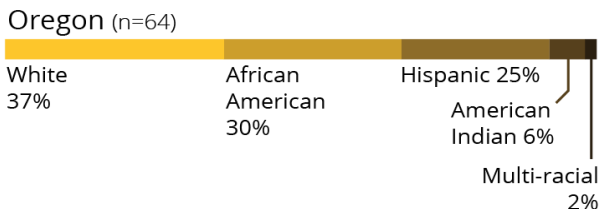
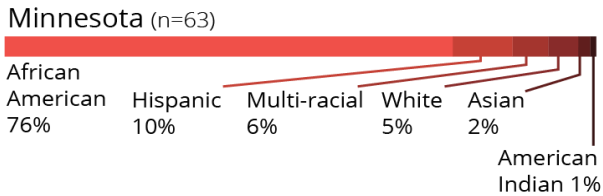
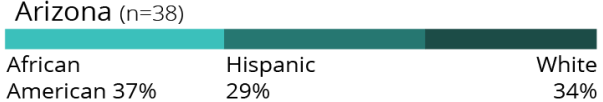
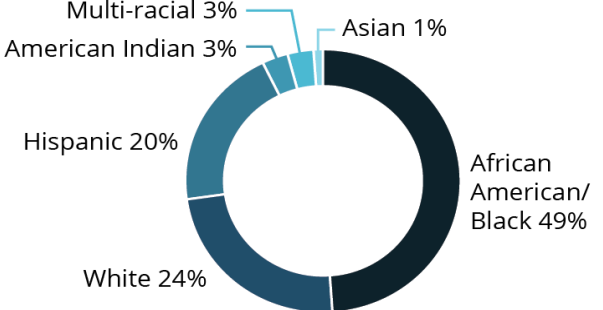
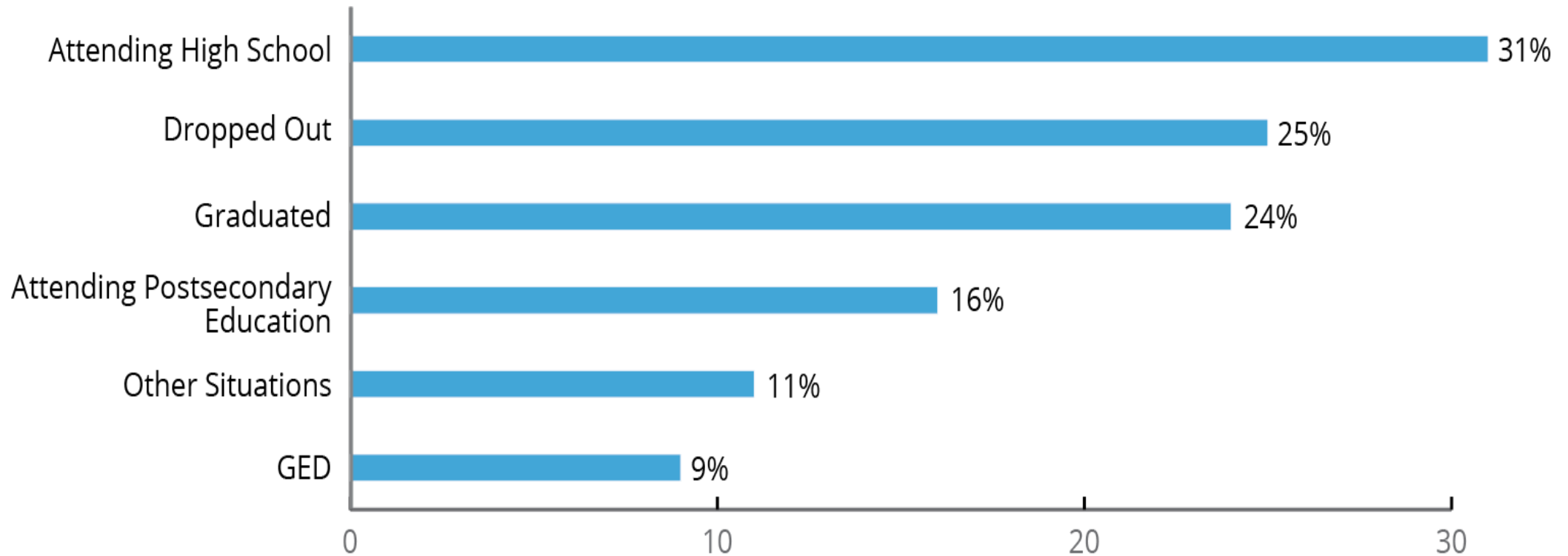


Figure 5: Youth Participants by Race and Ethnicity (n=165)



Youth Follow-up Survey

Figure 6: Educational Status of Youth Participating in Follow-up Survey (n=65)



Youth Recidivism at One Year Following Release

- Arizona: Project RISE = 18%
- Minnesota: MAP Project = 21%
- Oregon: Project STAY OUT = 22%

What Have We Learned and What Matters

- Lesson 1:** Interagency collaboration and coordination services are essential in overcoming structural and procedural barriers that hinder youth with disabilities in making the transition from the juvenile justice facility to school and community.
- Lesson 2:** Transition planning prior to school and community reentry provides the basis not only for addressing youth's educational needs, but also for other life needs, such as safe and supportive living arrangements, health care, drug and alcohol treatment, and other after-care services.
- Lesson 3:** Outreach and engagement with families prior to and during the reentry process is essential.

What Have We Learned and What Matters (continued)

- Lesson 4:** Incorporating strategies to increase youth's social and self-determination skills contributes to their reentry and school and community adjustment.
- Lesson 5:** The effects of trauma on incarcerated youth make obvious the need for cohesive counseling and mental health support.
- Lesson 6:** School and juvenile justice personnel need training on the services and practices they should make available in supporting youths' successful reentry.
- Lesson 7:** Developing a positive and trusting relationship between the youth and at least one caring adult is important in promoting youth engagement with school.

What Have We Learned and What Matters (continued)

- Lesson 8:** Providing follow-up support to youth after their reentry to establish positive and lasting connections with school, family, and community is critical.
- Lesson 9:** When youth have a voice in transition planning and goal setting they are more likely to experience reentry success.
- Lesson 10:** Reliable national and state data on recidivism of youth in the juvenile justice system is needed to guide future research and interventions.

This report is available online: z.umn.edu/A-Better-Path

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