

PERSPECTIVES

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W W W . A P P A - N E T . O R G
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peer
NETWORKS

WHAT BEES TEACH US

This past summer I hired a beekeeper to cut a hole in the floor at my home and remove a buzzing hive from between my floor joists. Left alone, the hive would have would have tripled in size to more than 7,000 bees within three months. These industrious flying pollinators found their way in through an insect-sized gap where the air conditioner piping attached to the house.



SUSAN BURKE
PRESIDENT

I have learned a lot about bees since then. Bees are interdependent. Each bee has a specific role, be it the queen, a drone, or a forager. If they fail in their roles, the entire hive is in jeopardy, so they constantly work together to reinforce and support each other. Bees are also strongly connected to their hive. Every hive has a unique scent that draws the bees home. If the hive is removed but the scent remains, all returning bees will instinctively rebuild in the same place. The hive is their family, their community.

Social scientists have long talked about the importance of connectedness. In fact, it's recognized in Maslow's hierarchy of need as love and belonging. Humans have an innate desire to be part of a group, to feel a sense of belonging and friendship. Our only greater needs are for shelter, food, and safety.

Connectedness and the role it plays in the justice field have emerged as topics deserving study, with researchers wanting to know how community connectedness may or may not influence future offending, drug use, and employment. One publication noted that individuals had more positive outcomes when they were connected to the community at large compared to individuals who were not. Another study found that youths who are connected to their schools have lower rates of recidivism and lower rates of involvement in the juvenile justice system.

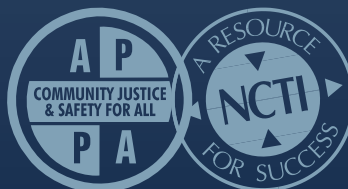
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president's message

It really is no surprise that individuals fare much better when they have meaningful relationships. We all do better when we have others in our lives who support us and guide us. These connections create value.

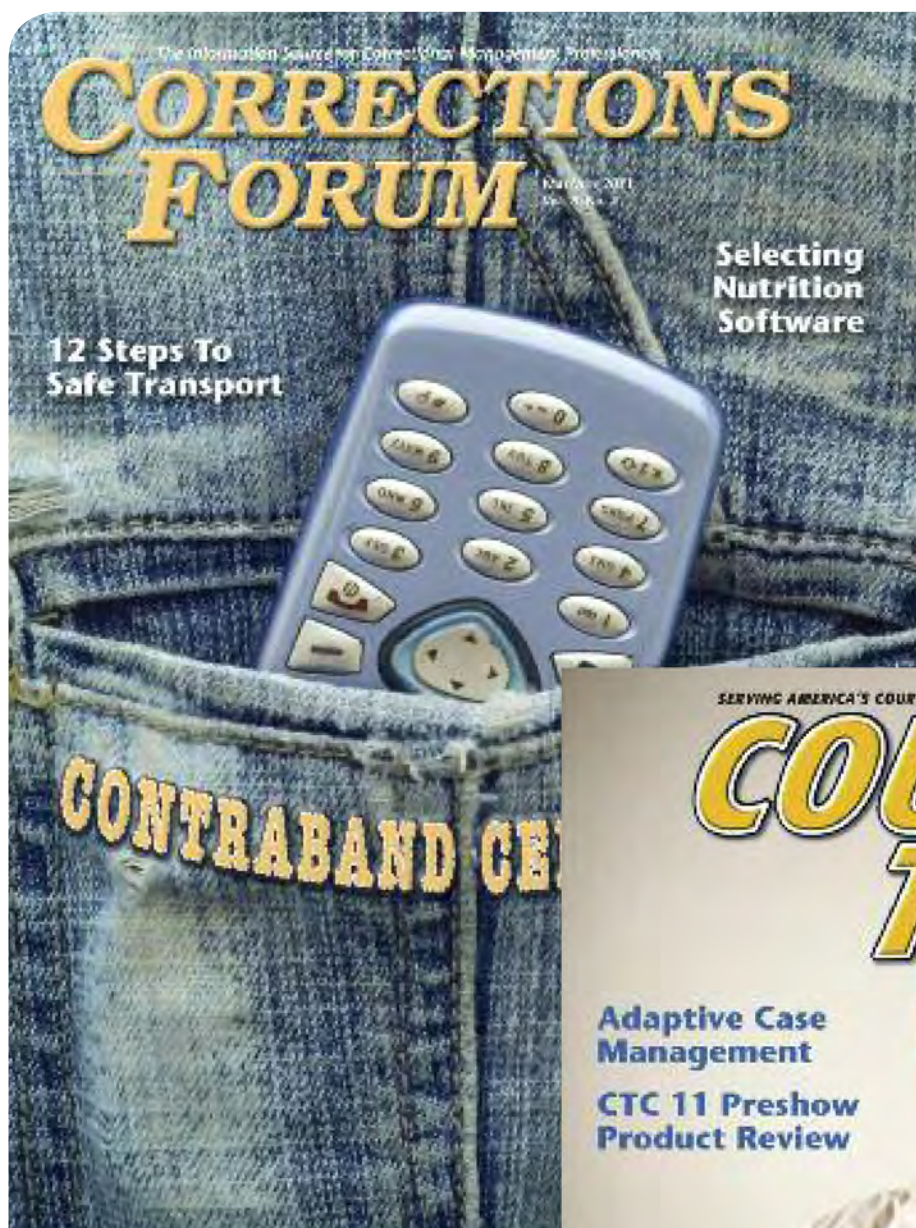
It really is no surprise that individuals fare much better when they have meaningful relationships. We all do better when we have others in our lives who support us and guide us. These connections create value. That's one of the reasons why the American Probation and Parole Association has become so vital to our community corrections profession. Our association brings together individuals who have a shared purpose and who have a shared desire to maintain high standards as we work with communities to improve the lives of others and reduce future offending.

For members who have been with APPA for many years, we have seen it grow into so much more than just a professional forum for networking and learning. It has become like home to many of us, whether we visit with each other only twice a year at institutes or find ourselves able to connect multiple times throughout the year. The relationships we cultivate bring us back to "the hive" again and again.

Surprisingly, moving the hive and its bees was a rather simple process. All it took was a brave beekeeper armed with a gentle, bee-adapted Shop-Vac and a new hive box. Once released from their vacuum container, the bees briefly swarmed around, seemingly without purpose, but then quickly settled into their new hive.

After all, there is no place like home.

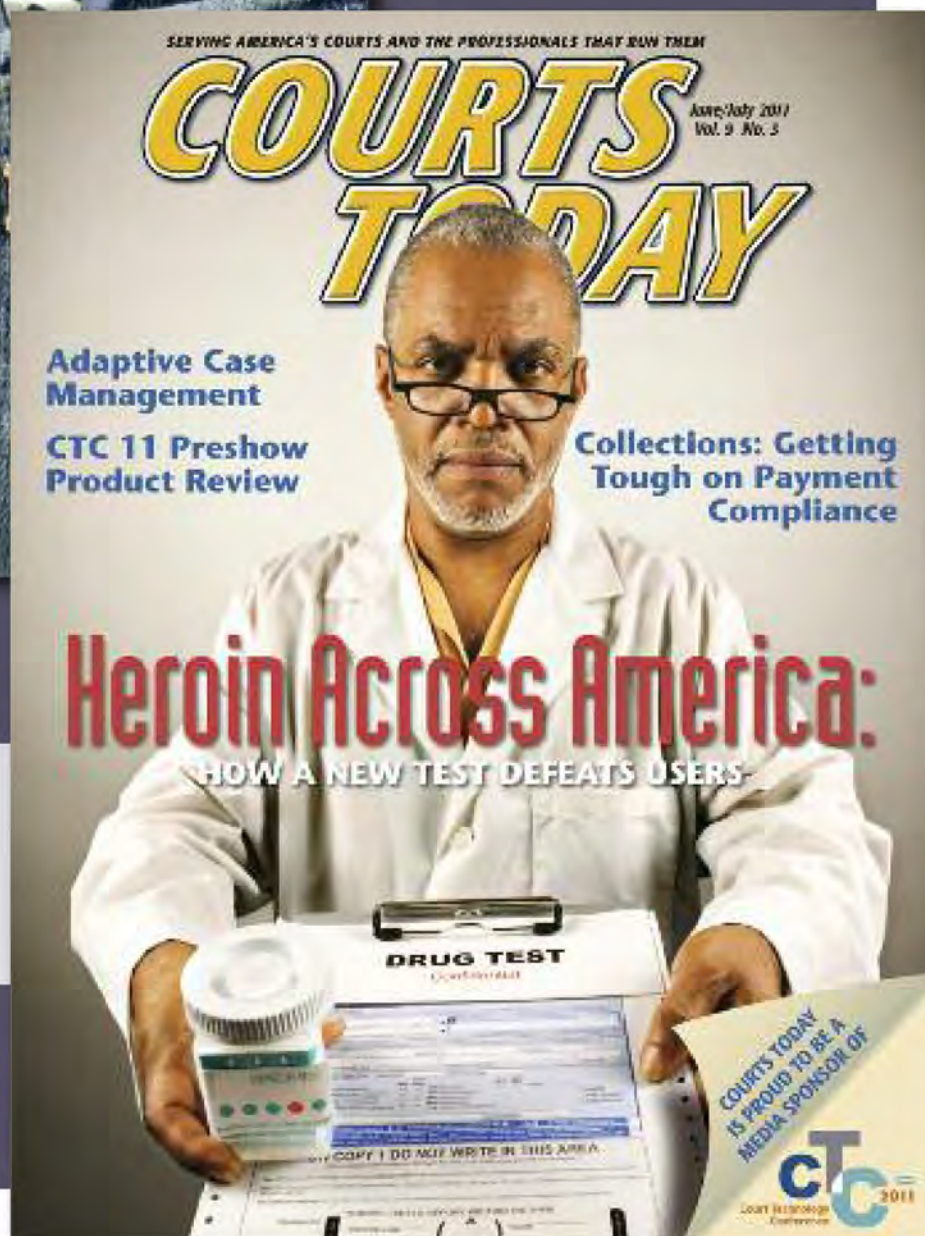




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FAYE S. TAXMAN

EDITORIAL CHAIR FOR *PERSPECTIVES*
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The past 20 years has been an exciting time for the field of corrections. Those in this field now are seriously considering the questions of who belongs in prison, who belongs on community supervision, and who needs to stay out of the criminal justice system altogether. Probation and parole agencies have begun to reconsider their mission, shifting from focusing primarily on monitoring conditions of supervision to identifying, assessing, and providing effective interventions. Research has consistently provided empirical evidence that underscores the importance of informal social controls—families, peers, friends, community partners, and others—on directly impacting behavior. Informal social controls are important facilitators that probation and parole can use to bring about long-term change for those currently under their jurisdiction and even after supervision ends. Involvement by individuals not directly connected to the criminal justice system can provide a greatly needed service, as they often play a vital role in helping those under supervision return to—or in some cases start for the first time—a crime-free lifestyle.

It was only a short time ago that corrections began using mentors and recovery coaches to help support those who were involved in the criminal justice system. In the late 2000s, the Second Chance Act recognized the importance of mentoring systems by fostering the development of such programs via its awards. Support and guidance are now available to people who had a desire to become involved but were not sure where to start. Such programs have provided a means for those who were formerly incarcerated, who had a family or friend who was in the system, or who were affiliated with a religious organization to help individuals be successful on their return to the community. Moreover, certain health care reforms also have enhanced our ability to use peer mentors or those with lived experience to serve as coaches and health advocates for those involved in the justice system. Initially, there was little research on

the effectiveness of prosocial peer networks or what components needed to be included for them to be successful. A set of best practices has emerged as more and more mentors have pushed through and started connecting and working with formerly incarcerated individuals.

This issue of *Perspectives* provides insight into research on peer mentoring and recovery coach programs, including their implementation and future development. First, we include a piece by Steve Gordon, who continues the discussion from the previous issue by sharing his ideas on how to do a better job of connecting formerly incarcerated individuals with community-support people. Second, Mitchell Miller and Holly Ventura Miller review the existing literature regarding the effectiveness of mentoring programs. They systematically walk the reader through the progression of mentoring programs and discuss the characteristics of effective practices. Anna Steiner and Joseph Calderon show how peer mentoring and recovery coaches can be integrated across systems—not relying on criminal justice actors but looking to social services and the physical health field to help support effective transitions to prosocial lifestyles. Finally, Myrinda Schweitzer Smith, Jodi Sleyo, and Edward Latessa provide a blueprint for communities to train peer networks and recovery coaches to support behavioral change. Combined, these articles represent a unique resource for community supervision agencies who want to explore how they can better promote long-term change and improve the lives of those on supervision by engaging with individuals and groups that are not traditional components of the criminal justice system. Building informal social controls is a good pathway to the future.

editorial committee

FAYE S. TAXMAN, PH.D.

Editorial Chair

University Professor
Criminology, Law & Society
Director, Center for Advancing Correctional Excellence
10519 Braddock Road, Suite 1904
Fairfax, VA 22030
Phone: (703) 993-8555
ftaxman@gmu.edu

BRIAN LOVINS, PH.D.

Editorial Vice Chair

Assistant Director
Harris County CSCD
1201 Franklin Street, 12th Floor, #12140
Houston, TX 77002
Phone: (713) 755-2134
Brian.Lovins@csc.hctx.net

ARTHUR J. LURIGIO, PH.D.

Dept. of Criminal Justice
Loyola University of Chicago
820 N. Michigan Avenue
Chicago, IL 60611
Phone: (312) 915-7564
alurigij@luc.edu

JASON D. STAUFFER

Division Director
Bureau of Offender Reentry Coordination
PA Board of Probation and Parole
1101 South Front Street, Suite 5500
Harrisburg, PA 17104
Phone: (717) 787-5699
jastauffer@state.pa.us

SUSAN V. BURKE

Director
Division of Juvenile Justice Services
195 North 1950 West
Salt Lake City, UT 84116
Phone: (801) 538-8224
sburke@utah.gov

SUSAN BLACKBURN

Juvenile Court Consultant
Pennsylvania Juvenile Court Judges Commission
1871 Old Main Drive
Shippensburg, PA 17257-2299
Phone: (717) 277-1411
sblackburn@state.pa.us

JASON DUDISH-POULSEN, PH.D.

Cook County Probation
2650 South California Avenue
Lower Level
Chicago, IL 60608
Phone: (773) 674-7279
Jdpoulsen2@comcast.net

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instructions to authors

Perspectives disseminates information to the American Probation and Parole Association's members on relevant policy and program issues and provides updates on activities of the Association. The membership represents adult and juvenile probation, parole, and community corrections agencies throughout the United States and abroad. Articles submitted for publication are screened by an editorial committee and, on occasion, selected reviewers, to determine acceptability based on relevance to the field of criminal justice, clarity of presentation, or research methodology. *Perspectives* does not reflect unsupported personal opinions. Submissions are encouraged following these procedures: Articles can be emailed to perspectives@csg.org in accordance with the following deadlines:

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All submissions must be in English and in American Psychological Association (APA) Style. Authors should provide a one paragraph biography, along with contact information. Notes should be used only for clarification or substantive comments, and should appear at the end of the text. References to source documents should appear in the body of the text with the author's surname and the year of publication in parentheses, e.g., to (Mattson, 2015, p. 73). Alphabetize each reference at the end of the text using the following format:

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Communications should be addressed to:
American Probation and Parole Association
C/O The Council of State Governments
1776 Avenue of the States, Lexington, KY, 40511
Fax: (859) 244-8001, E-mail: appa@csg.org
Website: www.appa-net.org

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Dignity and respect describe how each person is treated;

Staff are empowered and supported in an environment of honesty, inclusion and respect for differences; and

Partnerships with stakeholders lead to shared ownership of our vision.



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Kerri Ryan
Director of Marketing and Business Development
1838 Gunn Highway
Odessa, FL 33556
Phone: (813) 749.5454 x 1275
Fax: (813) 749.5474
Email: kerri.ryan@mmm.com
Website: www.mmm.com



ALKERMES

Jeffrey Harris
Director, Public Policy
852 Winter Street
Waltham, MA 02451
Phone: (617) 852.7356
Email: jeffrey.harris@alkermes.com
Website: www.alkermes.com



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AVERTEST

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700 Bayberry Court, Suite 105
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CFIVE

Jim Newman
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4000 Westerly Place, Suite 110
Newport Beach, CA 92660
Phone: (949) 260.3002
Email: jnewman@capitatech.com
Website: www.capitatech.com



THE CAREY GROUP

Debbie Smith
Product Development Manager
8615 Highway A1A
Melbourne Beach, Florida, 32951
Phone: (877) 892.2739 x 87
Email: Debbie@thecareygroup.com
Website: www.thecareygroupinc.com



CISCO

Daniel Stewart
Sr. Justice Advisor, Connected Justice
170 West Tasman Drive
San Jose, CA 95134
Phone: (347) 443.7432
Email: danieste@cisco.com
Website: www.cisco.com



CORRECTIONS SOFTWARE SOLUTIONS, LP

James Redus
President
316 North Lamar Street
Austin, TX 78703
Phone: (512) 347.1366
Fax: (512) 347.1310
Email: jredus@correctionssoftware.com
Website: www.correctionssoftware.com



CORRECTTECH

Eric Tumperi
CEO
1450 East 62nd Avenue
Denver, CO, 80216
Phone: (303) 586.6551
Email: etumperi@correcttech.com
Website: www.correcttech.com



CORRISOFT, LLC

Chris Williams
Regional Business Development
1713 Jaggie Fox Way
Lexington, KY 40511
(859) 685.3282
Email: cwilliams@corrisoft.com
Website: www.corrisoft.com



GEO CARE

Monica Hook
Marketing Communications Manager
621 NW 53rd Street, Suite 700
Boca Raton, FL 33487
Phone: (800) 241.2911 x 1230
Email: monica.hook@bi.com
Website: www.geogroup.com



INTOXALOCK

Tammie Yankie
Compliance Coordinator
11035 Aurora Avenue
Des Moines, IA 50322
Phone: (515) 331.7643 x 1187
Email: tyankie@intoxalock.com
Website: www.intoxalock.com



SUPERCOM

Jason Song
Executive Assistant
200 Park Avenue South, 9th Floor
New York, NY 10003
Phone: (212) 675.4606
Email: marissam@supercom.com
Website: www.supercom.com



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Regional Sales Manager
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TELMATE

Elaine Wong
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Telmate, LLC
655 Montgomery Street, Suite 1800
San Francisco, CA 94111
Phone: (415) 300.4305
Email: elaine@telmate.com
Website: www.telmate.com



NATIONAL CURRICULUM AND TRAINING INSTITUTE

Gary Bushkin
President
319 East McDowell Road, Suite 200
Phoenix, AZ 85004-1534
Phone: (602) 252.3100
Fax: (602) 252.4736
Email: gbushkin@ncti.org
Website: www.ncti.org



TRACK GROUP

Steve Hamilton
Chief Marketing Officer
1215 N. Lakeview Court
Romeoville, IL 60446
Phone: (877) 260.2010
Email: steve.hamilton@trackgrp.com
Website: www.trackgrp.com



NUMEREX

Thomas McKay
Director of Marketing
3330 Cumberland Blvd., Suite 700
Atlanta, GA 30339
Phone: (770) 485.2552
Email: TMckay@numerex.com
Website: www.numerex.com



SATELLITE TRACKING OF PEOPLE

Lisa Tauser
Director of Marketing
1212 North Post Oak Road #100
Houston, TX
Phone: (832) 553.9503
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Website: www.stopllc.com



SCRAM SYSTEMS

Jennifer Mill
Marketing Manager
1241 West Mineral Avenue
Littleton, CO 80120
Phone: (303) 785.7828
Email: jmill@scramsystems.com
Website: www.scramsystems.com



SMART START, INC.

Jacque Sheehey
Director of Marketing and S.M.A.R.T
Mobile Solutions
500 East Dallas Road
Grapevine, TX 76051
Phone (919) 604.2513
Email: jsheehey@smartstartinc.com
Website: www.smartstartinc.com



APPA ASSOCIATE MEMBERS

ADVENTFS

Josh Hartlage
President
2927 Ring Road
Elizabethtown, KY, 42701
Phone: (270) 209.0422
Email: jjhartlage@adventfs.com
Website: www.adventfs.com

JPAY, INC.

Josh Shapiro
V.P. of Business Development
10800 Biscayne Boulevard
Suite # 770
Miami, FL 33161
Phone: (818) 943.9944
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Website: www.jpay.com

BUDDI LIMITED

Jennie Lewis
Executive Assistant
Talbot House, 17 Church Street
Rickmansworth, Hertfordshire,
United Kingdom WD3 1DE
Phone: 07765 892218
Email: jennie@buddi.co.uk
Website: www.buddi.co.uk

PRECISION KIOSK TECHNOLOGIES

David Kreitzer
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Precision Kiosk Technologies
2855 Country Drive
Suite #100
Little Canada, MN 55117
Phone: (651) 383.1213
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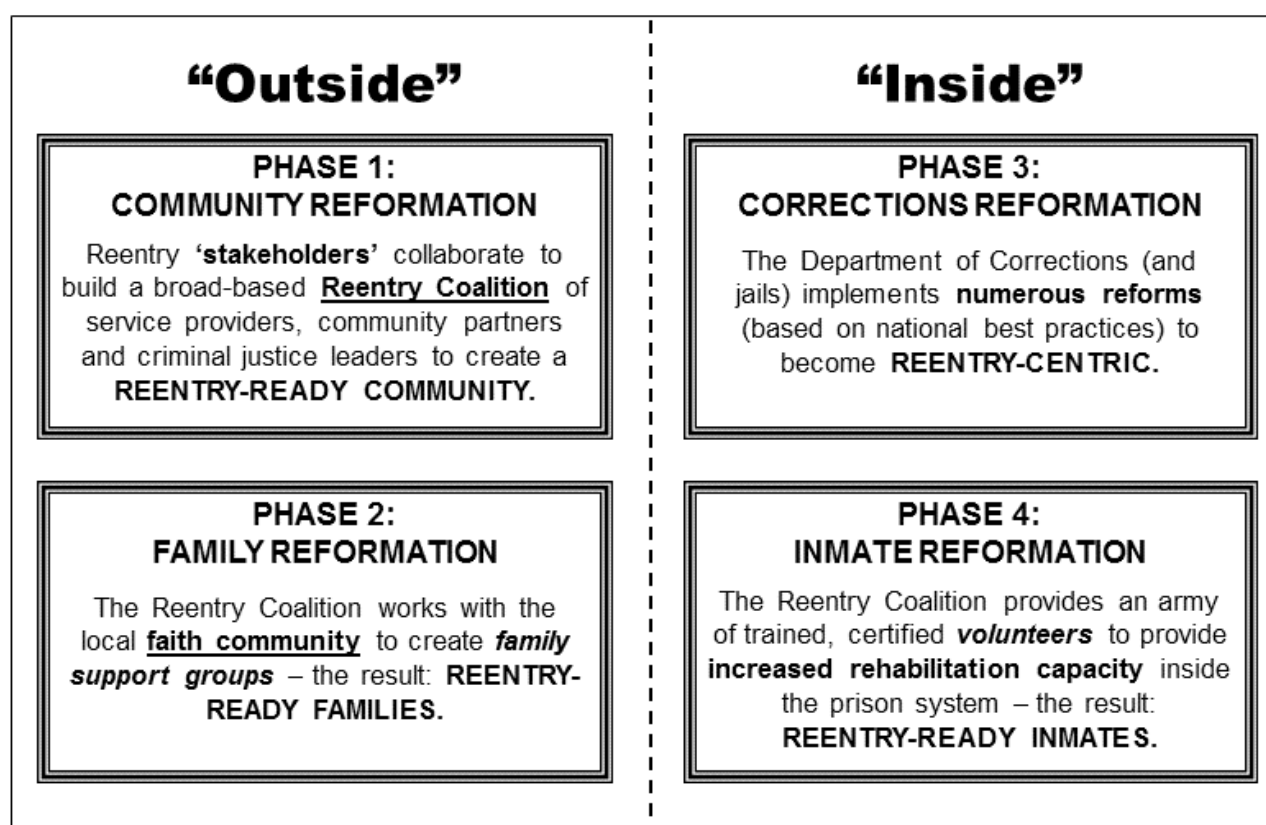


SPECIAL ESSAY ON
**REENTRY AND
DECARCERATION**

BY STEVE GORDON

When I started working in prisoner reentry in 2008, the national rate of recidivism in the United States, as computed by the Bureau of Justice Statistics, was 66% (Goldstein, 2014). Thus, a main contributing factor to prison overcrowding was (and is) the failure of two-thirds of individuals released from prison: they just rotate back through the system.

While much good work has gone on in the field of reentry since that time, the national rate of recidivism has held steady. When I saw that, I realized that our approach to incarceration, rehabilitation, reentry, and reintegration has failed. It was then that I created the Reentry Reformation, a four-phase framework that shifts the focus from corrections-based reentry to community-based reentry.



People ask me all the time, “Why don’t you work on prevention and diversion programs to keep people from going to prison in the first place?” I tell them that I believe strongly in those programs, but that is the calling of other people. My focus is on the fact that, regardless of policy changes, sentencing reforms, and other important factors, **PEOPLE ARE STILL COMING OUT OF PRISON EVERY DAY (600,000+ per year)**, often without sufficient transition planning, and each one of these people matters. Someone has got to catch them as they come out, helping them have a soft landing rather than a hard landing.

Reentry has always been critical to long-term strategies for felon reintegration success, but it will become even more important as various reforms get implemented (and I am very optimistic that they will). When we start building momentum in the reform movement, people will start being released even faster! If we as communities do not prepare, if we fail to adopt proven, solid, proactive approaches, then we are just releasing people to a future of failure instead of success.

Imagine every incarcerated person who wants to rehabilitate his or her life having the opportunity to do so. Imagine every person who is going home having a well-planned and seamless transition. Imagine every warden's performance being based on his or her success in reducing recidivism. Imagine every community being fully prepared to reintegrate its citizens who return from prison. Imagine all social service providers in the community working together as a team. Imagine every family of a returning citizen being prepared and equipped to assist in reintegration. That is the vision of the Reentry Reformation.

Only when communities wake up and begin to embrace our sons, daughters, grandsons, and granddaughters when they return from incarceration—whether jail, prison, residential treatment, or a diversion program--will we as a society, a culture, and a nation be able to break the bitter cycle of recidivism. This means no more shunning of the outcasts, but true restoration. Let us integrate our best efforts at the community level, working together to make advances in addiction treatment, poverty elimination, policy reform, education, public health, and resource coordination.

The “supervision community” (parole and/or probation, depending on the jurisdiction) plays a vital role in this community-based approach. While methods and policies vary from location to location, the primary goal of post-release supervision must be reintegration. Modern reentry work, a vital part of which is the monitoring of parolees and probationers, is much more about social work than just law enforcement. My sincere hope is that supervision officers—and their parole and probation managers and leaders—will continue to move more and more out of

“Recidivism is a measure of failure. When are we going to start measuring success?”

— DR. HAROLD DEAN TRULEAR

the “badge-and-gun” culture toward a reintegration culture.

I highly recommend the work of Dr. Melinda Schlager (2013), a former probation officer, who wrote the first college textbook on reentry, *Rethinking the Reentry Paradigm: A Blueprint for Action*. In this seminal work, she lays out an action plan for the full span of reentry issues, based on a foundation of extensive scholarship and research. Her work on strengths-based reentry planning has informed my work ever since I heard her teach on it.

In our local community, we are very blessed to have a parole supervisor who has publicly committed to being a collaborative partner with the rest of our reentry coalition. One of his innovations is solving some of the transportation barriers of the newly released by bringing classes and group therapy to the parole office location, and he also tries to make sure that everyone has equal access to vital community resources by looking for resources and programs that cater to indigent parolees. He strongly encourages parole officers to be involved in local reentry activities, and he maintains an open-door policy for those who are struggling with some aspect of their parole experience. Although he is still a by-the-book parole professional, he has brought a humane and collaborative approach to his work that is like a breath of fresh air. It is approaches like this that are so crucial to reentry success nationwide.

In conclusion, I predict that we will de-institutionalize the criminal justice system in the near future, which will bring challenges. Nonetheless, we will be prepared, committed, and adequately equipped and funded--as communities--instead of being blindsided and undergoing an experience similar to what happened with mental hospitals and treatment of the mentally ill in the 1970s and 1980s. That example of how NOT to de-institutionalize should inspire us to work hard to create true collaborative solutions in our communities. Reentry planning and preparation, organization, and implementation: these are the true precursors to a national movement to successfully decarcerate our people.

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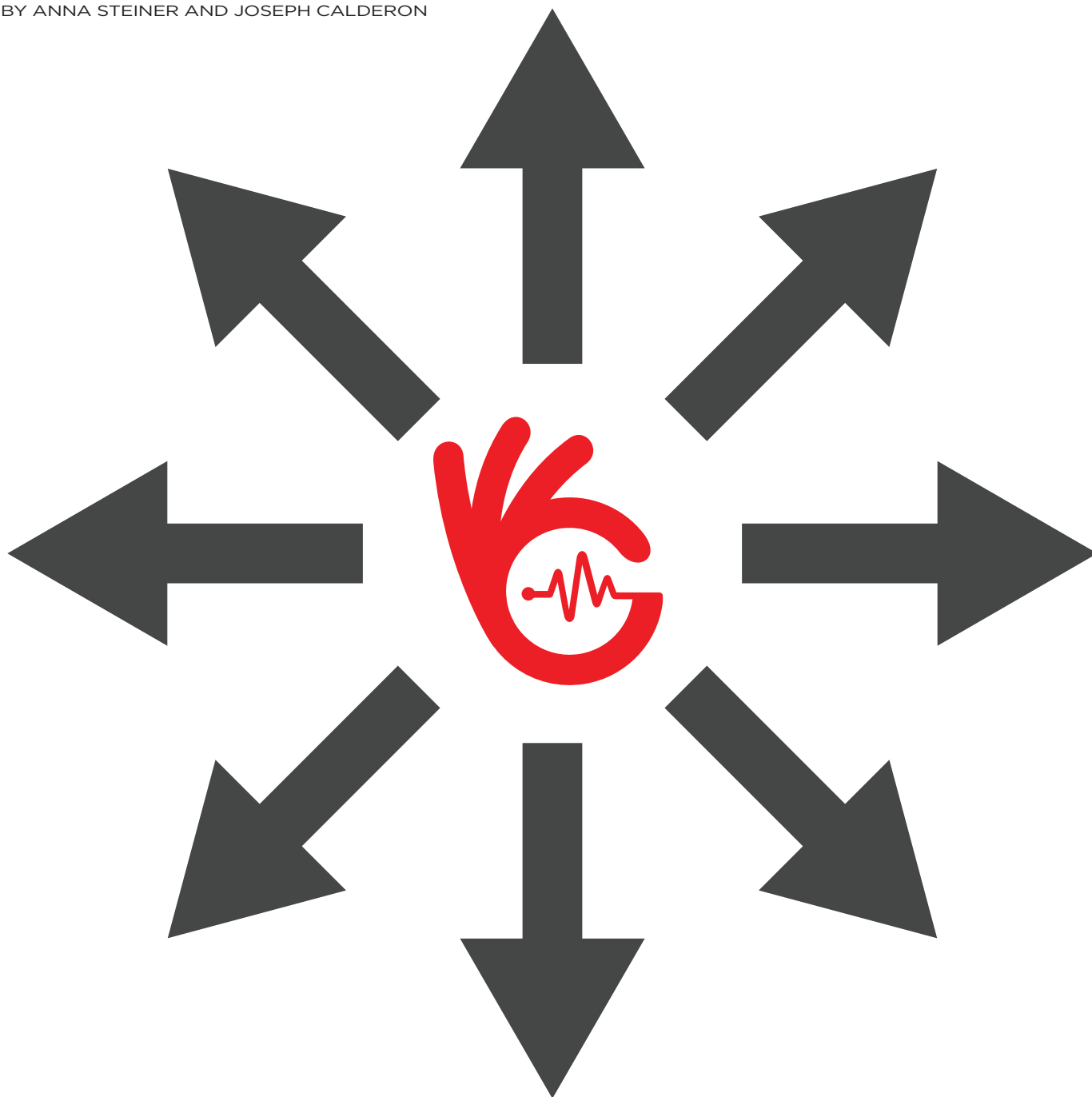
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STEVE GORDON is the president of Strategic Reentry Group, a consulting firm specializing in prisoner reentry solutions. As a formerly incarcerated person, Steve has leveraged his experience into creating innovative, community-based reentry strategies that prepare communities for pro-active felon reintegration. The former state director of the Oklahoma Partnership for Successful Reentry, Steve now resides in Fort Worth, Texas, where he manages the Reentry First-Stop Center for Tarrant County, and consults with communities, churches, prisons, and state governments on reentry. He is the author of five books, including *Purposeful Neighboring: Creating Reentry-Ready Communities*.

PROMOTING HEALTHY TRANSITIONS BY COLLABORATING WITH COMMUNITY HEALTH WORKERS TO IMPROVE REENTRY OUTCOMES

BY ANNA STEINER AND JOSEPH CALDERON



After spending 20 years in California State prisons, David Delgado (a pseudonym) was paroled with \$200 in his pocket, 30 days' worth of medication, and temporary transitional housing in a community that he no longer recognized. In addition to the lack of a social support network, a steady income, and permanent housing, Mr. Delgado had multiple, complex, chronic health issues that he was not prepared to manage outside the "walls." His only point of contact and support was his parole officer in San Francisco.

Mr. Delgado's experience is not unique. Such scenarios occur every day in cities and counties throughout the United States. Over 600,000 inmates are released from state and federal prisons each year, and millions more cycle through local jails. The reentry population is sicker than the community at large, with higher rates of chronic conditions and behavioral health disorders and an increased risk of death. These individuals also face barriers to health care: homelessness, unemployment, and low literacy. Most tend to identify an emergency department as their primary source of medical care. At the same time, previously incarcerated individuals have historically been excluded from healthcare jobs and careers, limiting their representation and contributions in health systems.

The Transitions Clinic Network (TCN), a national network based in California, tries to address these problems. It supports the transformation of state, county and local health systems to provide effective post-incarceration health care services. The first Transitions Clinic, piloted in San Francisco in 2006, was developed to improve care and reduce costs associated with high-risk patients returning home from incarceration. The model was informed by clinical best practices and with input from criminal justice agencies, physicians, social service providers, formerly incarcerated individuals, and other community members in neighborhoods affected by incarceration. A decade later, the TCN model has been adopted in 16 clinics across seven states and in Puerto Rico.

Most TCN programs are housed at community health centers located in neighborhoods that are disproportionately impacted by incarceration. Each program is tailored to serve chronically ill individuals who have been recently released and assist them in a successful and healthy re-engagement back into their lives and neighborhoods. Care is offered by a multidisciplinary team that includes a community health worker (CHW) with a prior history of incarceration. Programs that address the social determinants of health are bolstered by strong relationships with correctional partners/criminal justice professionals and community organizations that address.

TCN care teams are specifically trained to help promote healthy reintegration into the community, provide care coordination and chronic disease and behavioral health management, and prevent unnecessary emergency department utilization and hospitalizations. When a randomized controlled trial tested the effectiveness of the Transitions Clinic program, it found the program had indeed succeeded in reducing the use of emergency departments. The estimated savings was \$900 per patient per year, with a return on investment of 1.5 (Wang et al. 2012).

An essential component contributing to the success of the TCN model is the integration of CHWs with a prior history of incarceration into the multi-disciplinary care team. All TCN CHWs have successfully reestablished their lives in the community, making their insight and support invaluable to patients as well as clinicians and social service providers. They work with patients to identify and address physical health issues as well as the underlying social determinants of health. This is in keeping with the definition of a CHW by the American Public Health Association (2009):

[A] frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the worker to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve

the quality and cultural competence of service delivery.

Community health workers, also known as promotoras or traditional health workers, have long provided health services and education in low-resource settings, developing countries, and medically underserved communities. CHWs have shown to be effective in improving health outcomes among vulnerable and hard-to-reach populations with complex chronic health and social service needs. Many healthcare systems, recognizing the value of CHWs, have incorporated them in clinical care teams, an approach that has proven successful for Transitions Clinics.

While it is essential that CHWs are part of or trusted by the community in which they are serving, the job obviously requires some formal training as well. Many community colleges and vocational centers offer CHW certificate or training programs. These programs aim to complement and draw upon life experiences while developing professional competencies and standards. Internships are also an important part of CHW training. While classroom training familiarizes CHWs with theory and core competencies, hard skills such as clinic flow, use of electronic health records, patient navigation, and medication reconciliation are usually learned during a structured clinical internship.

Most of TCN's CHWs have completed the City College of San Francisco Post-Prison Health Worker (PPHW) Certificate Program. The PPHW is a 20-unit course of study that includes core courses from the college's CHW program along with additional training on the health impacts of incarceration and chronic disease management. The PPHW curriculum is grounded in public health and social justice perspectives and provides students with core competencies, knowledge, and skills for working in clinical and community settings with formerly incarcerated clients.

To ensure that CHWs working outside of San Francisco have access to the same training opportunities, TCN and the Community College of San Francisco, with grant support from the Center for Medicare and Medicaid Innovations, created an online version of the PPHW training. This 12-session course features video demonstrations of core CHW competencies, interviews, and other resources developed with working CHWs in San Francisco. The online curriculum also features work-based assignments designed to provide students with opportunities to apply concepts and skills on the job.

TCN's CHWs bring a unique combination of lived experience of incarceration, specialized training, and expertise in navigating local health and social service systems. These characteristics allow them to develop

relationships and rapport with clients that many times far surpasses what a clinician or community supervisory staff can cultivate and sustain. In turn, these relationships help facilitate interactions between formerly incarcerated patients, clinicians, and other care providers. The members of TCN clinical care teams meet regularly to discuss individual patients as well as systemic issues and other concerns. While the primary focus of such meetings is to work collaboratively to ensure that each patient is receiving appropriate care, they also allow CHWs to play a useful role in helping TCN clinicians understand and exhibit cultural humility and cultural competence.

Many TCN patients have previously experienced either blatant medical neglect or institutional barriers to quality health care, and some have never received health care services in the community. CHWs act as their liaisons and advocates. They work to cultivate trust in the clinical team, to advocate for a patient's health care and social services, and to educate and empower individuals to successfully manage their health care and reentry needs. Transitions CHWs also provide case management support, including referrals to community-based housing, education, and employment assistance; medical and social service navigation, including accompanying patients to pharmacies, social services, and medical or behavioral health appointments; and chronic disease self-management support, including home visits.

Peer-based healthcare careers have not only proven effective in engaging hard-to-reach populations in care, but they also provide steady employment opportunities in communities that have experienced institutional barriers to traditional employment for undocumented or formerly incarcerated individuals. For example, Joseph Calderon (co-author of this article) was a Transitions patient in San Francisco when he first returned to the community after spending 17 years in prison. He heard about the clinic at a Parole and Community Team (PACT) meeting, a meeting bringing together parolees, parole officers, and local service providers. He was so inspired by the CHW who presented at the meeting that he decided to become one himself, and two years later he is representing Transitions at PACT meetings.

Transition's CHWs also attend resource fairs and community supervisory meetings, and they may make presentations about clinic services to local parole and probation agencies. Through their consistent presence in the reentry community, they have been developed relationships with parole and probation officers, who in turn have become one of the largest sources of referrals to services in many TCN communities. When officers encounter clients with complex medical, emotional, or substance use disorder issues or with pressing social service needs, they know they can call the Transitions Clinic and that their client will be connected to a CHW who understands

how to navigate the system and will take care of the issue.

These relationships with parole and probation have allowed the TCN the opportunity to work with individuals who have traditionally been denied access to quality services. Parole or probation agents are not responsible for providing these services, but by reaching out to TCN's CHWs, it provides them with the opportunity to build relationships with community-based organizations that are equipped to provide these services and improve health and reentry outcomes for their clients.

By partnering with TCN and its CHWs, probation and parole officers can focus on their job of community supervision while knowing that the individuals they are supervising will receive comprehensive and appropriate health and social services. When TCN connects newly released individuals to these services and navigates them through the process, it is ensuring that these returning community members are better prepared to succeed in reentry, graduate out of community supervision, and not recidivate.

Ten years have passed since TCN's pilot clinic opened. The network's subsequent advances have made it more and more clear that health care providers and community corrections agencies can and must work together to achieve their shared goal of improving outcomes among formerly incarcerated individuals

who have unaddressed health care needs. Correctional health systems do not prepare these individuals to manage their health conditions or function in community health systems, and they may encounter discrimination from healthcare providers based on their history of incarceration. By employing CHWs with their own experience of incarceration, TCN has been engaging this hard-to-reach and disproportionately sick population in the primary care system. TCN CHWs play many roles--as direct service providers, cultural liaisons, advocates, and experts at systems navigation. Perhaps most importantly, however, they serve as models of a successful reentry and as examples of individuals able to overcome institutional, systemic, and individual barriers to serve their community. The unique collaboration between TCN and parole and probation has strengthened both agencies and had a positive impact on many lives.

One year ago, Mr. Calderon received a call from the local parole office asking him if he could meet with a recently paroled client, Mr. Delgado. The parole officer contacted Mr. Calderon knowing that he could help navigate Mr. Delgado through the complex healthcare and social service systems. A few days later Mr. Calderon was greeting him at the parole office. One year after first meeting with Mr. Calderon, Mr. Delgado is in permanent housing, successfully managing his chronic health conditions, and attending regular primary care appointments with a Transitions

provider. He also calls Mr. Calderon regularly to update him on his progress and accomplishments.

Each such success story is important. With increasingly effective healthcare outreach, collaboration, and advocacy efforts, perhaps such success stories will become more and more commonplace.

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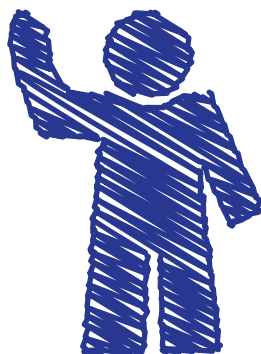
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ANNA STEINER is the Program Manager for the Transitions Clinic Network (TCN), a national network supporting the transformation of state, county and local health systems to provide effective health care and reentry services to individuals returning from incarceration. Throughout her career, she has worked to promote health equity and build capacity among those facing systematic and institutional barriers to accessing health care. In her free time, she volunteers with a local harm reduction agency, attempts to play drums and tries to get outside as much as possible. She can be reached at Anna.Steiner@ucsf.edu or 415-502-2441.

JOSEPH "JOE" CALDERON is a Community Health Worker with TCN and a native of San Francisco. As someone who was formerly incarcerated for nearly 20 years, he has a passion for working with diverse and disenfranchised populations, leveraging his personal experience with incarceration to advocate the ideals of social justice and community investment. In addition, he served three years on the San Francisco Reentry Council and served on the Equity Advisory Committee with the San Francisco Human Rights Commission. Joe is a graduate of the City College's Post-Prison Health Worker Certificate program. He can be reached at Joseph.Calderon@sfdph.org or 415-676-0816.

COACHING



TRAINING



ACCLIMATING PEER

Mentoring

TO EVIDENCE-BASED PRACTICE

BY J. MITCHELL MILLER AND HOLLY VENTURA MILLER

SUCCESS



MOTIVATION

AD



Criminologists tend to perceive peer influences on misbehavior, delinquency, and crime as manifestations of differential association—the idea that those who have limited pro-social bonds are prone to associate and criminally offend with similar others. Group influences on delinquency and crime are referred to as “peer effects,” influences that may be intensified depending on the delinquent network’s density, the centrality of an individual to other group members, and individual popularity within the peer group (Haynie, 2001). The group nature of delinquency seems to be categorically accepted in mainstream explanations of crime that have shaped delinquency prevention and offender rehabilitation programs for over three decades, including differential association (Sutherland & Cressey, 1984), social control (Hirschi, 1969), and social learning (Akers, 1977) theories.

To the extent that peer-based programs are theory based, evaluations of such programs may enable theory testing in the field of criminology. Those working in other disciplines, such as social work and child welfare, often have a somewhat different perspective, contending that peer interventions should be the result of lessons learned by trial and error from community advocacy efforts rather than applications of theoretical frameworks (Dubois, Doolittle, Yates, Silverthorn, & Tebes, 2006). In any case, it is out of these complex, varied perspectives that programs focused on

using peers as a positive rather than negative influence are conceived and implemented. Peer-based programs may try to build on underlying assumptions and theoretical constructs that are leveraged from such disciplines as acceptance-rejection theory (Rohner, 1986), attachment theory (Cassidy, 1999), social support theory (Sarason, 2013), host

provocation theory (Britner, Balcazar, Blechman, Blinn-Pike, & Larose, 2006), oppression theory (Feagin, 2013) and sociomotivational theory (Larose & Tarabulsky, 2005). Regardless of what perspectives are used in program development, they provide a framework for assessing the design, operation, and impact of the various peer-oriented delinquency and adult reentry programs. Evidence obtained from such studies is needed to make informed decisions as to which programs are sustainable and merit replication.

While the plurality and diversity of peer-centered theories has resulted in a wide range of programming intended to target both at-risk youth and adults, the overwhelming majority of peer-based programs are tailored for juveniles. For this population, multiple modalities (e.g., peer norming, youth courts/teen courts, matched and group mentoring, and social support elements of behavioral change therapies) have been implemented with different levels of success depending on delivery settings and program characteristics, as noted below.

YOUTH MENTORING

The involvement of positive peers is utilized in youth courts, peer norming, and restorative justice programming, but its broadest application is clearly through multiple forms of youth mentoring. Mentoring is a widespread practice, with an estimated 5,000 programs in operation and approximately three million youth served annually (Miller, Barnes, Miller, & McKinnon, 2013). Programs vary considerably by type, including adult mentor-youth mentee, youth mentor-youth mentee (or “peer to peer”), and individual versus group mentoring, and by location, including

Despite these differences, mentoring typically involves a relationship wherein the growth and development of a younger protégé is fostered through instruction and support provided by an older, more experienced individual.

school-based, community-based, and justice system-based programs. They also serve a wide range of youth, including those identified as at-risk or delinquent (Miller et al., 2013). Despite these differences, mentoring typically involves a relationship wherein the growth and development of a younger protégé is fostered through instruction and support provided by an older, more experienced individual. Though mentoring is broadly aimed at providing positive and pro-social development, programs targeting at-risk youth are often more specifically designed to be corrective experiences for those who have experienced poor relations with parents, caregivers, or other family members (Aos, Lieb, Mayfield, Miller, & Pennucci, 2004).

Although mentoring programs have proliferated, the extant literature base is marred by a lack of rigorous evaluation designs. Many studies overlook the important issue of program fidelity, others focus on soft outcomes (process and attitudinal rather than behavioral), and others, such as internal and self-funded evaluations, are potentially tainted by conflicts of interest (Miller & Miller, 2015). A cursory review of the literature reveals a multitude of studies reporting positive effects from mentoring across a wide range of outcomes from educational improvement and delinquency reduction to familial attachment. However, a closer examination of the evidence reveals a more muddled picture regarding

the efficacy of mentoring. Mentoring has been subjected to meta-analysis (DuBois, 2002; DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011) that shows a consistently muted statistical effect size for mentoring. Moreover, outcomes related to delinquency reduction vary or are rarely evaluated at all.

Some of the least evaluated programs for at-risk youth are those involving peer-to-peer mentoring. Peer mentoring, where a youth is matched with another youth of approximately the same age, has existed in some form or another for decades and predates adult-youth mentoring programs. Herrera, Grossman, Kauh, Feldman, and McMaken (2007), in one of the few outcome evaluations of peer mentoring since the seminal Public/Private Ventures assessment of the Big Brothers Big Sisters mentoring program in 2002, found that subjects with peer mentors fared worse on many academic and behavioral outcome measures when compared to those with adult-youth matches. Other evaluations have shown that peer mentoring can positively impact health behaviors (Smith, 2011a, 2011b). Additionally, studies by Karcher (2006) and by Karcher, Davidson, Rhodes, and Herrera (2010) specify several factors that increase the likelihood of successful peer matching, including mentors' attitudes, attendance, and use of individual as opposed to group mentoring sessions.

ADULT MENTORING

Compared to the extent of peer-involved programming for at-risk youth, the use of peers for adult offender programming has been very limited. In particular, few programs have been based solely or primarily on adult peer mentoring per se, although the practice has been utilized as a complementary element in various offender treatment and recovery initiatives. The Louisiana Re-Entry Court Program is an example (Miller & Khey, 2016). Its pre-program phase consists of two years of incarceration at the Louisiana State Penitentiary at Angola during which, both upon intake and throughout the prison experience, each program participant is paired with a social mentor whose mission is to facilitate daily progress through treatment, to help with adjustment to prison life, and to train in life skills. The program uses offender mentors and is operated out of the Louisiana Bible College housed in Angola (Hallet, Hays, Johnson, Jang, & Duwe, 2016).

This seemingly helpful program component raised questions subsequent to its implementation in 2010. The offender mentors are all African-American inmates, most serving life sentences, and their mentees are mostly Caucasians with set two-year sentences who must obtain monthly signatures from the mentors attesting to their good behavior and positive attitude regarding recovery. Rather than viewing the mentors as a

form of social support, as intended, the program participants questioned how men who had been long removed from society and had no hope of returning were qualified to assist with reentry preparation. They also voiced fear that the mentors were positioned to retard their progression through treatment or to otherwise compromise them. While these concerns largely dissipated over time, the emergence of such questions shows that the important issue of matching—which is a key component of youth mentoring programs—is likely just as important in adult applications.

The historic paucity of adult peer mentoring programs may soon come to an end. The convergence of ongoing criminal justice reform initiatives such as the Second Chance Act, the national offender reentry movement, and the transfer of lower level felony supervision from prisons to community corrections has generated many new offender programming opportunities, including adult peer mentoring. The U.S. Bureau of Justice Assistance, for example, has offered a new dedicated funding stream, “Mentoring and Transitional Services for Successful Reentry Program: Adult Offender Mentoring,” for programming that employs peer mentors to work with mentees returning to the community from jail or prison. In this context, mentoring is defined as a more experienced person helping a less experienced person bolster self-esteem, increase knowledge regarding recovery programming that the

mentor has ideally already completed, and develop skills to increase the chance of reentry success. Since most adult mentoring programs are relatively new, the knowledge base informing both program design and implementation barriers is even more limited than is the case with youth mentoring. Fortunately, the growth of mentoring programs has been coupled with the rise of the evidence-based practice (EBP) movement that is redefining funding parameters toward proven programming approaches.

EVIDENCE-BASED PRACTICE AND PEER MENTORING

The EBP movement originated in the 1990s in the medical discipline and quickly spread to psychology, education, social work, and, with some resistance, criminal justice. In the context of juvenile and criminal justice, EBP signifies use of prevention and treatment modalities that have empirically demonstrated (i.e., measured) positive outcomes. To be considered evidence based, a program, treatment modality or practice must have been: (1) previously implemented and delivered, (2) scientifically evaluated and found to be effective, and (3) successfully replicated. For justice programs, this means participating in program evaluations that feature randomized control trials or rigorous quasi-experimental design alternatives to generate empirical evidence on programming success and then disseminating new evidence through refereed scientific journal publication.

Scientific publications play an important role by establishing a common reference standard from which to nominate successful practices and programs for inclusion in evidence-based registries. Many agencies have their own process and inclusion criteria, and these vary considerably. Some national non-profit youth service organizations whose chief mission is youth mentoring have posted lists of purportedly evidence-supported practices, including their

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- (1) previously implemented and delivered,**
- (2) scientifically evaluated and found to be effective, and**
- (3) successfully replicated.**

own approaches, which are not cross-referenced in other national registries and may be based on a single self-funded study with an unspecified research design (i.e., no certainty of program fidelity assessment nor experimental design).

Federal justice agency funding now requires use of EBP's for newly sponsored programs, thus making the evidence registries de facto menus from which an agency can select promising and tested components for putting together new prevention and reentry initiatives. Unfortunately, the broad scope of mentoring settings and providers muddles which evidence base to consult. While there isn't a clear answer, grant proposals to Office of Justice Programs agencies can rely on the practices included in *crimesolutions.gov*, which is perhaps the best registry option because it is user-friendly, features grades of evidence, and is comprehensive across crime and justice topics. Programs and modalities that have been scientifically evaluated may be nominated for program review, and the review will result in one of three discrete designations: "Effective," "Promising," or "No Effects." A rating of *effective* denotes programming evaluated by randomized experiments in at least two peer-reviewed studies that report positive outcomes; a *promising* rating designates programming evaluated by one or more quasi-experimental designs that report positive outcomes; and a *no effects* score indicates programs and practices that failed to demonstrate positive results.

As of October 2016, *crimesolutions.gov* listed a total of 37 programs and six practices for the topic "peer mentoring" that have been evidence-rated and placed into one of the three performance categories. While the programs vary widely regarding specific criminal and delinquent behaviors addressed, the needs of the participant, and the modalities featured, these evidence-nominated programs most commonly targeted juveniles rather than adults per a three-pronged service delivery setting typology (school, community, or agency based). For juvenile peer-mentoring programming, nine programs were rated effective, 19 listed as promising, and nine were observed to produce no effects. No peer programs targeting adults were rated as effective, and only two adult programs were designated as promising. A similar search for "social mentors" showed 24 evidence-rated programs, of which only four were effective, 17 were promising, and three showed no effects. Only three of these are intended for adult participants.

The fact that numerous peer programs are rated as "promising" posits multiple future fundable programming options assuming that additional research will elevate some of these to "effective" ratings, which signals the relevance of research-practitioner partnerships. More research is needed. Beyond the few *crimesolutions.gov* effective-rated options, the strongest current empirical evidence supportive of youth mentoring is the dated Public/Private Ventures evaluations of Big

Brothers/Big Sisters programs in 2002 and 2007 (see Herrera et al., 2007). Given the time that has elapsed since these assessments, it is uncertain whether the apparent empirical basis for further replication of that program is still valid since fidelity threats such as adherence to treatment design and program differentiation are functions of time.

CONCLUSION

For many, the altruistic and philanthropic nature of mentoring, especially for disadvantaged youth, is so compelling that the subjective benefits of engaging in mentoring offset the lack of hard indicators of effectiveness. As quoted in a recent article on whether mentoring works, leading mentoring advocate David DuBois, who is known to bemoan the lack of outcome research in this area, opined:

It is intuitive to many that investments in mentoring are a worthwhile investment. Going forward, the question of mentoring should not be concerned so much with can or does it work, but rather, when and how does it work, and how can it be improved? (as cited in Matz, 2014)

Wanting to believe, however, is a poor and risky substitute for a more prudent evidence-based orientation to programming given the slippery slope of delinquency and the “risk window” associated with offender reentry.

The research skills needed to obtain funding and realize “evidence-based” status are typically secured

through mutually beneficial researcher-practitioner partnerships. Credentialed apolitical researchers are needed to satisfy independent evaluation grant requirements and responsible efforts to use an EBP approach in program planning will enhance funding success. Ultimately, practitioners will be better able to identify barriers to mentoring program success and make adjustments that serve program goals while also providing scientists meaningful research opportunities in applied settings. To the extent that mentoring and other programming reduce revocations, recidivism, and other negative behavioral outcomes, the broader community also benefits in terms of enhanced public safety, system efficiency, and rescued residents.

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J. MITCHELL MILLER, Ph.D., is a Professor in the Department of Criminology & Criminal Justice at the University of North Florida and an Academy of Criminal Justice Sciences Fellow. His research focuses on juvenile and criminal justice program evaluation, drug crime, and substance abuse treatment delivered by the criminal justice system. An advocate of evidence-based practice and research-practitioner partnerships, he has been evaluating offender programming for various federal and state funding agencies since 1996, including current mixed methods evaluations of a behavioral health court for dually diagnosed offenders and a reentry court for SAMSHA and the U.S. Bureau of Justice Assistance, respectively. His email address is mitch.miller@unf.edu.

HOLLY VENTURA MILLER, Ph.D., is an Associate Professor in the Department of Criminology & Criminal Justice at the University of North Florida, where she teaches and conducts research in the areas of program evaluation, immigration and crime, and corrections. A past president of the Southern Criminal Justice Association and a former NIJ WEB DuBois Fellow, her recent work has appeared in *Journal of Criminal Justice*, *Criminology & Public Policy*, and *The Prison Journal*. She is presently editing (with Anthony Peguero) *Handbook of Immigration and Crime* for Routledge, expected mid-2017. Her email address is holly.miller@unf.edu.



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A high-angle, top-down photograph of a large, diverse crowd of people walking in a circular path on a white surface. The people are of various ages, ethnicities, and are wearing colorful clothing. They are moving in a clockwise direction, creating a sense of a large-scale community event or a social gathering. The perspective is from directly above, looking down at the crowd.

BEYOND FORMAL SUPERVISION: ENGAGING OFFENDER SUPPORT NETWORKS

BY MYRINDA SCHWEITZER SMITH, JODI SLEYO, EDWARD J. LATESSA



If asked, almost every corrections officer, unit manager, treatment provider, or community supervision officer will argue that an offender's support network needs to be involved if the offender is going to make long-term behavior changes. It is not surprising that research confirms the importance of what these corrections professionals already know (Dowden, Antonowicz, & Andrews, 2003). The challenge lies in determining how to effectively identify and engage those in the support network and how to give them the skills and tools needed to support the offender's change process. In an effort to capitalize on the prosocial people most important to the offender, the University of Cincinnati Corrections Institute (UCCI) developed the Effective Practices in Community Support for Influencers (EPICS-I) model, which is designed to identify those people in an offender's life who want to help him or her stay out of trouble and to train these supporters in core skills and strategies for helping the offenders avoid or successfully manage risky situations.

BACKGROUND AND RATIONALE FOR THE EPICS-I MODEL

Both EPICS-I and its predecessor are part of the trend toward an emphasis on outcomes research in the corrections field. It is hard to find a corrections professional in the field who has not heard the phrase “evidence-based practices” or its common acronym “EBP.” This is in large part due to the knowledge base that has been developing around what goes into effective correctional programming (Andrews et al., 1990; Antonowicz & Ross, 1994; Gendreau, 1996; Latessa & Lowenkamp, 2006) and the importance of adhering to the risk, need, and responsivity (RNR) principles of effective intervention (Andrews & Bonta, 2010; Gendreau, 1996). The risk principle guides who should be the target of the intervention (higher risk offenders), whereas the need principle guides the content of the intervention (addressing criminogenic needs). Finally, the responsivity principle states that cognitive-behavioral interventions should be used to change behavior in a way that is responsive to each individual.



The principles of effective intervention also emphasize the importance of training staff in the essential skills needed to maximize the effectiveness of correctional programming (Andrews & Bonta, 2010). Scholars have been using research to develop a set of core correctional practices (CCP) that focus on specific skills necessary to deliver effective correctional programming (Dowden & Andrews, 2004). Since their inception in the 1980s, these practices have evolved and expanded. Andrews and Kiessling (1980) first introduced five types of CCP (effective use of authority, antirriminal modeling and reinforcement, problem solving, use of community resources, and interpersonal relationships). In 1989, Gendreau and Andrews added to this list, so eight service

delivery skills are now considered to be core practices (Gendreau, Andrews, & Theriault, 2010). A description of each CCP is presented below (Gendreau et al., 2010; Labrecque, Schweitzer, & Smith, 2013, p.20).

QUALITY INTERPERSONAL RELATIONSHIPS

- Effective officers possess several critical relationship skills, including being warm, open, nonjudgmental, empathetic, flexible, engaging, solution-focused, and directive.

EFFECTIVE REINFORCEMENT

- Officers reinforce a specific behavior by providing immediate statements of approval and support and by expressing the reasons why the behavior is desirable followed by consideration of the short- and long-term benefits associated with continued use of the behavior.

EFFECTIVE DISAPPROVAL

- Officers communicate disapproval for a specific behavior by providing immediate statements of disapproval, by expressing the reasons why this behavior is undesirable followed by consideration of the short- and long-term costs associated with continued use of the behavior, and by clearly demonstrating an alternate, prosocial behavior.

EFFECTIVE USE OF AUTHORITY

- Officers guide offenders toward compliance, which includes focusing their message on the behavior exhibited, being direct and specific concerning their expectations, and specifying the offender's choices and attendant consequences.

COGNITIVE RESTRUCTURING

- Occurs when officers help offenders generate descriptions of problematic situations and the related thoughts and feelings and then help offenders to identify risky thinking and to practice more prosocial alternatives.

ANTI-CRIMINAL MODELING

- Officers model for offenders by engaging in prosocial behaviors and reinforcing offenders when they do the same.

STRUCTURED LEARNING/SKILL BUILDING

- Officers use behavioral strategies to assist offenders in developing prosocial skills to avoid or manage high-risk situations. Officers teach skills in a structured manner that involves defining, modeling, and rehearsing the skill followed by constructive feedback.

PROBLEM SOLVING

- Officers use this specific social skill to teach offenders how to address a variety of high-risk situations.

THE RNR FRAMEWORK

In recent years, the field of corrections has increasingly adopted the above strategies in the day-to-day practice of community supervision in order to increase the odds of long-term offender behavior change. Such strategies enable officers to become active agents of change. To help in this process, researchers have developed various methods to teach officers how to adhere more closely to the RNR model as well as how to successfully integrate core correctional practices into their supervision sessions. For example, Bonta, Bourgon, and their colleagues (2010) created the Strategic Training Initiative in Community Supervision (STICS) model to assist officers in targeting higher risk offenders' criminogenic needs using core correctional practices and cognitive-behavioral techniques. Another example is Staff Training Aimed at Reducing Re-arrest (STARR), which is used by federal probation officers to effectively incorporate core correctional practices into their sessions (Robinson et al., 2012).

Researchers at the UCCI also focused on the needs of community supervision in developing the EPICS model, or Effective Practices in Community Supervision. EPICS is similar to the other models in that its purpose is to teach probation and parole officers how to apply the principles of effective intervention and CCP to community supervision practices. It combines monitoring, referrals, and face-

to-face interactions to provide offenders with a sufficient dosage of treatment interventions. EPICS helps translate the risk, needs, and responsivity principles into practice by teaching officers how to increase dosage to higher risk offenders, stay focused on criminogenic needs, and use a social learning/cognitive behavioral approach in their interactions. Importantly, the EPICS model is not designed to replace more intense treatment programs that address specific criminogenic needs; rather, the model strives to ensure that the time officers spend with offenders is fully utilized and that the offenders receive a consistent message throughout the continuum of services.

Efforts to apply the RNR model to community supervision have been widespread (involving at least 1,000 community supervision officers in over 50 agencies), and one study found that offenders supervised by officers who implemented the model with fidelity had lower recidivism rates than offenders supervised by officers who did not use the model as designed (Smith, Schweitzer, Labrecque, & Latessa, 2012). Similarly, a recent meta-analysis (Chadwick, DeWolf, and Serin, 2015) found that offenders supervised by officers who were trained on CCP had significantly lower recidivism rates than those supervised by officers who were not so trained. A growing body of research shows that officers who adhere to the RNR framework have a better impact on offender outcomes than officers who do not (Chadwick et al.,

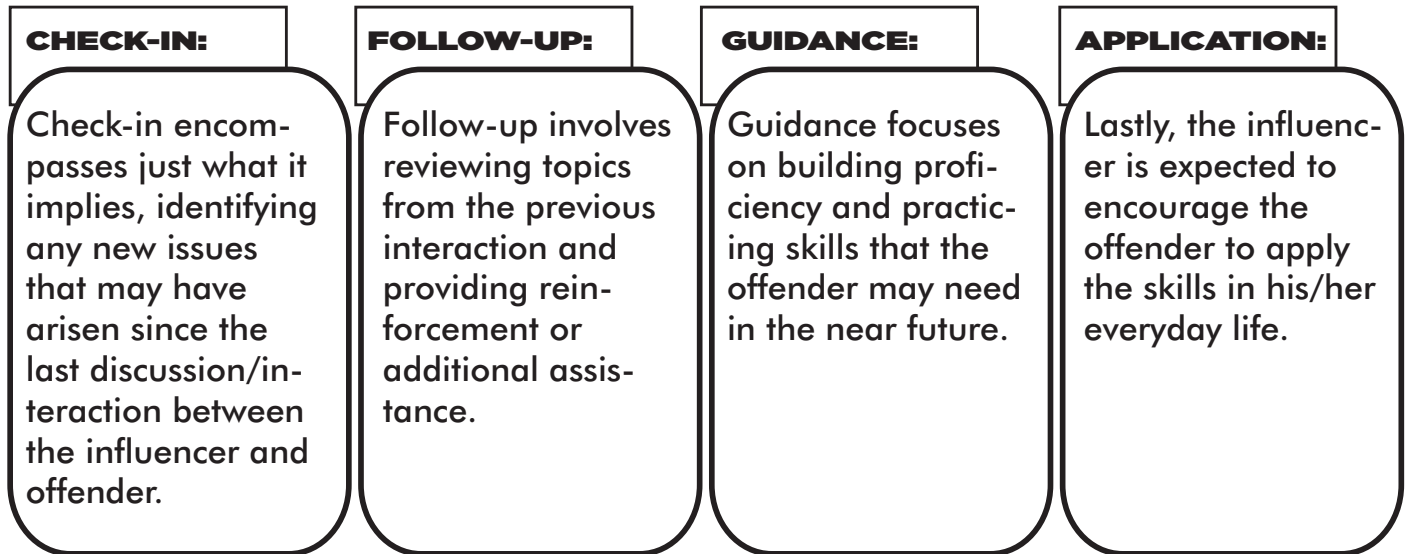
2015). This likely stems from how these officers are using CCP to impact behavior change (Dowden & Andrews, 2004).

Despite the increasingly validated benefits of EPICS and similar models, some challenges remain that are difficult for supervision agencies to overcome. First, even with models like EPICS, the continued prevalence of large caseloads places limits on the frequency of officer-offender contacts. Second, even when officers increase contacts, the amount of time spent with offenders is still relatively short. Third, most contacts occur in the office and not in natural settings such as home, work, or in the neighborhood. Fourth, parole and probation officers are seen as authority figures, which makes it a challenge to build quality relationships. Finally, formal supervision of offenders usually comes to an end after a set period of time, and some offenders—especially those leaving jail—do not even receive supervision. EPICS-I is the answer, at least in part, to many of these challenges. If a trained pro-social network has been cultivated, it can provide support for those offenders who are simply released as well as those under supervision. Moreover, when those close to the offender are trained, their efforts to provide support can continue long after formal supervision ends.

EFFECTIVE PRACTICES IN COMMUNITY SUPPORT FOR INFLUENCERS

In developing its EPICS-I model, UCCI tried to address some of the limitations of EPICS and other RNR community supervision models. It built on the pre-existing knowledge base and incorporated the components of EPICS for use with support members (influencers), taking advantage of the frequent teachable moments that can occur between two individuals on a day to day basis. EPICS-I is specifically designed to identify those people in the offender's life who want to help him or her stay out of trouble. These individuals receive training on some of the core skills taught in EPICS. Because influencers are found in many areas of an offender's life, those receiving training using this model may include individuals and organizations such as mentors, coaches, school officials, religious leaders, law enforcement, reentry coalitions, family members, significant others, and friends.

In the EPICS-I model, influencers are trained to use CCP during regular interactions with the offender. The CCP, as covered earlier, include identifying and restructuring risky thinking, using structured skill building, teaching problem solving, building relationships, effective reinforcement, and effective disapproval. EPICS-I sessions follow a 4-part structure:



An advantage of this intervention is that it is designed to be delivered during everyday interactions between the influencer and offender. The model can provide influencers with the structuring skills needed to facilitate lasting behavior change. Influencers can be taught to help offenders identify risky situations and practice skills to successfully manage those situations. Another important benefit of this approach is that it builds on the interventions being taught in structured treatment groups and/or during contact sessions between the offender and his/her community supervision officer. That adds to the overall dosage of positive contacts that offenders receive. This is an important benefit, as even when using a model like EPICS, officers do not have an optimal amount of contact time with offenders under their supervision. As mentioned above, training of influencers also is beneficial for those offenders who are released directly to the community without supervision; contact with such influencers may be the only way such offenders receive prosocial support during reentry. Research on relapse prevention programs that trained significant others and family members in cognitive-behavioral approaches showed that they were three times as effective as programs that did not provide such training (Dowden et al., 2003). EPICS-I is the first model of its kind to translate this research into practice.

IMPLEMENTING EPICS-I

The EPICS-I model involves both training and coaching. First, influencers and coaches are trained in the EPICS-I model and the core skills. Then, the EPICS-I coaches are trained to provide assistance for influencers and the individuals they support. An EPICS-I coach can be anyone who has developed proficiency in the skills and is willing to provide support—for example, probation officers, case managers, or mentoring agency supervisors. After the initial training, skill development and long-term sustainability occur through ongoing coaching sessions between the influencer and the coach. Coaching sessions use the same format as EPICS-I sessions (Check-In, Follow-Up, Guidance, and Application) and aim to ensure fidelity to the model through regular meetings between the EPICS-I coach and the influencers. Emphasis is placed on helping the influencers integrate cognitive-behavioral interventions and evidence-based strategies into their regular interactions with the individuals they support.

A benefit of this model is the limitless supply of prospective influencers; however, the challenge remains to succeed in training all these potential influencers in use of the model. To allow agencies to develop sufficient internal capacity and sustainability to maintain the model, coaches may be trained as trainers of new influencers once they demonstrate proficiency in the EPICS-I model and

skills. This allows the coaches to train new influencers while continuing to provide ongoing coaching. A significant benefit of this approach is that it allows an agency to develop internal capacity to maintain the model.

The UCCI is currently piloting EPICS-I in three different projects. The first pilot site involves family members of individuals returning to the community after serving time in jail in Los Angeles County, California. The family members are being trained as influencers so that they can support the specific skills the offenders learned through cognitive-behavioral programming at the jail. Feedback already received from some of the newly trained influencers indicates how valuable the training can be. As one influencer said, “This is the training I have needed. Now I can finally help my son.”

The second pilot is an effort to improve reentry services in Hamilton County, Ohio. Numerous influencers have been trained using the EPICS-I model and are receiving ongoing coaching to support individuals returning to the community from prison, a local residential treatment facility, and the local justice center. In addition to influencer support, individuals can receive reentry services through the local office of reentry as well as possible parole or aftercare support from a parole or probation officer. Uniquely, this pilot involves a collaboration of various criminal justice agencies and actors all working together to support previously incarcerated individuals.

Finally, the third pilot site focuses on youth with truancy problems who are involved in the juvenile justice system. Here juvenile probation officers are being trained as coaches to support various influencers throughout Scioto County, Ohio. Notably, in this pilot study the school resource officers, teachers, members of local law enforcement, and treatment providers are the focus of the training to a greater extent than family members. These influencers are being trained in the same skills that probation officers are using during their supervision sessions.

As these pilot programs have progressed, several important implementation components and techniques have been recognized and put in practice.

- Offenders are asked to provide multiple potential influencers for a coach to contact to ensure the development of a support network. Recruiters also ask offenders to contact potential influencers to let them know that a coach will be contacting them.
- When coaches make the initial contact, they often receive a voicemail and are forced to leave a message. This message is generally brief, only including the coach's name, the name of the offender, and a request to return the call. Those potential influencers who call back and begin the training process have generally developed rapport with coaches very quickly and have found the support and skills helpful.
- When an offender does not have anyone to serve as his or her positive influencer, formal mentors can be provided to offer support. These mentors are connected with the influencer and trained in the same skills as any other influencer.
- Participant attendance is a critical component of implementation. Providing various training options for influencers is necessary to ensure attendance. For example, the EPICS-I training can be delivered in an 8-hour training session or in smaller sessions, including 1.5-hour, 2-hour, and 4-hour blocks spread out over a longer period of time. Furthermore, these sessions can be delivered in a group setting or individually.
- Options to help influencers hone their support skills may include direct observation by coaches of an interaction between the offender and influencer. By using such in vivo observations, coaches have the opportunity to model skills as well as provide specific feedback to the influencer after the session. Another option is for coaches to provide influencers with a tracking sheet that allows the influencers to track interactions that occur outside of the coach's presence. This form documents how confident the influencer felt with the exchange as well as any challenges that were experienced. Coaches are then able to follow up on these interactions during scheduled coaching sessions.

Influencers have conveyed many emotions about the EPICS-I process. Mothers and fathers have expressed relief because they are finally learning skills they can use to help their children, but they have also reported feeling anxious about trying something different. Significant others appreciate the fact that they can look inside the black box of treatment, which allows them to share a common language. Influencers have expressed fear and found that coaching helped alleviate their fear. For example, they may be apprehensive about trying new skills and fearful of the offender's reaction. However, with ongoing support from their coach, they are generally able to successfully implement the model.

SUMMARY

While there have been several models to emerge within the last ten years that implement the principles of effective intervention and core correctional practices into community corrections, EPICS-I is an innovative attempt to extend this strategy to include prosocial community support. EPICS for Influencers has the potential to provide a significant impact nationwide by increasing the knowledge, tools, and materials available to agencies trying to engage support networks. Having a program such as EPICS-I can provide communities with the capacity to train mentors and numerous other members of support networks so

that they can actively assist in reducing risk for offenders.

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MYRINDA SCHWEITZER SMITH received her Ph.D. from the University of Cincinnati and is a Sr. Research Associate and Deputy Director at the Corrections Institute in the School of Criminal Justice at University of Cincinnati. Her research interests include the assessment of correctional programs, the science of implementation and knowledge transfer, and more generally correctional treatment and rehabilitation. She has co-authored several publications, presented nationally and internationally on correctional interventions, and served as a project director for over 200 correctional projects. Her email address is schweiml@ucmail.uc.edu.

JODI SLEYO is a Research Associate and Development Coordinator for the University of Cincinnati Corrections Institute. She has a Master's Degree in Clinical Psychology from Xavier University and has worked in the field of corrections since 1996. She has extensive experience in cognitive-behavioral treatment as well as program redesign and implementation. Because she has worked as a practitioner with a variety of correctional populations and an administrator in the field, she has a solid understanding of agency needs at multiple levels. She has developed curricula, conducted program evaluations and provided training and technical assistance to agencies interested in improving service delivery. Her email address is sleyoj@ucmail.uc.edu.

EDWARD J. LATESSA received his Ph.D. from Ohio State University and is director and professor in the School of Criminal Justice at the University of Cincinnati. He has published over 150 works in the area of juvenile justice, criminal justice and corrections and is author of eight books including *What Works (and Doesn't) in Reducing Recidivism*, *Corrections in the Community*, and *Corrections in America*. Professor Latessa has directed over 195 funded research projects including studies of day reporting centers, juvenile justice programs, drug courts, prison programs, intensive supervision programs, halfway houses, and drug programs. He and his staff have also assessed over 600 correctional programs throughout the United States, and he has provided assistance and workshops in over forty-five states. He has also received numerous awards. His email address is latessej@ucmail.uc.edu.



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EXPLORING SUPERVISION RESOURCES AND STRATEGIES FOR VICTIMS OF INTIMATE PARTNER VIOLENCE

BY NATHAN LOWE, PH.D.

DISCLAIMER

This article was supported by Grant No. 2012-TA-AX-K039 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this article are those of the author and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

Intimate partner violence (IPV), also known as domestic violence, is among the most prevalent forms of violence in the United States. It involves a pattern of coercive tactics used to establish, demonstrate, and maintain power and control by one intimate partner over another. Results from the National Intimate Partner and Sexual Violence Survey (Breiding et al., 2014) indicated that an estimated 16% of women and 9.5% of men reported experiencing sexual violence by an intimate partner during their lifetimes. In the same survey, severe physical violence by an intimate partner (e.g., being hit with something hard, kicked or beaten, or burned on purpose) at some point during their lifetime was reported by an estimated 22% of women and 14% of men. Further, 9% of women and 2% of men report they have been stalked by an intimate partner. Finally, an estimated 47% of women and 46% of men experienced at least one act of psychological aggression by an intimate partner.

IPV cuts across all boundaries of race, age, social class, and sexual orientation, impacting the lives of many, including those involved with the criminal justice system. With this said, it is important to keep in mind that the victim and probation/parole populations are not mutually exclusive. In a survey conducted by the Bureau of Justice Statistics (Harlow, 1999), an estimated 56% of women and 5% of men offenders in prison, jail, or on probation reported experiencing IPV prior to their sentence. Of these offenders, 70% were on probation supervision in the community. These statistics indicate community supervision agencies are faced with many challenges in, first, properly identifying victims of IPV under supervision and, second, effectively supervising such offenders. The American Probation and Parole Association (APPA) conducted a request for information ("request") to explore what key resources and strategies adult community supervision agencies use to identify and supervise victims of IPV.

METHODS

Data were collected from a convenience sample of APPA agency-member representatives using an online request. Potential respondents were sent two separate email messages spaced about four weeks apart; each message included a description of the purpose for the request and a web link to complete the request. Respondents underwent an informed consent process prior to answering any questions. A total of 313 responses were received; however, since the purpose of the request was to identify strategies for working with victims of IPV under community supervision, only those respondents working for pretrial, probation, or parole agencies were included in the final sample. A total of 234 respondents met this criterion. The request instructed

respondents to answer the questions from the standpoint of their agencies, not as individuals.

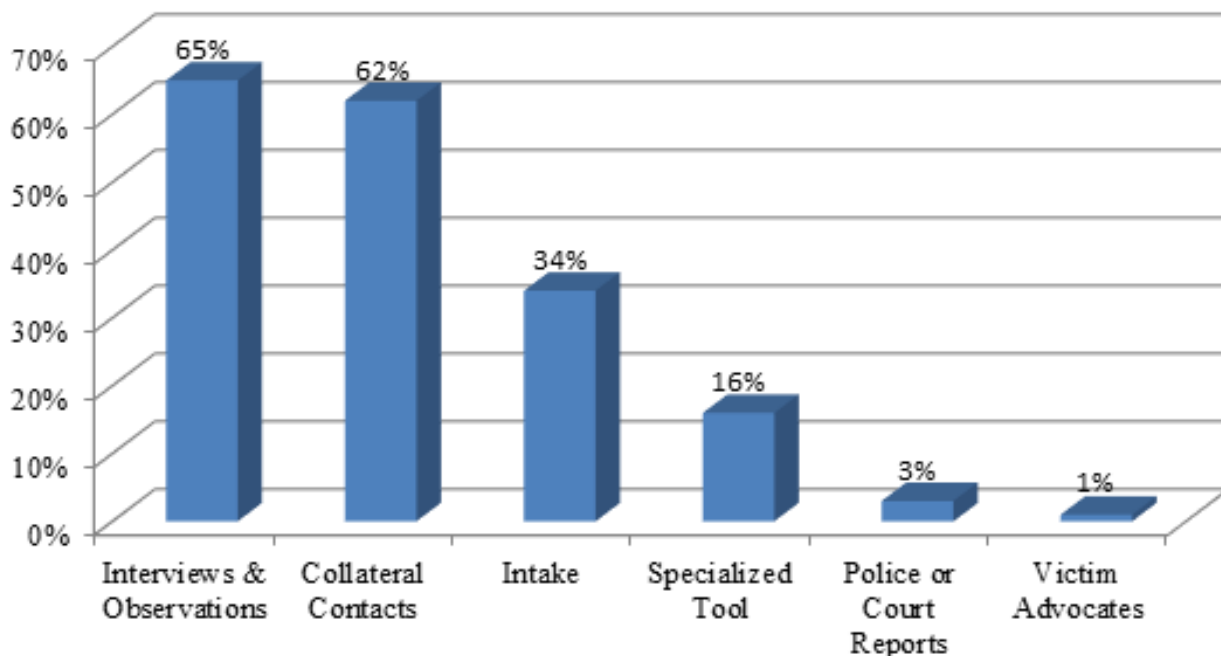
Of the 234 respondents in the sample, 85% represented probation agencies. Exactly half of the respondents indicated their agency primarily deals with adult offenders only, while the other half said their agency deals with both adult and juvenile offenders. Most (78%) of the respondents said their agency concentrates its efforts at the local (city, county, municipality, etc.) level, while 13% said at the state level. The remaining 9% indicated their agency concentrates its efforts either regionally within their states, nationally, or among tribes. Finally, when asked to describe the area where their agency is located and provides supervision services, 43% of respondents said

suburban (connecting rural and urban areas), 25% said large metropolitan/urban city, 13% said small town or village, 12% said small metropolitan city, and 7% said remote and/or isolated rural area.

RESULTS

The purpose of the request was to better understand what resources and strategies adult community supervision agencies use to identify and supervise victims of IPV. Therefore, an exploratory approach using descriptive statistics was undertaken to examine these issues. Respondents were first asked about the methods their agency used to identify victims of IPV under supervision. As Figure 1 shows, in-person interviews/observations by officers and reports from collateral contacts were the two most commonly used methods. About one

Figure 1: Methods to Identify Victims of IPV



third (34%) of respondents indicated their agency's intake interview form for offenders has questions about being a victim of IPV. A smaller number of respondents said their agency used either a specialized screening/assessment tool for IPV, police or court reports, or victim advocates as key sources of information.

Approximately 62% of respondents said field supervision officers employed by their agency received formal training to enhance their ability to identify victims of IPV on their caseloads. Of these (n=132), almost half (44%) of respondents indicated their agency provided training to its officers (see Table 1). Over a third (36%) said officers receive training at professional conferences. Less than 10% of respondents identified either online training or multiple sources of training.

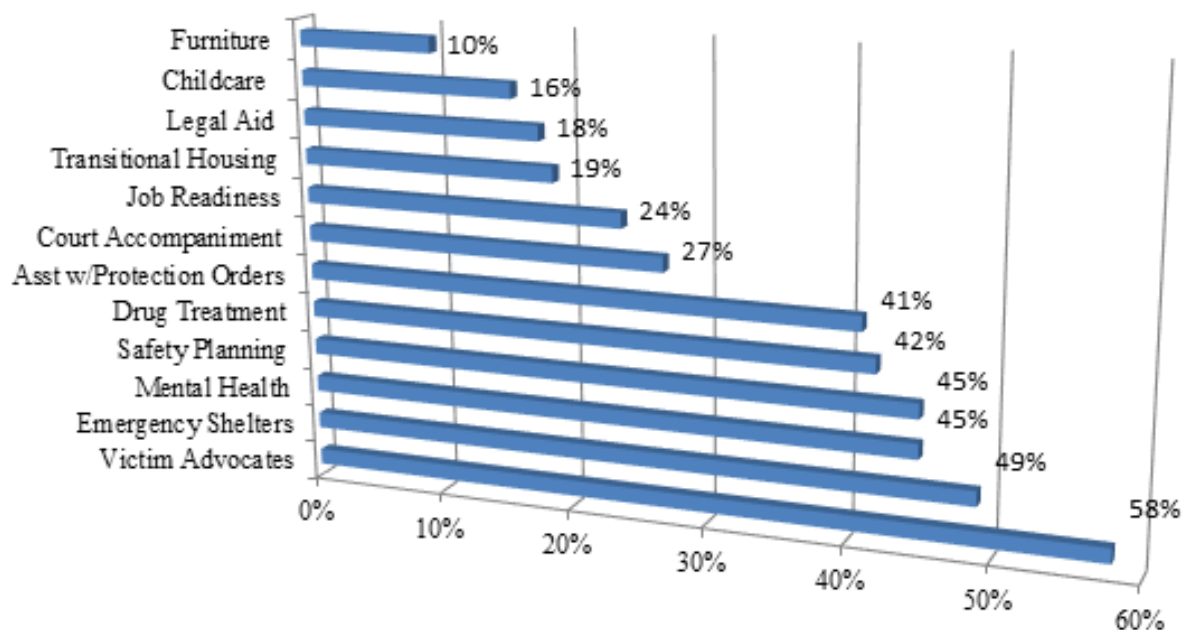
TABLE 1: TRAINING SOURCES AND TECHNIQUES

Source of Training	
Agency or Support Staff	44%
Training Workshop at Professional Conference	36%
Online Training Course or Webinar	9%
Multiple Sources	8%
Techniques Learned from Training	
Observing "Red Flags"	44%
Working with Collateral Contacts that Provide Services	40%
Asking Questions about Suspicious Activity	35%

Regarding the techniques for identifying victims of IPV that officers learned from training, almost half (44%) of respondents said officers learn how to pay attention to "red flags" of victimization. Red flags may include the supervisee having an overly protective partner or, in contrast, the supervisee may be overly timid in the relationship with a partner; the supervisee having unexplained injuries; the supervisee failing to obtain employment due to not wanting to work away from home; or the supervisee failing to make court-ordered payments due to reportedly not having access to household finances. Similarly, over one third (35%) of respondents indicated officers learn how to properly ask questions to victims about suspicious activity. About 40% said officers learn in their training how to effectively work with collateral contacts that provide services to victims of IPV--and this is an important part of their job, because building a strong network of collateral contacts is a great resource to have at their disposal.

Finally, respondents were asked to identify services their agency provides to victims of IPV under supervision. An agency may have its own staff and/or contracts with local providers in the community to provide these services to victims. As Figure 2 shows, well over half (58%) of respondents said victim advocates are provided to victims of IPV under supervision. Of these, most said their agency partners with another government agency (e.g., district attorney or police) or non-profit organization for victim advocacy services. Almost half said their agency provides emergency shelters (49%) for victims. Similarly, 45% of respondents specified that victim safety planning is another service provided, which is usually done through the victim advocate and is a detailed, dynamic process for supervisees to keep themselves and their children safe.

Figure 2: Services Provided to Victims of IPV



Treatment, whether for mental health issues (45%) or substance abuse/addiction (42%), is another service readily provided to victims as indicated by agency respondents. Legal assistance for victims was identified as another core service, with agencies assisting with protection orders (41%), providing court accompaniment (27%), and providing legal aid assistance for civil disputes and/or court hearings (18%). Moreover, agency respondents identified several general services provided to victims of IPV, including job readiness and retention programs (24%), transitional housing (19%),

childcare programs (16%), and furniture rental/loan/donation programs (10%).

APPA conducted this request as part of its series of online training courses on IPV. APPA's full suite of online training courses can be found at <http://appa.academy.reliaslearning.com>. Again, the intent of this request for information was exploratory, and the hope is to use the findings to inform future work on IPV and community corrections. Direct questions to Dr. Nathan Lowe at nlowe@csg.org.

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NATHAN LOWE, Ph.D., is the Program Director for Grants and Research projects at APPA and in this capacity provides oversight for the association's 21 active projects and the staff members who work on them. A former practitioner, his work throughout his career has primarily concentrated on efforts to improve community correction supervision practices, with interest in studying the quality of interactions between officers and supervisees.



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PROBATION SERVICES IN BARBADOS

BY DANA WILKS

The eastern Caribbean island nation of Barbados, part of the British Commonwealth, is home to over 284,000 individuals according to the World Bank. The country does not have a parole system but does have probation services. In June 2016, its Chief Probation Officer, Dorita Lovell, and Deputy Chief Probation Officer, Angela Odle, both sat down to discuss probation services in Barbados with me in my capacity as a representative of APPA's International Relations Committee.

The Chief Probation Officer, who reports directly to the Minister of Home Affairs, is the individual in charge of administering the Probation Department and making sure its services are available in the magisterial districts. The Chief is assisted by the Deputy Chief, who provides direct supervision to senior probation officers, and these senior officers in turn work directly with line level probation officers. Officially there are 17

probation officer positions, but several are presently vacant: Barbados, like many other countries, has been experiencing a recession, and the government has been unable to fully fund probation services. This means officers are carrying larger caseloads while continuing to try their hardest to provide quality services.

A bachelor's degree in social work used to be a prerequisite for employment as a probation officer in Barbados, but more recently such positions have been opened to college graduates with degrees in sociology, psychology, or other similar fields. Probation officers are assigned exclusively to either adult or juvenile cases. However, all these officers are generalists, in that they are responsible for court reports, supervision, and a variety of other work in addition to typical supervision. For example, a significant portion of both juvenile and adult probationers have been court-ordered to complete community service only. The officers are responsible for monitoring compliance with such community service by this large population, providing the court with progress and termination reports. Moreover, the probation department carries responsibilities for certain domestic and civil cases.

Probation staff currently utilize the LSI-R and the YLSI for assessing adults and juveniles, respectively. These tools aid in identifying criminogenic needs for case plans and differentiating risk levels for supervision purposes. Officers are

required to complete social inquiry reports on all juvenile cases, while adult pre-sentence investigation reports are optional in the lower court but mandatory in the higher court.

With regard to available interventions, several internal programs are available in addition to a variety of community-based referrals. For example, the department offers gender-specific programming for those between the ages of 13 and 18. It also offers community-based outpatient treatment at no cost to the probationer. Last year, the department had its first drug court graduate, and it is currently serving about 15 individuals in its problem-solving court.

While we were discussing the department's work, it became obvious that creating positive working relationships with individuals assigned to supervision is considered paramount by these administrators. Chief Probation Officer Lovell described how her department serves as a safety net and strives to provide support for long-term success. She noted that it is not unusual for individuals to continue to make contact with probation staff well after the termination of supervision to get support in resolving life's challenges. Officers create a place where individuals can come back to get assistance with ongoing struggles or to celebrate milestones.

In the future, the Probation Department hopes to acquire more

advanced technology and to improve its research capabilities. If there were a wish list, management would also like to see more resources allocated to probation. This would include additional probation officers, more training, increased specialization, and deeper outreach aimed at advancing outcomes and improving the social environment to which each individual returns following supervision.

In reflecting on this interview, the Barbados experience reminds us of the importance of both the working alliance and the risk principle. Throughout the Barbados probation system, officers work to build rapport with probationers, which assists in long term behavior change. As noted, it is apparently not unusual for individuals to continue to seek guidance and celebrate victories with their probation officers long after completing supervision. For those who may have had limited coping skills prior to supervision, this ongoing support helps them to meet life's challenges in a pro-social manner, thus reducing their risk of reoffending. In addition to such strong working alliances, Barbados provides an effective example of the risk principle. The system places a significant number of individuals on a community service caseload, thereby diverting them from deeper penetration into the criminal justice system. Minimizing the services provided to these lower risk individuals allows the limited resources of the Probation Department to be focused on higher risk probationers. It is both this effective allocation of resources and the

emphasis on strong working alliances that allows for a relatively small and understaffed system to provide effective supervision and enhance public safety in this island nation.

DANA WILKS has worked as a halfway house supervisor, a probation officer, a probation supervisor, and a probation analyst for the Colorado State Court Administrator's Office (SCAO), where she currently manages the Probation Programs unit. She is a Certified Corrections Manager, as awarded through the Commission on Correctional Certification. Additionally, she represents Region 13 on the APPA Board of Directors and is a member of APPA's International Relations and Research committees.



The Victim Issues Committee met in both Atlanta and Cleveland to strategize about how to promote awareness of issues pertaining to victims—both during the APPA Institutes and in the field throughout the year—as well as how to increase committee membership. Both goals can be furthered by increased collaboration with our counterparts in partner associations, and the committee has invited representatives from all victim groups and committees to attend APPA Institutes. Victim services committees affiliated with partner associations include those connected with the American Correctional Association (ACA), American Paroling Authorities International (APAI), National Association of Victim Assistance in Corrections (NAVAC), and National Institute of Corrections (NIC).

Victim committee representatives of the above associations have already come together earlier this year to present a panel at the NAVAC Conference held in June in Portland, Oregon; that panel served to introduce these associations and their

committees to post-conviction victim advocates and allowed them to discuss the importance of having all victim advocates take part in these associations. It is the hope of the Victim Issues Committee that more post-conviction victim advocates will get involved with APPA, and we will work toward that objective.

The Victim Issues Committee is interested in initiating several projects in the near future. One is to use a survey to seek out any probation and parole departments that have been successful in both affording victims their rights and incorporating a victim services program within their agency; the goal is to create a template that other departments might follow. In addition, our participation is needed in helping to update the *APPA Handbook* and putting it in an electronic format. Finally, several members of the committee and of its partner associations are interested in creating an on-line Academy for Post-Conviction Victim Services. The Victim Issues Committee would like to take the lead in this project, if possible.

Pertinent to our work is the fact that earlier this year the U.S. Department of Justice issued a final rule for the Victims of Crime Act (VOCA) Formula Victim Assistance Grant Program, and the Committee has been assessing and discussing this document. Many significant changes and clarifications have been made to VOCA funding that reflect priorities established by victim/survivor/advocate roundtables, such as:

- comprehensive legal assistance, including victims' rights enforcement and civil legal assistance related to the victimization;
- transitional housing for victims of domestic violence, human trafficking, and other crimes and expanded coverage of relocation expenses;
- coverage of forensic interviewing and some medical expenses;
- volunteer training, including support for Court-Appointed Special Advocates; and
- victim-centered restorative justice.

The new VOCA rule can be accessed at <https://www.gpo.gov/fdsys/pkg/FR-2016-07-08/pdf/2016-16085.pdf>. In addition, a press release that provides a concise overview is available at <https://www.justice.gov/opa/pr/departments-justice-expands-services-crime-victims>. It is noteworthy that Congressionally-authorized VOCA funding for 2017 is \$2.737 billion, which is a significant increase over the approximately \$750 million annually provided in the years prior to 2016.

In other news, the Office for Victims of Crime (OVC) announced the release of *Achieving Excellence: Model Standards for Serving Victims & Survivors of Crime*, which is an update to victim assistance standards published with OVC support in 2003 by the University of South Carolina and the National Victim Assistance Standards Consortium. This e-publication is intended to enhance victim service providers' capacity to provide ethical, high-quality responses to crime victims and to meet the demands facing the field today. It includes three sets of standards:

- The *Program Standards* recommend guidelines, policies, and procedures that victim-serving organizations should have in place. These standards also identify ways of documenting and administering services.
- The *Competency Standards* describe the general attitudes, knowledge, and skills needed for professional competency in the crime victims' field as well as how providers can achieve these competencies.
- The *Ethical Standards* identify the ethical expectations of service providers based on core values for the field.

Finally, the U.S. Department of Justice Office for Victims of Crime has named the week of April 2 to 9, 2017 as National Crime Victims' Rights Week (#NCVRW2017) in which the theme is "Strength. Resilience. Justice."

ANGIE MCCOWN is the Victim Services Division Director for the Texas Department of Criminal Justice. She is a consultant for DOJ's Office for Victims of Crime in victim services curriculum development and training. She is a volunteer and consultant for Concerns of Police Survivors, assisting with National Police Week in Washington, D.C. and providing counseling at the COPS Kid's Camp and Family Retreats to survivors of law enforcement line of duty deaths. Angie is also a family therapist with over 30 years of experience in the victim services field, and she is Chair of the APPA Victim Issues Committee.

RESEARCH

In August 2016, 10 active and engaged members of the Research Committee met at the Annual Training Institute in Cleveland, Ohio, with renewed energy for accomplishing the Committee's goals. Immediately after the meeting, the Winter Training Institute subcommittee reviewed all submissions and ranked them in regard to their focus on research. We look forward to seeing these panels come to fruition at the Winter Institute in Reno, Nevada in January 2017.

Throughout the fall, the "Get Smart About" subcommittee has been busy drafting and fine-tuning the second release in its planned series of targeted educational materials. This subcommittee carries out the important work of identifying and summarizing the most pertinent research in areas important to practitioners and then making that information readily available for use in agencies across the country. The chosen format is a concise but content-rich two-page document focusing on a single topic and designed to be of optimal use for staff briefings, for supplementing training, or for serving as the focus of discussion among stakeholders. The first "Get Smart About"

covered the use of rewards and sanctions within probation and parole agencies. The second covers risk assessment and will provide helpful information on the what, why, and who of risk assessment as well as implementation ideas and questions that may help agencies determine how to optimally use risk assessment tools. This topic is of particular importance in light of recent media attention. This "Get Smart About" will be published in the Spring issue of *Perspectives* and will also be available on the APPA website. Next year's chosen topic will be a companion piece focusing on the importance of assessing criminogenic needs.

This research update concludes by sharing some interesting information from *The Bottom Line: Research Update on DWI Courts*, a paper written by Dr. Ashley Harron and Judge J. Michael Kavanaugh (Ret.) and published by the National Center for DWI Courts in 2015. In this document, which can be found at http://www.dwicourts.org/sites/default/files/nadcp/The%20Bottom%20Line_0.pdf, the authors provide evidence that courts that have adapted the drug court model to specifically focus on driving while intoxicated (DWI) cases "reduced both DWI recidivism and general criminal recidivism by an average of more than 12%." This finding is based on a meta-analysis of 28 DWI court evaluations that met the authors' criteria for inclusion. In addition, the analysis showed that the best run DWI courts can reduce recidivism (i.e., re-arrest or re-conviction) by up to 60%. Another

important outcome measure for DWI courts is the likelihood of motor vehicle crashes. One study included in the meta-analysis was conducted in San Joaquin, California, and found that DWI court participants, regardless of whether or not they completed the program, were half as likely to be involved in an alcohol- or drug-related car crash over a period of 18 months. Lastly, the authors indicate that use of DWI courts can be cost effective, citing two independent evaluations in Maryland that determined the state's DWI courts "produced average net cost savings of \$1,505 per participant and \$5,436 per graduate." You are encouraged to read this monograph to get additional details of the analysis and its findings. It may prove to be a useful resource for any jurisdictions considering adding a DWI court to their array of strategies for those in need.

See you in Reno. All APPA participants are welcome at the Research Committee meeting.

NATALIE PEARL is an Evidence-Based Practice Implementation Consultant and serves as current chair of the APPA Research Committee. She can be reached at DrNPearl@gmail.com.

During the Summer Institute in Cleveland, members of the Health and Safety Committee approved the following mission statement: “The APPA Health and Safety Committee is committed to using research and data to recommend strategies to improve the health and safety of community corrections professionals throughout the nation.” The Committee believes this statement is consistent with the evidence-based practice approach now prevalent in the field of community corrections.

The Committee determined that its highest priority project should be to conduct a survey to obtain information on search and seizure policies and procedures that are currently utilized in probation supervision. Committee members are in the process of working on this project, and connections are being made with APPA staff to explore the possibility of conducting surveys with APPA resources.

The National Law Enforcement Officers Memorial Fund is building a national museum in Washington, D.C., to tell the story of American law enforcement. Though construction depends on donations (it has no federal funding), congressional authorization has been obtained for a location on federal land, and the museum will feature an underground design with an entrance next to the site of the National

Law Enforcement Officers Memorial—a memorial where names of 33 probation and parole officers are currently inscribed. The museum will have exhibits on the history of law enforcement and specific agencies. The Committee agreed that APPA should pursue the inclusion of a display on probation, parole, and community corrections. Committee members are now determining the process for requesting a display in the museum and are making appropriate contacts.

Other areas of interest for the Committee include the use of body cameras by probation and parole officers, the application of the Law Enforcement Officers Safety Act (LEOSA) to the field of community corrections, and the availability of training through the Project Safe Neighborhoods programs in partnership with APPA and the Community Corrections Institute.

RONALD G. SCHWEER, M.P.A., is the Director of Management Training and Organizational Development for Community Corrections Institute, LLC. He recently retired from his position as a Chief U.S. Probation Officer for the District of Kansas following 25 years of service to the U.S. Courts System. He is also current Chair of APPA’s Health and Safety Committee.

ARE YOU

Linked



Most readers are familiar with social networking sites such as Facebook and Instagram. These platforms can be a fun way to share our thoughts and photos and to generally keep in touch with friends and family, but did you know that social networking has rapidly become an essential career tool as well? Sites such as LinkedIn, with over 180 million users worldwide, allow individuals to create profiles listing their key experience, education, and interests. Most importantly, these sites make it simple for individuals to make connections with other users in order to build their networks. How does this help one's career? Well, a large and diverse network can be very useful in cases where your employment situation is changing and you are looking for a new job. Not only are your relevant qualifications readily available on your profile, you can also quickly make it known to your entire network that you are actively seeking new opportunities. Your "connections" may know of a position that matches your skill set. Even if you are satisfied with your current job, your profile may catch the eye of a recruiter with a position to fill. A job offer with better compensation or a consulting opportunity could come your way with no effort on your part. A strong presence on these social networking sites can increase the chances that opportunities find you.

Another way these sites can help your career is by connecting you with others within your industry. We all know how important it is to network professionally, but it can be challenging to do so when one's travel opportunities are limited and most interaction is between colleagues within one's own jurisdiction. Industry groups on social networking sites can help bridge this gap. For example, the American Probation and Parole Association (APPA), as an organization, maintains a presence on LinkedIn with a dedicated *Group* that currently consists of more than 9,400 members. Content focuses on current issues facing those in the field of community corrections. Members regularly share APPA news and initiatives, relevant media items, and other resources. By participating in discussions, members can interact with colleagues from around the world and gain new perspectives.

Visit www.linkedin.com today, set up a profile, and join the American Probation and Parole Association group. You won't be sorry you did.

JOE RUSSO is Corrections Technology Lead for the Justice Technology Information Center (JTIC), a component of the National Law Enforcement and Corrections Technology Center (NLECTC) System and chair of the APPA Technology Committee. For further information on the APPA Technology Committee, please contact Joe Russo at jrusso@du.edu.

JUVENILE JUSTICE

In response to APPA President Susan Burke's theme of community corrections' role in public safety, the Juvenile Justice Committee recently approved its strategic goal: "To collaborate with national partners who provide resources and technical assistance that promote new and innovative programs and best practices that are results-driven in order to enhance juvenile services." Committee members suggested several implementation steps for the strategic goal, including creating a national partners list, sharing juvenile justice information through organizational publications, developing official position statements, and increasing the number of juvenile justice workshops at APPA Institutes.

Committee member Teri Deal invited us to participate in the Model Data Project sponsored by the National Center for Juvenile Justice (NCJJ) and funded by the Office of Juvenile Justice and Delinquency Prevention. The NCJJ is partnering with APPA, among others, on this project. The Model Data Project aims to improve the consistency and quality of juvenile justice information and to inform data-driven policy and practice decisions at the

federal, state, and local levels. Currently, NCJJ is asking agencies to become involved in online discussions on the topics of (a) data related to race and ethnicity and (b) sharing information on youth involved in multiple systems.

We will continue to hold virtual meetings between Institutes to complete committee work prior to face-to-face meetings. We are reviewing our current position statements to determine next steps, and the committee may opt to develop a position statement on either the school-to-prison pipeline or responding to adolescent trauma. Committee members are encouraged to submit articles to *Perspectives*.

TANIA APPLING is the Unit Manager of the Professional Development Unit in the Georgia Department of Juvenile Justice (DJJ), where she oversees DJJ's professional development and leadership courses for staff. She has been employed with DJJ since 1997. She became an APPA member in 2010, served as track chairs for several Institutes, and currently chairs APPA's Juvenile Justice Committee.