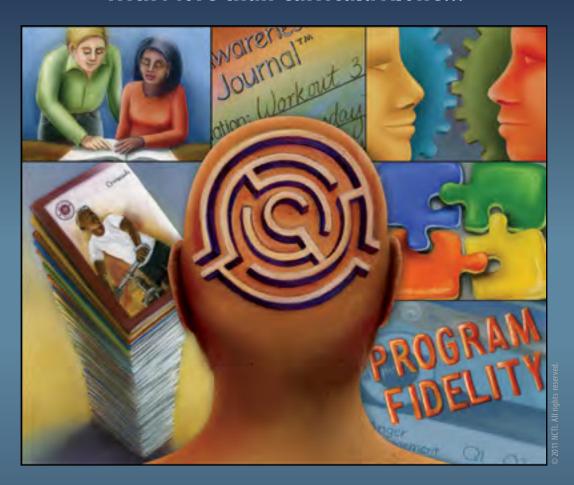




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board president's message



BRIAN LOVINS
PRESIDENT

hanks to everyone who joined us in Atlanta for the Winter Institute. What an incredible program that Veronica Cunningham, the APPA staff, and the Program Chairs put together for us.

We heard from speakers across the country reminding us how important our own health is in doing this work—as we all know, you have to take care of the people who take care of the people. We discussed the importance of approaching our work with a Diversity, Equity, Inclusion, and Accessibility lens—that we cannot have healthy workspaces unless there is true opportunity for all. We heard from experts on the need for supervisors and managers to take a different approach when working with staff and leading their agency's mission—again as a leader, we have to create environments where people can do great work. And with one of the most powerful messages, Bryan Stevenson reminded us that we cannot do great work without Hope and Proximity.

As individual actors in the system, we understand the need for people to have pathways to success. We see the hopelessness in the people we serve, when they recognize that there are few, if any, pathways forward. But as a system, we get caught up too often in the "you have to admit your past to change your future" or "the system needs to hold people accountable to change" frameworks. We have been conditioned to believe that the only way forward is to admit you are "broken" and "pay a price" for your past behaviors; then and only then can you take a step forward.

While our work in the United States has been steeped in this "fight denial and apply accountability" framework for 100+ years, we are beginning to challenge this thinking. As we read through this edition of Perspectives, I would challenge us to set aside our assumptions about the necessity for admitting ones past and being held accountable by the system and examine what other countries have done to address criminal behavior in their communities. As we reflect on Mr. Stevenson's words, it is important for us to instill hope and be proximate to the people who we work with, and maybe, just maybe, some of these articles will help us explore ways to do just that.

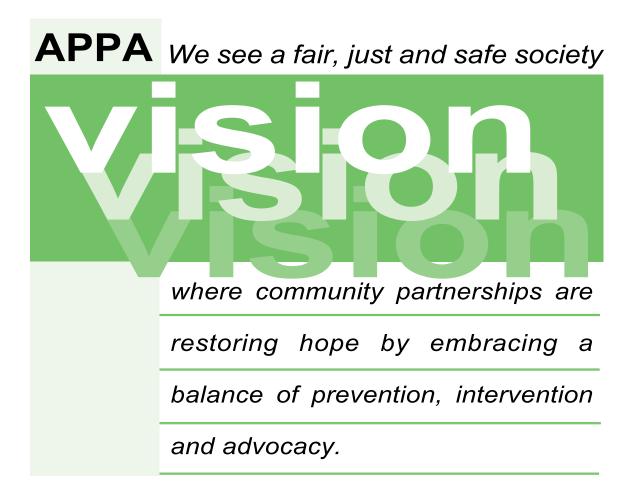
Now on a more personal note, I want to take time to acknowledge the passing of my mentor, my colleague, and my friend, Dr. Edward Latessa. As many of you know, Dr. Latessa was one of the academicians who was able to transcend the ivory tower and speak directly to us working in the field. In the late 1980s and early 1990s when rehabilitation was almost dead, Dr. Latessa was traversing the country talking about the need for better change-oriented interventions. His "what works (and what doesn't) in corrections" talk resonated loudly across this country at a time when the system was moving towards what Ed would call a "trail 'em, nail 'em, and jail 'em" perspective. Ed would continually call for the system to shy away from punishment-based interventions and focus instead on improving behavioral change interventions. Let me be clear, his critiques didn't stop at just punishment-oriented interventions; he was equally critical of behavioral change programs that were rooted in anecdotal evidence and not science. Calling for an end to correctional quackery, Ed was one

president's message

of the first to challenge the efficacy of boot camps and scared straight programs leading to the eventual closure of many of these programs across the country.

While people loved his sharp wit and his willingness to call out programs for ineffective work, I believe people loved him even more because he didn't just stop at telling us what doesn't work, he went on to lay out a path of how we get better. His work was foundational in the growth of effective correctional practices through the creation of quality assessments, the development of interventions based on theories of behavioral change, and the delivery of research that examined the effectiveness of correctional programing. His scholarly work, his passion to help move the field forward, his mentorship, his resounding call for better programming, and his approachability made him an incredible ambassador for the work that we do today. Thanks Ed, for the work that you inspired in me and many others in the field. We would not be where we are today without your vision, passion, and amazing ability to talk directly to the people who do this work.

Bund hors



editor's notes



Julie Truschel, M.A.

APPA INTERNATIONAL RELATIONS
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WORLD (SAW) PROJECT, DIRECTOR

elcome to this second special edition of **Perspectives** dedicated to international restorative justice, brought to you by APPA's International Relations Committee. Our members have connected with colleagues who offer their expertise and operational examples for allowing people to repair the harm caused by their actions. In this edition, we offer articles describing two American restorative justice programs and two international models. These contributions on restorative practices complement and elaborate themes and practices discussed in the Perspectives summer edition.

The American program articles both discuss working with first-time juvenile offenders who are appropriate for diversion away from the court system. The program in California works with urban youth while the Minnesota program reflects a rural offering in a smaller community.

The New Zealand article describes the modern operation and institutionalization of restorative justice in a country which traces its reparative practices to principles originating in the indigenous Maori population. The article from the Netherlands discusses practices contributing to the restoration and desistance of the perpetrator, as well as integrated methods and tools.

We hope that you enjoy this further exploration into the world of restorative justice.

Sincerely, Julie Tunschel

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Results are measured and direct our service delivery;

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.

from the executive director

he international committee has put together an excellent second issue of *Perspectives* featuring articles from the U.S. and abroad that describe different restorative justice programs. As expressed previously, I have a keen interest in both the development of restorative justice programs and in fostering awareness of international programs. That interest has grown, not abated.

Many say, "What's done cannot be undone" – that is not always true. Restorative justice programs are a good example. In view of the planning, hard work, and skills of those working in restorative justice, it is not surprising to see a significant number of success stories. These programs can have a powerful positive impact on both victims and the individuals responsible for harming them.

Reparative justice programs involving youth are especially consequential, as there's hope of truly changing the lives of the young participants who learn the consequences of their actions, take responsibility, make a sincere apology, and undertake necessary steps to redress the harm they've caused. Reading about these programs clarified for me the need to bring the parties together in a safe space and to ensure that victims have a voice. Sometimes there will be a resounding success and other times just baby steps in the right direction. But those are truly important baby steps-and the goal, to repair harm, is definitely worthwhile.

With regard to the international perspective, I note that I will be part of a delegation traveling to Poland later this year, having been invited to join a delegation from Iowa. Probation in Poland has just celebrated its 100th anniversary, and I'm told they have some very unique programs. The delegates will make presentations, learn about

VERONICA CUNNINGHAM APPA EXECUTIVE DIRECTOR/CEO

their programs, and visit some facilities. Members of a previous delegation from lowa in 2019 found the visit was quite interesting and broadened their viewpoint. A return visit by a delegation from Poland is expected.

In planning for this trip, I and the other delegates will keep in mind that Poland, like many countries, has different correctional priorities than those we are used to, and they may not have the same access to resources. Restorative justice is one of the many topics that I will be discussing, so this Perspectives issue is timely!

In closing, I want to express my thanks to the International Committee and everyone else involved in producing this issue of *Perspectives*. The hard work is recognizable!

Ver voice Gerninghow

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. Articles must be emailed to perspectives@csg.org in accordance with the following deadlines:

Unless previously discussed with the editors, submissions should not exceed 12 typed pages, numbered consecutively, and double-spaced. All charts, graphs, tables, and photographs must be of reproduction quality. Optional titles may be submitted and selected after review with the editors.

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:

Mattson, B. (2015). Technology supports decision making in health and justice. *Perspectives*, *39*(4), 70-79.

Hanser, R. D. (2014). *Community corrections* (2nd ed.). Thousand Oaks, CA: Sage.

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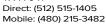
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This article was made possible by Hayley Mackenzie from New Zealand's Ministry of Justice, who authored the keynote speech for the 12th Annual Alberta Restorative Justice in 2018 (Mackenzie 2018). Hayley has allowed this author to utilize much of the information contained in her speech and has reviewed and approved the use of this article.

Introduction

New Zealand has often been hailed as leading the world in the field of restorative justice (RJ). While we were the first country to institutionalize a form of RJ through legislation (Children Young Persons and Their Families Act 1989), the mechanism (the family group conference) mirrored and acknowledged traditional approaches to harm and wrongdoing used by our indigenous peoples-the Māori. RJ is now embedded in our criminal justice system, thereby requiring courts to adjourn proceedings to determine whether RJ is appropriate for eligible cases. The New Zealand Government has obligations to the Māori as the first people of this country. We must acknowledge their culture and practices and the contribution these have made to what we know as RJ today.

This article will discuss some of the strengths and challenges of RJ practice in the adult jurisdiction. I will focus in on the relationship between the Crown and community restorative justice providers and the complexities and opportunities this relationship provides. I will also discuss current and future plans for strengthening RJ practice across New Zealand.

Background

New Zealand is a small island nation in the South Pacific with an estimated population of 5 million. Approximately 72% of people identify ethnically as European, 15% Māori, 15% Asian, and 9% Pacific Islander. Our first nations people are the Māori, who arrived from Polynesia and settled in New Zealand in the 13th century.

New Zealand became a British colony in 1840 when the Treaty of Waitangi was signed between Māori tribes (iwi) and the British government. The treaty agreed to a nation state and the building of a government.

It is a continuing cause of contention in New Zealand. Briefly, there are two versions of the document. One is written in English and the other in Te Reo Māori (Māori language). The treaty in Māori was intended to convey the meaning of the English version, but there are important differences due to its translation. Most significantly, the word "sovereignty" was translated to mean "governance." Some Māori believed they were giving up governance over their lands but retaining the right to manage their own affairs. The English version guaranteed "undisturbed possession" of all their "properties," but the Māori version quaranteed "tino rangatiratanga" (full authority) over "taonga" (treasures, which may be intangible).

New Zealand has a centralized system of government similar to a federal system and operates a traditional adversarial criminal justice system to which all New Zealanders are subject. Some Māori argue for judicial autonomy as per the original intent of the treaty but remain embroiled in a system they did not sign up for.

With no firm resolution of these issues, all government partnerships with communities are required to honor the principles of the Treaty of Waitangi. These are partnership, protection, and participation.

For the justice system this entails:

- Partnership involves working together with iwi (tribes), hapū (sub-tribes), whānau (extended family), and Māori communities to develop strategies that support Māori well-being if they are in contact with the justice system.
- Participation requires Māori to be involved at all levels of the justice sector, including in decision-making, planning, development, and delivery of services. It is about empowering Māori communities to achieve their aspirations

 Protection involves the government working to ensure Māori have at least the same level of justice outcomes as non-Māori and to safeguard Māori cultural concepts, values, and practices.

Māori Justice

Like many traditional societies, legal systems in Te Ao Māori (Māori world view) were based on the principles of kinship, and sources of law were generally derived from their belief in the laws of the universe in which they lived.

In Te Ao Māori, for example, intricate realms existed that were connected by whakapapa (lineage) and operated through whanaungatanga (kinship). Knowledge was passed down, and ways to behave were known as tika (correct) and pono (true). "Discussions of principles, augmented by ancestral precedent, allowed people to focus on what they ought or ought not to do in their relationships with others" (Quince, 2016, p. 315).

Where a breach of tikanga (right doing) occurred, the restoration of right relationships was sought. A kaumatua (chief) would facilitate a meeting but be supported by kin of both parties and their collective knowledge and wisdom. The aim was to have the offending party understand his or her transgression and to hence feel whakama (shame) and remorse. Acceptance of the utu (punishment) resolves the matter, and the person's mana (dignity) place in the community was restored through collective teaching, healing, and restitution (Wijeysingha, 2018).

It is important to examine and understand the differences—some significant—between indigenous justice and RJ. For example, a focus on both restitution and healing rather than blame and punishment must take place. For Māori there is strong alignment between their principles and values such as reconciliation, reciprocity, and whanau (family and close community) involvement.

Effects of Colonisation

Like other countries with first nations

people, the effect of colonisation has been devastating. Māori are overrepresented at every stage in the criminal justice system. They comprise 37% of people proceeded against by police, 45% of people convicted, and 52% of people in prison (New Zealand Ministry of Justice, 2021).

Māori are also over-represented as victims in criminal justice matters. In 2018, over one third of Māori adults (38%) were victimized within a 12-month period. This is significantly higher than the New Zealand average of 30% (New Zealand Ministry of Justice, 2018).

The Evolution of RJ's Institutionalization

New Zealand first institutionalized a form of RJ/alternate justice through legislation in the 1989 Children Young Persons and Their Families Act,

Throughout the 1980s, juvenile offending was rising and the system was overburdened. The punitive system of addressing wrongdoing by young people was ineffective. Sanctions and incarceration were not requiring young people to address the harm they were causing. Communities and Māori leaders argued that "Western justice" wasn't working for young people, particularly young Māori. While there is some dispute regarding government objectives at this time, there is a general narrative that these concerns were listened to by the presiding government. The resulting legislation enabled and mandated the use of "family group conferences (FGC)"-a mechanism for addressing issues and making decisions about a young person without the requirement for a court hearing The FGC was developed based on Māori principles and practices (Maxwell & Morris, 2001).

While little was known about RJ at this time, the FGC can be described as "innovative justice" based on what was known about indigenous responses to wrongdoing and harm. Where RJ is now often described as a response to the failings of the Western criminal justice system in modern liberal society, it falls retrospectively into this definition.

The FGC was praised as a justice reform success (Maxwell & Morris, 2001), and people began to advocate for legislative reform in the

adult jurisdiction to allow for RJ. Beginning on an ad hoc basis in the 1990s, a four-year pilot programme began in 2001 in selected courts (Maxwell & Hayes, 2006). The 2002 justice reform package gave judges discretion to refer eligible cases to an RJ service.

Despite the fact that four acts had previously passed in New Zealand that changed the law to enable restorative justice with regard to adults (Sentencing Act 2002, Victims' Rights Act 2002, Parole Act 2002, Corrections Act 2004), there was no mandate for it to be used until 2014. An amendment to the Sentencing Act was passed in that year which changed the language so that, for all eligible cases, the Court must adjourn trial proceedings prior to sentencing to allow for RJ options to take place. A case is eligible if the person pleads guilty and there is an identifiable victim. RI must not have previously taken place for the same offense, and the court registrar must confirm that a suitable RJ process is accessible.

Since the move from discretionary to mandatory consideration of RJ, the number of referrals has grown drastically. In 2011, 2252 cases were referred. In 2017, this was 12,867. Of these referrals, 1360 progressed to conference in 2011 and 2401 in 2017 (Wood, Suzuki, Hayes, & Bolitho, 2021).

The pre-sentence opportunity for RJ does not allow for offenders to exit the justice system. The offender is still sentenced after the restorative conference has gone ahead, but the court takes into consideration the restorative conference and any outcomes. These can range from a formal apology to reparative acts or reparation payments. The perpetrator may also complete counselling or other rehabilitation at the victim's request.

How Pre-sentence RJ Works in New Zealand

The Ministry of Justice (MoJ) funds nearly all pre-sentence restorative justice in New Zealand. It is the primary or only funder for

many smaller, community-based organizations. These providers are dependent on their contract with MoJ for their continued existence and ability to pay their staff (MacKenzie, 2018). The MoJ currently provides 9 million dollars to 23 community-based RJ providers across New Zealand each year. Seven of these are Māori providers.

Although the legislation requires judges to refer eligible cases for RJ, it is often initially unknown whether a conference will go ahead due to the many factors involved. The mandate for RJ may have increased opportunities for restorative conferences, but it has also caused an increased administrative burden on providers, who are now required to process all referrals even though many do not make it to the conference stage. The MoJ funding calculations have taken into consideration the number of court attendances, pre-conferences, and conferences delivered. Each case type is funded at a different rate to reflect the difference in experience, time, and accreditation required to deliver restorative justice safely and effectively. Historically, the MoJ applied a fee-for-service model to reflect the varying rates. However, it is currently working with providers to pilot an upfront annual fee to further reduce the administrative burden on providers.

RJ services are divided into three categories: standard, family violence, and sexual violence cases. All RJ facilitators must complete a training and accreditation process to deliver RJ services funded by the MoJ. Facilitators who undertake family violence or sexual violence cases are required to have a specialist qualification (called an endorsement) and need to meet additional practice standards to ensure the process is safe (MacKenzie 2018; New Zealand Ministry of Justice 2013, 2018). The training, accreditation, and endorsement costs for facilitators are paid for by the MoJ, which contracts with a specialist training and accreditation agency.

The parameters of the adult conferencing mechanism are not defined by the legislative

acts. Instead, adult conferencing is governed by a framework of best practices (New Zealand Ministry of Justice, 2017, 2019). The framework applies to all MoJ-funded RJ providers and their facilitators.

The Framework

The framework is guided by a Whakatauki (Māori proverb), "He aha te mea nui o te ao? He tangata he tangata, he tangata." This translates to "What is the most important thing in the world? It is people, it is people, it is people." It is informed by a set of values, principles and standards.

Values

- Tika We do things in the right way.
- Pono We're truthful, honest, and sincere in our interactions with people.
- Whanaungatanga we develop relationships and work together.
- Āhurutanga We provide a place of warmth and safety.
- Manaakitanga We show respect, generosity, and care for others.
- Mana motuhake We enable people to achieve selfdetermination.
- Aroha We feel compassion and empathy for others.

Principles

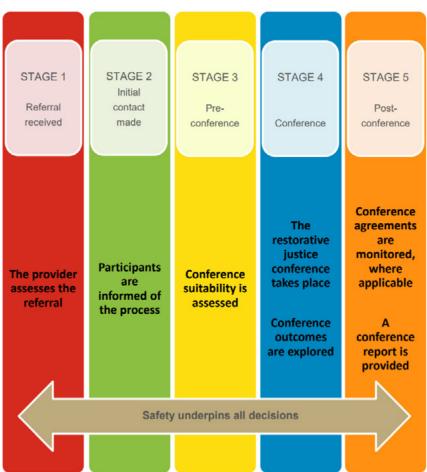
- Participation is VOLUNTARY throughout the RJ process.
- The victim and the offender are the CENTRAL PARTICIPANTS in the RJ process.
- UNDERSTANDING is key to effective participation.
- Offender ACCOUNTABILITY is key to the RJ process.
- RJ processes are FLEXIBLE AND RESPONSIVE to the needs of participants.

• RJ processes are **SAFE** for participants.

The standards are linked to stages in the RJ process, as depicted in Figure 1. There is flexibility for the providers in the way they deliver their processes as long as they meet these standards:

Figure 1. Stages in the RJ Process

A working group was established to develop these standards comprised of provider representatives, the professional association



Restorative Practices Aotearoa, and MoJ staff. They were not imposed by the MoJ but instead belong to the wider provider network that helped to develop them. This means that providers don't feel "done to," because it has been an inclusive process.

Challenges

Government "Ownership" of RJ

The operationalization and institutionalization of RJ is often referred to as a

"Faustian bargain." The argument regarding the co-option of RJ by the government to achieve its priorities is particularly contentious in academic circles (Mansill, 2013; Workman, 2016). In New Zealand there is also the issue of cultural co-option of traditional Māori practices and philosophies regarding harm resolution that began with the introduction of the FGC through the 1989 Children Young Persons and Their Families Act. Furthermore, issues remain related to the Treaty of Waitangi and whether Māori should have judicial autonomy in a decolonized justice system. Insofar as RJ as a social movement is concerned with transforming the justice system, the issue of its dilution and other issues regarding standardisation have emerged.

In New Zealand we are doing a number of things to move RJ forwards. It may be just nudging, but there is always movement. To the extent that fundamental changes are made in how we address wrongdoing and harm through innovative justice mechanisms, dramatic alterations may be made to the current criminal justice system. Later I will talk to some of these innovations.

The people responsible for delivering restorative services are less concerned with the positioning of RJ, as their focus is on bringing people together for restoration and healing. The standardisation of RJ in New Zealand has shown the expected benefits for providers, as local community groups/providers are empowered to implement RJ, and the MoJ provides safeguards, transparency, resources, and regular work. However, the mainstream government approach does render community providers vulnerable with regard to their concerns about delivering a good service, being adequately funded, having flexibility, having sustainability, and having a voice.

The government is required to deliver a cost-effective service and to be accountable for public spending. It has a duty to be transparent. It also needs to demonstrate that it is improving outcomes for New Zealanders. There is an obvious balancing act between the needs and

objectives of the government and community providers.

While the partnership could be argued to be inherently imbalanced, there is a symbiosis that also requires recognition.

Accreditation

Opinions are mixed in regard to the need for accreditation of RJ providers in New Zealand. Some providers believe it is too limiting and doesn't allow for enough flexibility. Other providers believe it has supported them in their efforts to maintain good quality practice among their staff. While this is an ongoing conversation, New Zealand nevertheless does currently have a system of accreditation for individual providers and organisations delivering RJ services. Providers were involved in developing the framework for accreditation, and this inclusive approach has contributed to a general acceptance of accreditation practice.

The current contractual requirement is that facilitators are trained and accredited or "working towards" accreditation. Hayley Mackenzie, manager of Community Services for the MoJ, stated:

Being accredited as a restorative justice facilitator means that the person has the skills to facilitate RJ cases. Facilitators must have had the training, mentoring, and quidance to perform the facilitator role. To ensure consistency, facilitators must follow the best practice standards. Additionally, facilitators can be endorsed for specialist expertise such as family violence and sexual violence. Advanced accreditation is also available, which recognizes facilitators who work on complex cases, and who supervise and mentor others. The advanced accreditation was introduced in 2015 to provide a professional pathway for restorative justice facilitators, and to recognize the skills and experience they gain through years of practice (MacKenzie 2018).

In addition to individual facilitator accreditation, organizational accreditation is required. An all-government social sector accreditation agency requires providers to demonstrate that they follow employment, health, and safety legislation and have appropriate governance in place. Monitoring requirements in place include quarterly reports, six-monthly site visits, and audits each contract term.

Measuring Outcomes

Measuring outcomes of social services is always difficult. We know from speaking to people who have participated in RJ that it can literally be life changing, but to be truly accountable RJ needs to offer tangible benefits such as proving a reduction in reoffending or a reduction in the seriousness of reoffending. This is another aspect of government ownership of RJ that is difficult to navigate.

In New Zealand, the MoJ uses a "results-based accountability" framework. This framework asks:

- 1. How much did a provider do?
- 2. How well did they do it?
- 3. Is anyone better off?

The first question is answered through quantitative analysis: how many referrals a provider received, how many pre-conferences were delivered, and how many conferences were held.

The question of "How well did they do it" is assessed based on the experience of the facilitators, whether services were developed within the timeframe required, and whether any complaints were received.

The question of "Is anyone better off" is much more complex. Two Ministry research projects have been looking at this question.

First, the MoJ has conducted three studies that look at reoffending rates for

offenders who participated in RJ. A study released in 2016 included data from conferences held between 2008 and 2013. The method used in the reoffending studies compared offenders who participated in the restorative justice process to a matched comparison group of offenders who went through the police diversion or court process and who would have otherwise been eligible for restorative justice (Ministry of Justice, 2016).

Four key findings from this study include:

- 1. The reoffending rate for offenders who participated in RJ was lower than for comparable offenders who did not participate (15% lower over the following 12-month period and 7.5% lower over the following three years).
- 2. Offenders who participated in RJ committed 20% fewer offences over three years.
- 3. RJ appeared to reduce reoffending across many offence types, including violence, property abuse or damage, and dishonesty. While there was no significant difference for participants who committed a driving offence causing death or injury, the reoffending rate for this type of offence is already low.
- 4. RJ is effective for Māori. The reoffending rate for Māori who participated in RJ was 16% lower over the following 12-month period than for comparable Māori offenders. Māori offenders who participated in restorative justice committed 23% fewer offences per offender within the next three-year period than comparable Māori offenders.

Second, in 2011, 2016 and 2018, RJ victim satisfaction surveys were administered to victims who had attended an MoJ-funded RJ conference. The 2018 survey showed three significant results. First, a large majority (86%) were satisfied with the conference they attended. Next, a large majority (84%) said they were satisfied with their overall experience of restorative justice. Lastly, a large majority (84%) said they would be likely to recommend restorative justice to others. Of interest, family violence victims were as equally satisfied with the RJ process as victims in non-family violence cases.

Regarding the question of "Is anyone better off," participants were asked whether they could identify any benefits of participating in restorative justice. Seventy-nine percent of victims identified one or more benefits, most commonly:

- I feel that I can move on or I got closure (29%);
- I got to have my say or the offender heard how the offence affected me (25%); and
- I got to hear the offender's point of view and understand what happened (20%).

Other commonly mentioned benefits included that the victim was given financial compensation, the person apologised, victims felt they could communicate better with the person who had harmed them, it helped the victim to build up confidence, the experience was empowering, the victim is now aware of the help available, and it provided the opportunity to see the person face-to-face.

Fifty-nine percent of participants said that their views of the criminal justice system as a whole had become more positive following their participation in the restorative justice process.

How RJ is Moving Forward

Earlier I alluded to some developments in New Zealand criminal justice. While not wholly relevant to how RJ is enabled currently through legislation, these initiatives help to demonstrate how New Zealand is evolving in terms of our approach towards alternative justice mechanisms.

The "Hāpaitia te Oranga Tangata Safe and Effective Justice Programme" was established in 2018. It began with a public justice system summit to start the conversation about what criminal justice reform might look like. The consistent theme was that New Zealand's criminal justice system has failed for Māori and that Māori need to lead reform.

"Hāpaitia" has allowed for a new direction and vision by the Chief District Court Judge.

One of the first initiatives born of Hāpaitia is the judicially-led "Te Ao Mārama," which is a new vision for the District Court that will enable more solution-focused courts that better partner with Māori. It will take practices from specialist courts and apply them to the mainstream criminal system (Radio New Zealand, 2020). The new model will change the courtroom experience by inviting iwi and community groups into court, toning down formalities, and identifying the underlying drivers of crime.

During a 2020 Radio New Zealand interview, New Zealand's Chief District Court Judge said:

These courts focus on offenders where issues such as addiction, homelessness, cultural disconnection and poor mental health, among others, are driving or contributing to their offending. This approach is underpinned by extensive academic and jurisprudential theory. It is not mere trend or fad. It is both evidence-based and legally sound (Radio New Zealand 2020).

Below are some of the organisations and activities supporting RJ as a movement and a professional practice in New Zealand.

Restorative Practices Aotearoa

Restorative Practices Aotearoa has been funded by the MoJ since 2005 to help build practice among RJ providers, raise the profile of restorative justice, and contribute to the current and future direction of restorative practice. Restorative Practices Aotearoa has undertaken significant training on when and how to safely involve children in restorative justice processes in a child-centered way. Restorative Practices Aotearoa also represents the views of its members to government agencies, including the MoJ, and looks for opportunities for restorative practices to be involved.

The Diana Unwin Chair in Restorative Justice

The Diana Unwin Chair in Restorative Justice was established in 2014 and sits within the Victoria University of Wellington School of Government. The role of the Chair is to provide academic and professional leadership to a team of researchers and practitioners and facilitate collaborative engagement between public sector agencies and civil society organisations on restorative justice issues.

While Restorative Practices Aotearoa and the Diana Unwin Chair are predominantly funded by the MoJ, many other agencies and NGOs also provide funding. By financially supporting these bodies, we strengthen the sector and provide support to the "movement" aspect of restorative justice as well as helping with service delivery.

Restorative Justice Services Review

The MoJ is currently reviewing the RJ service. The review is an information-gathering exercise to understand how the service is currently meeting the needs of participants. Completing the review is the first step in helping ensure that the RJ service remains an appropriate and flexible justice service for New Zealanders.

Te Pae Oranga – Iwi Justice Panels

Iwi panels provide an alternative justice resolution process for all people who commit low-level offences (with a penalty of less than six months imprisonment, not methamphetamine or family violence-related), who are aged 17 years or older, and have accepted responsibility for the offence. The arresting officer may recommend that the person attend an iwi panel as opposed to going through the courts.

Te Pae Oranga began in 2013, when panels were established in the Hutt Valley, Gisborne, and Manukau. There are currently panels in 17 locations run by iwi or tribal providers and police to address low-level offending while keeping participants out of the mainstream justice pipeline. They are underpinned by Māori customs and values. All those impacted by the offences are invited to participate in a panel, also made up of community members, including local iwi representatives. Victim representation is encouraged but not required.

Iwi panels could be considered a form of RJ. The panels are designed to encourage people to be accountable for their actions while addressing the causes of their offending and the harm caused.

An evaluation conducted in 2019, showed Te Pae Oranga reduced harm from reoffending by 22% (Martin & Li, 2020). One distinct priority of iwi panels is to provide the wrongdoer with a wide range of community-based support and other tools (for example, referral to a driver training programme) which may be used to address the specific underlying causes related to the offending. In this way, further wrongdoing may potentially be prevented, thus breaking patterns of reoffending.

Conclusion

RJ in New Zealand is evolving.
Institutionalizing RJ has provided many opportunities for the practice and the movement.
Government and providers of RJ in New Zealand fundamentally share the same vision: to heal harm, reduce crime, reduce victims, and impacts and strengthen communities.

Mike Hinton, General Manager of Restorative Practices Aotearoa, shared some pearls of wisdom regarding his thoughts on how RJ is operating in New Zealand. While he acknowledges the challenges, he feels that the embedding of RJ in our legislation "destigmatises RJ as a left-wing hippie thing" and "gives it mana (status/pride)" (Hinston, personal communication, 2021). In his view, RJ aims at making a more caring and compassionate society, and having it embedded demonstrates a commitment to this goal. He acknowledges that it may currently be quite process driven but says "we can work on that."

And we are.

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Author Bio

Nyree Lewis is a Principal Practice Adviser - Probation for New Zealand's Department of Corrections. She began with the Department in 2010 as a probation officer and quickly became interested in "probation practice." She has been a practice leader and has been in the probation practice team since 2016. In 2020 she completed a post-graduate certificate in Restorative Justice Practice. She is an active member of the Restorative Practice Network—a cross-sector group of agencies with a passion for raising the profile and practice of restorative practices in New Zealand. She is passionate about growing restorative justice in the post-sentence space in her agency.

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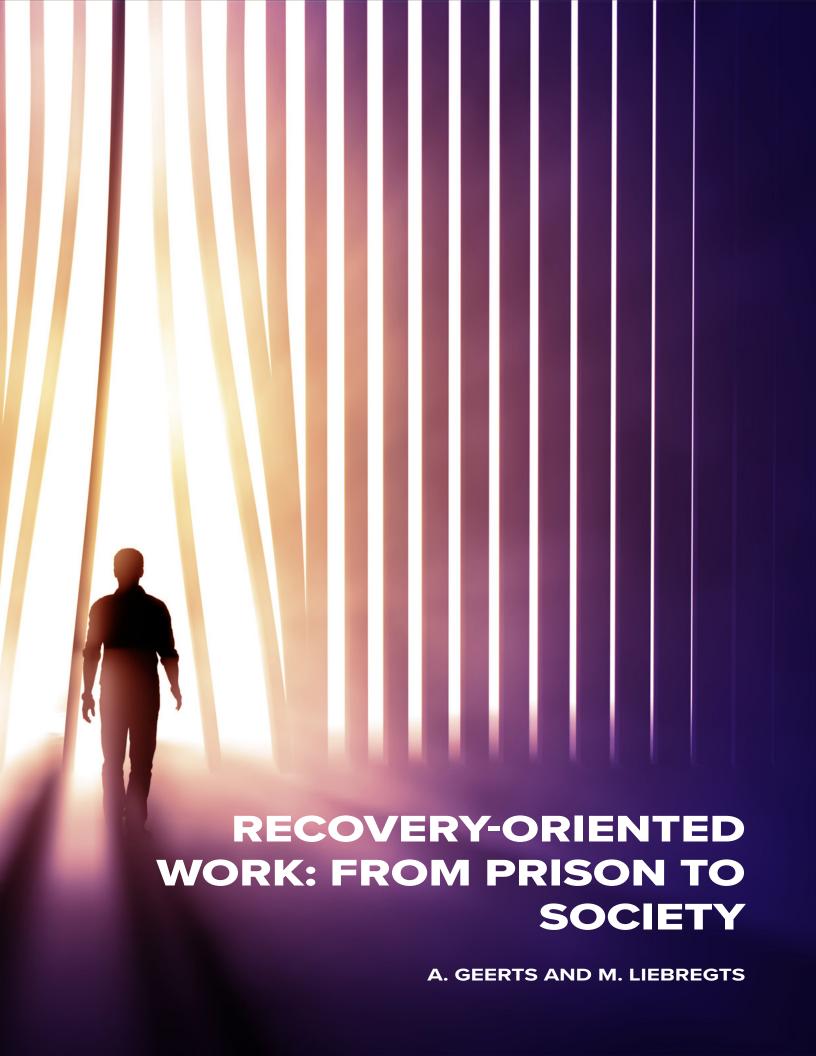




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Key words: evidence-based practice, inter-agency coordination and cooperation, victim awareness

According to John Braithwaite (2004), a distinguished criminology professor at the Australian National University, restorative justice is a process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm. Crime hurts not only the immediate victims, but indirectly many more. Also, the individual perpetrating the crime can be hurt. Justice should heal and create possibilities to heal (Shapland, 2013). It follows that conversations and activities are necessary between those who have been harmed and those who have inflicted harm.

In the process of restoration, individuals get a chance to take responsibility for their actions and to understand the harm they have caused. They are given an opportunity to redeem themselves and are discouraged from causing further harm (Sherman and Strang, 2007). When such individuals feel regret or have feelings of guilt, the process of restoration has already started.

But what if individuals are not able to reflect on their own behavior? Or are unwilling to look at the consequences of that behavior? Or are unaware because they just never learned to show empathy or to look at the consequences? In those cases, it is hard for them to share their experience of what happened or to truly have insight into who was harmed by the crime and how. Accordingly, such individuals don't achieve an understanding of what they need to do to repair the harm from the offense that was committed. Not only does this add to the risk of re-offending when they leave the penitentiary institution, but it also means the victims and the community don't have the opportunity to be restored after having harm done to them (Hoeve, Van der Laan, Van der Laan, & Loeber, 2016).

In the Penitentiaire Inrichting Dordrecht (or PI Dordrecht, meaning Penitentiary Institution of Dordrecht, the Netherlands), the question arose how the professionals of their organization could not only guide the process of reintegration on the field of housing, employment and the social network but also motivate their detained citizens to take responsibility for their crimes using their time in detention to become a full, active citizens and create opportunities to repair the harm for all stakeholders who have been affected by an injustice.

Another question was how to make sure that the process of restorative justice could be sustained after detention. Over the past decades, Western European countries have gone through a shift from welfare states to participation societies. In the participatory society the freedom of citizens is promoted, and society is strengthened by people being more considerate of others (Movisie, 2015). Another aspect of the participatory society is that citizens are encouraged to take more responsibility for the needs of the people around them. In doing so, citizens are asked to provide their own solutions for challenges, with a major focus on informal care and social networks. The recovery-oriented approach for detained citizens is geared toward ensuring they achieve full, active citizenship at the time of reintroduction into society. Naturally, the detainees themselves have major responsibility in achieving this goal, but society, social networks, and victims—both in the perspectives they adopt and the actions they take-are also be involved in the reinstatement of dignity and social position (Claes, 2019). The connection between voluntary and legally imposed reintegration and aftercare for exdetainees poses a challenge both domestically and internationally. In practice this means that for many ex-detainees the process of restorative justice stops upon release.

Research Within Detention Settings

In order to answer questions such as those raised above, various researchers have been looking into how recovery-oriented and victimaware work can contribute to detained citizens' recovery, their social network, and increased well-being of victims and society (for example,

Lipsey & Cullen, 2007). Key points include reinforcing the position of the detainee in their reintroduction into society and minimizing the risk of recidivism. In addition, a study about inmate-based recovery-oriented work was conducted at Penitentiaire Inrichting Dordrecht by researchers from Avans Research, and this will be described in detail in this paper. The focus of the PI Dordrecht study was to obtain information that would contribute to building a recovery-oriented, victim-aware model for work in penitentiary institutions. What is the best way to bring the world into the walls of prison and give detained citizens the opportunity to participate in society mentally as well as physically, and what happens if that is done? Working, for example, starts inside the walls of prison. Feeling part of a society is important in not feeling excluded and helps with the reintegration process.

The PI Dordrecht study also looked at the development of affiliations and collaborations, i.e., chaining, with partners at the national level. It will be beneficial to increase understanding of how chain partnerships of justice and care can work together when it comes to the recovery of detainees, their victims, and their network. Indeed, some of the tools utilized in the model used in the study were developed in collaboration with chain partners such as Reclassering (the Dutch organization for social rehabilitation) and municipalities.

During the research, we interviewed practitioners and clients from the PI Dordrecht on all levels, including management, security, case managers, reintegration officers, and detained citizens in different stages of detention. Interviews with victims and professionals from affiliated partners like municipalities, probation, care institutions, and organizations on employment and reintegration were helpful in understanding the difficulties and challenges in the interagency cooperation. The researchers took part in the daily life in PI Dordrecht. Many conversations with the detained citizens were during activities. This resulted in interviews and open conversations about many subjects like family, life stories, and also their victims.

During the interviews with the detained citizens, many expressed that the attitude of the practitioners working with them is very important. Being heard and listened to and being seen as a person with many facets were viewed as important by many participants, as was working with practitioners who were clear and supportive in which steps can be taken and who gave information about possibilities.

From the perspective of the practitioners, the need to address the gaps in practitioners' practical apparatus, such as obtaining tools and instruments they can use daily, was mentioned. The most difficult subject to talk about, they reported, was the immediate victims of the offence. Besides that, knowledge about restorative justice, steps that can be taken, and need for clarity about roles and tasks in the restorative process were themes expressed by practitioners.

During the interviews, it became apparent that two issues were having a major impact on the detainee's possibilities of recovery. The first was the detained citizen's social capital and social connections outside of detention. Social capital, which consists of social relationships, group membership, formal and informal social networks, shared norms, trust, mutualism, and contributions to the community, allows the detainee to receive help from others during recovery, improving their chance of success. These resources are nurtured by things like community activities, social support, and opportunities for participation.

The detained citizen's human capital also plays a major role in recovery. Their inventory of competencies, knowledge, and social and personal skills, including creativity, determine the recovery paths available to them. The manner in which someone works toward recovery is embodied by their ability to participate in society in a positive way (Zehr, 2005). It is important for the detainee to be able to be a part of society, both inside the penitentiary institution and outside.

The researchers concluded from their results that a culture of restoration was needed, including tools, training, and coaching of both detained citizens and practitioners. Restorative justice is not just one activity, but a process that can be different for each detained citizen, and it has to be part of their daily life. In cooperation with the different practitioners participating in the study, different tools and instruments to address service gaps have been and are being developed. That development is an ongoing process.

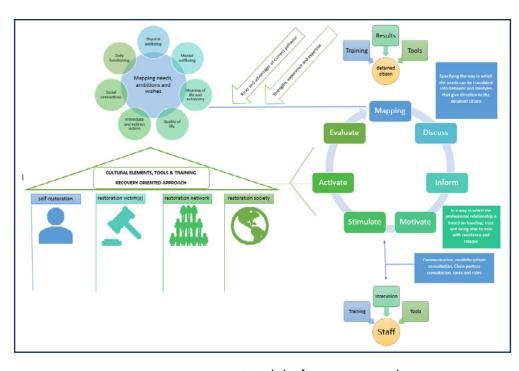


Fig. 1. Model of recovery in detention (Geerts & Liebregts, 2020)

Model of Recovery in Detention

The main goal of the model of recovery in detention is to distinguish the steps a detained citizen has to take in advancing personal recovery along with the recovery of their network, the victim, and society. For every step, instruments, activities and tasks are outlined that fit the step and perspective for recovery. These are intended to assist both the detained citizen and the practitioner in achieving the steps.

The model, shown in Figure 1, and as elaborated in the book *Recovery-oriented work;* from prison to society, is based on theoretical investigation and interviews with workers and detainees at PI Dordrecht, workers at justice and care chain partners, and municipalities. Tool development has also involved workers and detainees. By the end of 2022, a paper and digital version will be published for use by workers at penitentiary institutions and detainees in various interviews and activities. This model, which is further detailed in a handbook, will by that time be integrated into existing systems, like the detention and reintegration plan and the detainee's personal reintegration file.

The model is designed to incorporate reflection, inspiration, mobilization, and evaluation as returning methodological components for both detainees and workers at PI Dordrecht. As detainees go through the process of recovery, their needs, ambitions, and wishes may change. The process is ongoing, after all. This will require certain competencies from the workers. The worker's proficiency in recovery-oriented work is part of the handbook. Alongside the detainee, all workers at the penitentiary institution have a role to play, from correctional workers to case managers, psychologists, and workers from the labor and exercise department. Security workers can also contribute to a recovery-oriented culture (Wilken & den Hollander, 2019). Along with them, family members, neighbors, employers, colleagues, and chain partners are to be involved and play a role in the entire recovery process.

Steps in the Model

The model comprises the following steps:

- 1. Mapping
- 2. Discussing
- 3. Informing
- 4. Motivating
- 5. Stimulating
- Activating
- 7. Evaluating

The first step of the model entails mapping out the detainees' wishes, needs, and ambitions by interviewing them and observing them during labor and exercise activities. The goal is to get a clear view of the detainee's capabilities and wishes and to learn in which way they need or ask to be supported. Using the information obtained in step 1, step 2 can commence, which involves holding a discussion with the detained citizen about risks, strengths, and possibilities as well as how to transfer these possibilities into concrete goals that the detained citizen can work on while in prison. Step 3 is informing the detained citizen about possibilities in prison (what training is available, which tools can be used, and which support can be given). Accompanying tools like questionnaires, observation lists, and conversation maps that are included in the handbook help the staff to motivate (step 4) the detained citizen to work on goals, to stimulate (step 5) more development, and to keep the detained citizen active on their individual change (step 6). During the whole process, the changes in behavior and thinking patterns should be evaluated (step 7): what is working and what has to be changed? Each step comes with a set of instruments, tasks, and process reflections.

These steps are all part of the detainee's personal plan, which helps make clear why they are participating in a given activity, what the desired result of the activity is, and how they can translate the result into the next step. The preliminary process, the activity itself, and the

evaluation process are all components of the overarching recovery process.

A crucial aspect of the model is that it puts the person at the center, rather than the crime. In the first step you look at the needs, wishes and ambitions of the person-not the crime itself. Also, strengths and possibilities are mapped, as are risks in regard to reoffending. It is largely geared toward looking at what can be developed and the detained citizens' opportunities for growth. The aim is to empower detained citizens, creating opportunities to take their lives in the direction of contributing positively to themselves, their immediate surroundings, and society. It should be future-oriented, with an eye for desistance. By approaching this from the perspective of the detainee's needs and wishes, we increase intrinsic motivation, improve the chance of meeting goals, and reduce the risk of a relapse.

Research on effective interventions shows that control-oriented interventions without complementary training or other interventions have little to no positive effect on reducing recidivism. Interventions geared toward making a positive impact on criminogenic factors are shown to be far more effective in curbing recidivism. In general, interventions aimed at improving social skills, aggression management, improving cognitive skills, reducing usage of substances, and influencing antisocial attitudes and relationships are effective (Lipsey & Cullen, 2007), with the most effective one being the cognitive behavioral approach (Lipsey, Landenberger, & Wilson, 2007). Interventions are generally more effective when they are implemented on a societal level.

Collaboration both inside and outside the walls of the prison—what can be called transmural collaboration—is a key component of the model. For example: during the stay in prison the detained citizen works on goals and positive change. The goals set can also be prolonged during the supervision of the probation afterwards. In many cases, the goals during imprisonment are not automatically taken

over by another social support organization or probation. By working together, the detained citizens are able to work on their goals also after imprisonment. Another important part is the detainee's internal control, which increases their ability to self-regulate, to reduce impulsive behavior, to control the urge to seek out sensation, to take considered decisions, and to resist outside influences (Hoeve et al., 2016)

The research has yielded seven domains which influence recovery in regard to the four perspectives, and all seven domains have been incorporated in the model. They are mental well-being, physical well-being, quality of life, meaning of life and autonomy, social connections, daily functioning, immediate and indirect victims. After each domain has been mapped, goals are set for the detained citizen to work on during and after detention. The model synthesizes the theoretical framework of restorative justice, social and human capital, and desistance (Farrall & Calverley, 2006) into one practice approach with the same chances and possibilities for all detained citizens and victims who have been hurt by the offences committed by these detained citizens. This also extends to the families and communities of the detained citizens.

Fig. 2. Step 1 of model of recovery in detention (Geerts & Liebregts, 2020)

Domains	Mapping
Mental well-being	
Physical well-being	Risks
Quality of life	Needs
Meaning of life and	rveeds
autonomy	Ambitions
Social connections	Goals
Daily functioning	Codis
Immediate and indirect	
victims	

Activities

The model is focused on addressing the domains, as well as on the various perspectives of recovery, along with the opportunities for the detainee and practitioner to work on recovery. For every detained citizen, there are tools and activities that fit their possibilities and motivation, allowing everyone to choose a path to recovery. A key purpose is served by the penitentiary institution-helping to resocialize the detainee while reducing the chance of post-detention recidivism.

At this moment, activities and tools on the area of building a restorative justice culture, the description of the tasks of different professional in and outside detention and process guidance have been developed. Examples of the developed activities or tools are the "talking about victims" instruction cards for practitioners, with prescribed questions that practitioners can use in their conversations with the detained citizens. It is helpful in bringing a difficult topic into daily conversations.

Another activity is the photo and storytelling activity "Insights." Refer to Figures 3-7 to see some examples of photos that may be used. For many detained citizens it is hard to reflect on their life and important life events, and it is also hard to tell others about them. Individuals use photos to tell their life story, talk about their history, the present, and the future, providing insights on what was and is important in their life, what was influenced by the fact that they are in detention, and what is important for the future. One of the long-term detained citizens mentioned that hope (shown in Figure 3, light at the end of the tunnel) is always important and that one of his hopes is that he can help youth entering prison and use his life story to help them to go in another direction. Another individual described that boats used to be an important part of his life when free, and that looking at the water from his prison cell and not being able to go to the

water was making him aware of the consequences of his behavior (Figures 5 and 6). Also pictures of family are important. The fact that one inmate's whole family moved to another city just to be close



Figure 3. Photo of "light at the end of tunnel".



Figure 5. Photo of water and ships, and an individual's focus on the outside.



Figure 6. Photo of an individual looking outside the prison window.



Figure 4. Key without keyhole, keeping the chains



Figure 7. Photo of one family's hands overlapping.

to their partner and father created awareness of the fact that detention is not just for the individual, but effects whole families (Figure 7). One detained citizen said that this created awareness of the consequences of his behavior. Creating life stories through this activity helped the participants become aware of the influences of the past as well as what can be restored in the future.

Another tool is the "Trauma-sensitive working" observation list for practitioners. The recognition and acknowledgment of traumas in their own past helps detained citizens to recognize the traumas that they inflicted on others—the immediate victims but also their own family. The observation list helps practitioners to recognize behavior that is related to trauma and use this information in the guidance process.

The development of tools and training is an ongoing process. Many detained citizens mentioned that they don't know how they can show others that they used their detention for a positive change in their lives (Lipsey, et al., 2007), and their official record focuses on the negative part before detention. At this moment, the tool "Piece of proud" is being developed as a collaborative effort of probation agencies, municipalities, and detained citizens to respond to the question of how a detained citizen can show positive changes and still give the institutions after detention all the needed information. If someone takes responsibility for their own life, they also should be able to show that responsibility in a way that fits them. Also, for victims it can be healing to notice that an individual has taken responsibility for prior actions and has used detention to lower the risks of re-offending. All these, and other tools and training, will be part of the model, as elaborated in Recovery-oriented work; from prison to society.

Conclusion

If we want all stakeholders affected by an injustice to have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair

the harm, a culture of restorative justice needs to be created. Practitioners in detention have an opportunity to influence detained citizens. They are in the position to stimulate, motivate, and guide detained citizens in taking responsibility for the harm done. Citizens who are detained do not automatically work on restoration of harm just because they are imprisoned (Gade, 2020). Practitioners inside and outside of detention have to support them with that. To be able to do that effectively, however, practitioners need guidance themselves. Development of knowledge, attitude, and skills is needed, as are tools and training that are supportive of restorative justice goals.

To perpetuate the gained steps during detention and to make sure the restorative justice process can be prolonged, interagency cooperation is necessary. By giving the detained citizen the possibility to make further steps in the restorative process after detention, the effect on desistance from crime will be larger, and all stakeholders, including the detained citizen, victim, family, and community, will be able to make more steps in the process of restoration. In the coming year, research results from the PI Dordrecht study will be used to develop more tools, training, and culture elements that can be used in detention. Different tools and activities will be tested, and at the completion of the research a process guide will be written that includes tools and training, with a main focus on restoration of the detained citizen, victims, family, and society.

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Repairing harm, restoring relationships, and building communities are the three components of the vision of Alternative Restorative Communities, a community-based organization located in Solano County, California. In 2016, the opportunity arose to collaborate with Solano County Probation to design a program that would use restorative practices to support youth with a first or second offense and those they had harmed. This collaboration created the Juvenile Community Accountability Program (JCAP), which provides a response to harm that allows for active participation by all who have been impacted as a result of wrongdoing. JCAP recognizes that justice is best achieved by building or repairing relationships between those who have been harmed and those responsible.

The JCAP approach trusts that those directly affected by a crime know what they need for a successful resolution of the harm caused, and getting them involved gives them back their power and voice. With regard to those who have perpetrated a crime, JCAP seeks to interrupt their entry into the juvenile justice system by ensuring that these youthful offenders are held accountable in real time by an intervention that helps them connect their actions to the harm caused by those actions. At the same time, that intervention provides them opportunity to acknowledge that accountability, express remorse, and have a say in how they will repair the harm that they have caused. It is also notable that JCAP's restorative response allows incidents to be resolved swiftly as well as positively. The typical time from point of referral to completion of an accountability contract is two to four weeks.

Building community resilience takes the entire community. Thanks to the huge contributions of Solano County Probation staff, the JCAP program was designed in a way that contributes to that resilience. It takes place in the community, makes use of trained community members, has a positive impact on the lives of many juveniles in the community (and their families) by successfully diverting them from involvement in the justice system, and, importantly, gives victims a better chance at obtaining closure and receiving restorative justice.

JCAP has some ancillary benefits that are noteworthy. A referral to JCAP reduces demands for services from the police, courts, and probation personnel. In addition, JCAP meets the needs of parents and guardians, who greatly appreciate the opportunity for their child to be held accountable in a way that educates and allows the minor to remain at home and in school. JCAP removes much of their stress and worry over having a child in contact with the juvenile justice system.

Restorative Justice

The methodology of the JCAP program is guided by the principles of restorative justice as devised by Howard Zehr (2002). Zehr pioneered work in the field of restorative justice in the 1970s to address weaknesses within the justice system, particularly with regards to accountability and lack of inclusion of those who have been harmed. He defined restorative justice as a common sense understanding of wrongdoing. According to Zehr:

- Crime is a violation against people and interpersonal relationships
- Violations create obligations
- The central obligation is to put things right

There are three stakeholders in restorative justice. They are:

- · The person(s) harmed by a crime
- · The person(s) responsible for the crime
- The community of those who have been impacted by the crime

The bottom line for Zehr is that when harm

has been caused to an individual or the community, those responsible for causing the harm have an obligation to make things right. In keeping with Zehr's restorative justice principles, the JCAP program aims to provide a framework of support so those in its target population (youths referred to JCAP after being cited for low-level crimes) get an opportunity to follow through on that important obligation to make things right.

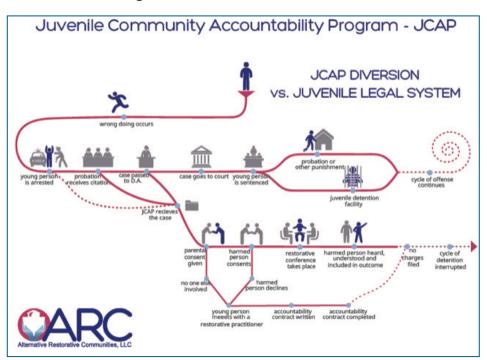
Program Design

JCAP is designed so that the restoration process takes place in the community and is facilitated by members of the community who are trained in

restorative practices. Program practitioners must be at least 21 years of age, have a high school diploma, and pass a LiveScan background check. Training is provided by JCAP, and practitioners attend ongoing skills-based training as required. Practitioners are required to complete a minimum of six hours of training in basic restorative practices, including but not limited to creating accountability contracts, developing cultural competence for communities served, and facilitating restorative conferences between parties. JCAP practitioners also meet regularly to review their case load and share ideas.

Support is provided by the libraries in the county, who allow JCAP facilitators to reserve private rooms for meetings. Libraries are the sites for many, although not all, meetings, but at no time does the young person enter a government building other than a library or meet with anyone in uniform.

Figure 1



So How Does It Work?

Solano County Probation Juvenile Intake refers those with citations for misdemeanor offenses to JCAP to be diverted from formal processing and handled restoratively. Participation in JCAP is voluntary; the young person must accept responsibility for the harm and the parent/guardian must give consent for the youth to participate in the program. Upon receipt of the referral, the case is transferred to one of JCAP's facilitators, who will prepare the participants and manage the process. The person (or persons) harmed is invited to participate in a restorative conference with the young person responsible as well as supporters for both sides, such as parents, friends, or other family members. The facilitator will seat those present at the conference in a circle to instill a sense of equality and belonging. All participants have an opportunity to speak and have their story heard, but the facilitator ensures that the meeting is carried out in a safe and respectful manner.

A series of questions is posed to each participant:

Person Responsible for the Harm:

- What happened?
- What were you thinking at the time?
- What have you thought about your actions since?
- Who has been affected by what you have done and in what way?
- What do you think needs to happen to put things right?

Harmed Person(s):

- What did you think when you realized what had happened?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Everyone has the opportunity to come up with ideas about how to deal with what has happened. The facilitator then creates an accountability contract that meets the needs of all participants. If those present are unable to reach an agreement that meets the needs of all concerned, the case is referred back to the probation department. To date, however, all cases have reached a successful conclusion.

Upon completion of the accountability contract, the young person retains a clean record and can move forward in life empowered by having taken responsibility to put things right.

What Are the Benefits of Participating in a Restorative Conference?

A truly restorative program leaves

those who have been harmed with an increased sense of satisfaction by including them in the development of the resolution. Those responsible for the harm leave with a greater sense of personal responsibility, understanding, and belonging to the community in which they live. Taking a restorative approach is about ensuring community members receive the support they need. This strengthens community ties and fosters the well-being of its members, resulting in healthier and safer communities.

Providing a space for those impacted by harm to be heard, get answers, and express themselves offers opportunity for peace of mind and reduces the fear of such an experience happening again. The young people responsible for harms are empowered to communicate and think for themselves, and they are also shown how to respond to challenging situations in a positive manner. These are valuable skills that will serve them well in life. By preventing their entry into the juvenile justice system, this process can exponentially improve the life chances for these young individuals.

What Happens If the Harmed Person Does Not Wish to Participate?

Even if victims do not wish to directly participate in a restorative conference, they can still provide input and help determine how the young person will be held accountable by expressing their needs to the facilitator. This can be done at an in-person meeting, over the phone, or in writing. The facilitator will then incorporate those needs into the accountability contract and confirm when the young person has successfully completed the contract.

How Is the Young Person Held Accountable if the Harmed Party Is Not Present?

The facilitator meets with the young person and parents/guardians to go over the reason for the referral. The young person is encouraged to talk about what was going on at the time and to

explain what precipitated the harmful actions. The meeting will include discussion about the impact of the harm caused and how the youth can make it right in a manner that meets the needs of all concerned.

Taking all this into account, and using SMART goals (Specific, Measurable, Attainable, Relevant, Timely), the facilitator writes up an accountability contract that directly ties the nature of the wrongdoing to the accountability sanctions. It is very important that the young person responsible is able to connect the consequences of the harmful actions with how amends are going to be made.



JCAP Facilitator Joyce Martinez, meeting a young person to review a completed accountability contract on the patio of a Barnes and Noble.

Case Studies

The sample cases below show how we are able to tailor the accountability contract in a way that meets the needs of all involved.

Case #1

Fourteen-year-old ET was arrested for possession of a weapon on school grounds. Another student in class saw what appeared to be a gun in his backpack and reported him to the teacher. The police were called and discovered in the backpack an airsoft gun that had the weight of a real gun and didn't have an orange tip. The District Attorney reviewed the case and agreed to give ET an opportunity to participate in the JCAP in order to resolve the matter. No harmed persons were listed on the citation. A restorative practitioner from JCAP

contacted ET and his mother and arranged to meet them at their local coffee shop. At the meeting, the three discussed the reason for the referral, and an accountability contract was drawn up with input from all present:

- 1. ET was provided with a link to view the documentary Fake Gun, Real Danger (Edmonton Police Service, 2016), as the weapon that was actually found on his person was an airsoft gun. He was to write about what he learned and how the information in the documentary related to his offense.
- ET was provided with a worksheet on understanding school safety, and he was required to write an essay on how his behavior at school affected others.
- 3. ET was provided a behavior reflection worksheet to complete.

A date was set for a second meeting in order for ET to review and discuss his assignments with the facilitator. At the meeting, the facilitator was amazed when she saw what ET presented to her. She wrote:

He was so concerned about what could have happened to him and/or others had people believed he had a real firearm, he was inspired to convince the school that students needed to become more aware of these types of situations either through "speakers/lectures" or mandatory classes. He was motivated to conduct his own research and discovered several agencies that offered gun safety programs and even wrote their names down! He noted he was involved in Boy Scouts and also volunteered for Valcor, which he could use as a platform to have general discussions with others about such dangers. I had never seen a juvenile react so passionately about wanting to put an action plan in place based on what they had learned from their mistakes.

Case #2

Sixteen-year-old JW was arrested for pulling a fire alarm at school without cause. In addition, he had two citations for fighting. The facilitator contacted JW and his mother and arranged to meet them in their local library. The individuals listed as the persons harmed in both fighting citations were contacted, but both the parents and students declined to participate. However, all agreed a letter of apology would suffice. The community fire department was also contacted, as JW's actions had wasted community resources. The fire chief agreed to participate and offered to have JW complete volunteer hours at the fire department.

At the meeting with JW and his mother, they discussed the reason for the referral, and an accountability contract was drawn up with input from all present:

- 1. JW was to watch *The David Cassai Story* (STOP. One Punch Can Kill, 2013) and write an essay about what he learned.
- 2. JW was to complete an Alternative Choices worksheet.
- 3. JW would write three apology letters.
- 4. JW would complete four volunteer hours at the local fire department.

JCAP's restorative practitioner wrote:

When we had our second meeting, I was totally surprised to hear him talk about how much he wanted to work for the Fire Department. He met with the Fire Chief, took a tour and learned a number of things while there. In addition, he was put to work performing clean-up duties. As a result of JW's enthusiasm and 'excellent' clean up skills, the Fire Chief invited JW to join in on "ride alongs." JW eagerly accepted the invitation. I certainly will never forget the amazing conversation I had with him about his desire to be a part of such an important field of work for our community as a result of his experience.

Case #3

Sixteen-year-old JM confronted 15-year-old JC as he came out of class. JM was angry about a text JC had sent the previous evening indicating he was seeing a girl that JM liked. JM started pushing JC and saying things to goad him into fighting. JC attempted to walk away, at which point JM punched JC in the head several times. JC did not hit back. The school nurse cleared JC to go home with his mother. He had a large contusion on his head and a swollen ear. JM was cited for battery.

Other significant aspects of this incident are that JM was 6' 2" tall and weighed 210 pounds. JC was 5' 6" tall and weighed 145 pounds. In addition, it was learned that JM had arranged in advance for a friend to take a video of the encounter, and that video quickly went viral on social media.

The facilitator contacted the boys and their mothers (both boys lived in single-parent households). JC's mother stated that he did not have any significant injuries, but she was extremely upset that her son was beaten up. Both JC and his mother were keen to participate in a restorative conference. JM's mother was also concerned about her son's actions towards JC and was very responsive to participating in a restorative conference. JM expressed remorse for his actions and also agreed to participate in the conference. At the conference, JC stated he was just friends with the girl that JM liked and that they were working on a school project together. He said this female student told him she had made this clear to JM and that she was not romantically interested in either boy.

JC's mother spoke directly to JM and expressed the fear she felt after receiving the phone call to come to the school to pick up her son, not knowing exactly how badly injured he was. She said she was a single parent, that JC had an absent father, and she was struggling with raising a son on her own without a positive male role model. She drew JM's attention to the fact that he was a significantly larger young man than JC and asked him to consider that he

could have killed her son, given his size and strength. She also asked him to address the fact that he had pre-planned this to the extent that he had a friend ready to record the event. She maintained her composure for the most part but was tearful at times.

JM spontaneously apologized to her and explained that his anger and perceived humiliation from thinking that this girl preferred someone he considered weaker got the better of him. The video was intended to maintain his reputation, he said, and had been taken down the same day. JM expressed remorse, apologized to JC, and assured him this would not happen again. He confirmed the girl had spoken to him and that JC's account was correct. He also said he was struggling with his parents' divorce and felt pressured by both his father and grandfather to be an "alpha male." He recognized that he had anger issues.

JM's mother addressed JC and his mother, separately and together. She was mortified about what had happened and apologized profusely for her son's actions. She stated that her son's father and grandfather had been college football players and were pressuring him to do the same. She felt they had dysfunctional ideas of what it means to be a man and was struggling with being a single parent trying to counteract the pressure the two men were placing on JM. In response to the incident, she had immediately enrolled JM in counseling. The two mothers connected, and all present engaged in an in-depth discussion. An accountability contract was drawn up with input from all participants:

- 1. JM would watch the One Punch Can Kill documentary (STOP. One Punch Can Kill, 2013) and write an essay about what he had learned and how it applied to his actions.
- 2. JM would volunteer at a local therapeutic animal farm that uses ani-

- mal-assisted therapy designed to promote improvement in human physical, social, emotional, and/or cognitive functioning.
- 3. JM would continue to actively participate in counseling.

The meeting concluded with the boys shaking hands and the mothers exchanging contact numbers, as they planned to meet again in support of one another as single parents with teenage sons.

How Well Does It Work?

THE JCAP APPROACH:

- Meets the community's need to know that something meaningful has taken place
- Includes those directly impacted
- Helps those directly impacted find common ground
- Holds the young person accountable in real time
- Provides the young person with a way to put things right
- Is handled in the community by trained community members
- Builds community connections
- Interrupts the cycle of entry into the juvenile justice system!

From July 2016 to date, 589 young people have been referred to JCAP, and 520 have successfully completed the program. This means 520 entry points into the juvenile justice system were interrupted by providing an opportunity for those responsible to take accountability for their actions and repair the harm they had caused. It is worth noting

that participant feedback has been strongly supportive. At each JCAP completion meeting, participants are asked to complete a survey and have an opportunity to comment on their experience. The responses have been overwhelmingly positive, with parents often expressing an interest in becoming JCAP facilitators.

The work at JCAP is further supported by research from the Search Institute of Minneapolis. The Search Institute has identified the importance of a Developmental Relationship Framework (Search Institute, 2019) which explains the importance of relationships that allow adolescents to develop prosocial skills. Basically, developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. The research showed that young people are more likely to develop successfully when they experience positive developmental relationships with important people in their lives.

Conclusion

With the support of the JCAP facilitators, young people who complete this program are able to develop connections within their community. Being held accountable in a community space provides resolution for all involved and empowers the young person to make prosocial decisions moving forward. None of this would be possible without the dedication, care, and commitment of the facilitators, all of whom live in the communities that they serve. In addition, the thoughtful interest and support provided by Solano County Probation staff is a blessing to the work JCAP is endeavoring to accomplish and has helped further the work tremendously. There is a mutual commitment to repairing harm, restoring relationships, and building communities. JCAP and the Solano County Probation department meet people where they are and create pathways for where they need to be.

Programs like JCAP provide a much-needed alternative to the juvenile court system, which was not created to respond quickly to, or address, the root causes that precipitate adolescent offending. The benefit of the restorative approach is that it includes everyone who has been directly affected and helps them find common ground in real time. It provides an opportunity for all present to contribute positively to society, creates new opportunities to build strong community ties, and disrupts the cycle of entry into the juvenile justice system. All in all, the JCAP program has met expectations and has had a significant impact.

More information on JCAP can be found at www.arc-llc.org

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Author Bio

Julie Hilt is the founder of Alternative Restorative Communities (ARC), LLC. She collaborates with community partners to create programs that interrupt entry points and address the racial and ethnic disparity in the juvenile justice system. Julie came to California from London, England. Her work is greatly influenced by research and methods that have been pioneered in the UK, bringing a more global perspective to juvenile justice.



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A RURAL MINNESOTA RESPONSE TO JUVENILE JUSTICE



Introduction

The Lakes Area Restorative Justice Project (LARJP) is a community-directed, operated, and supported non-profit organization in rural Minnesota that uses restorative justice practices as an alternative to the traditional juvenile court system. LARJP seeks to alter the attitudes and behavior of justice-involved individuals while repairing the harm to victims and the community.

Background

LARJP was founded in 2004 when the combined experience and passion to create change of probation officer Stephanie Haider and minister Roger Lynn, both retired, merged and began a grassroots effort to bring restorative justice to the youth of Crow Wing County, a rural part of Minnesota that is known for its caring community. Over the past 16 years LARJP has strengthened relationships and gained support from the community, local organizations, schools, law enforcement, social services, community corrections, county attorney, county commissioners, churches, and other restorative justice programs throughout Minnesota. It is through this collaboration that LARJP has been able to have the greatest impact and cultivate the change this community wants to see.

Program Description

LARJP serves juveniles between the ages of 8 and 18, although most of the youth that come through this program are between 14 and 17 years old. Participants come from diverse family backgrounds and include—but are not limited to—those with learning disabilities and those struggling with mental health and/or substance use. Clients are given the opportunity to participate in the program, but if they cause harm in the future, they may not be given a second chance.

Referral Process

The project receives pre-charge and postcharge referrals from the County Attorney's office of individuals with offenses ranging from petty misdemeanors to felony level charges. Direct referrals are also received from each of the county's 10 police departments, the Crow Wing County Sheriff's Office, school resource officers, and social services. The county attorney created the direct referral policy that empowers the police departments to make direct referrals to LARIP.

When a referral is received, the program coordinator will create a case file and then reach out to the family of the referred client to explain the program. It is a voluntary process that the client's family can choose to end at any time. The program coordinator will then mail out a participation agreement that needs to be signed by both the client and a parent or guardian. The form explains that there is a \$50.00 fee for participating in the program, but scholarships are available if a potential participant is unable to pay the fee. In cases where the referred client's parent or guardian does not answer the letter or respond to phone calls within a period of two weeks, the caseworker sends the case back to the referring agency with a letter documenting the attempted contact.

The program coordinator will also reach out to the person(s) that was harmed, providing information about the program and extending an invitation to participate. If interested, two trained facilitators will then be assigned to the case, and they will reach out to both parties to schedule a time for a preconference (LARJP Personnel Handbook 2021).

Conference Process

The restorative justice process involves a series of conferences that are designed to create a safe and productive setting (Minnesota Department of Corrections, 2003). At the preconference, the facilitators will explain the program in more detail, and the client will have the opportunity to share what happened to lead to the charges. The facilitators will ask questions to help them fully understand the client's explanation of what happened. They will also

ask about goals, hobbies/interests, and things the client is good at. In addition, the facilitators try to learn about the youth's family.

The facilitators will meet separately with the person who was harmed and explain that the program is designed to provide an opportunity to share what happened and how this event has affected them. Both parties will be asked if there is anything that they would like to have at the conference to help them or if there is anyone they would like to be at the conference for support. The final part of the preconference will be to schedule a date for the main conference. Once the date is set, the facilitators will contact a volunteer community member and reach out to the police department and invite an officer to participate in the conference.

The final conference brings everyone together. The volunteer facilitators begin by sharing expectations for everyone involved, explaining each person's role, and then inviting those who caused the harm or those that were harmed to begin sharing what happened and how they have been affected. The sequence of speaking is determined at the preconference. The community member, police officer, and any support people will also be given the opportunity to ask questions and share their thoughts. Once everyone is done sharing, a contract to repair the harm will be created by the person who caused the harm, the person who was harmed, and the community member. The different items of the contract can include restitution, community service, letters of apology, an art project that brings awareness of the harm, or any other task that the group decides will repair the harm and build the community. When the contract items have been identified, dates will be set for when each of the items is to be completed. The timeframe from the date of referral to contract fulfillment on average is about two months, depending on the type of harm caused and the items on the contract setting (Minnesota Department of Corrections, 2003).

Observing the transformation that begins

during these conferences as the individuals who caused the harm increasingly understand the impact of their actions is very powerful. They begin to fully see the harm that was caused and develop a willingness to do whatever it takes to repair that harm. They also see the impact of their restorative actions on the person who was harmed. Creating a safe space where everyone can be heard and respected and then unifying the group in creating a contract to repair the harm allows healing and growing to begin.

Adapting to the COVID-19 Pandemic: A Case Example

With the onset of the pandemic, LARJP has moved to using Zoom virtual meeting technology to conduct meetings that would normally be done in person. This has been a learning process for everyone. The executive director and the program coordinator have participated in several different training sessions to help develop the program and the use of Zoom. For example, a case was referred from the county attorney involving a 13-year-old boy who was being charged with two counts of assault against a teacher and a school resource officer. The executive director and the program coordinator reviewed the case. The boy's grandmother had been newly assigned guardianship over him, and his parents were not involved with him at any level. The program coordinator called the grandmother and explained the LARJP. After she agreed that the boy would participate, she was informed that a facilitator would be calling. The program coordinator then emailed the referring agency accepting the case. The case was assigned to two facilitators who called the referred client's grandmother to schedule a preconference.

During the first virtual preconference, the youth indicated he was not able to remember anything regarding the event at the school and was having a hard time staying engaged. His grandmother was very guarded. The facilitators explained that they would be scheduling another virtual meeting and would keep it around 15-20 minutes. During the next two preconferences the

facilitators were able to gain the trust of both the client and his grandmother. After finding out that the client wanted to join the U.S. Navy when he was older, the facilitators shared how enlisting could support his future—that after serving, his benefits would pay for him to go to college and enable him to pursue a desired degree in engineering. The client also shared many of his hobbies and interests and identified various talents and skills.

The facilitators met with both the teacher and the school resource officer who were harmed, and they shared what had happened. They also noted that they had seen an increase in problematic behaviors by the client over the previous year, such as yelling, throwing things, fighting verbally/physically, and withdrawing or not participating at school. The facilitators then scheduled a date for the final conference.

The final conference included the client and his grandmother, the teacher, the school resource officer, and a community member. Taking the extra time in the preconference stage helped to prepare everyone for the final conference. The client was able to share everything that happened, acknowledged the harm he did, and stated that he could really see how much impact his actions had and how many other people were affected by those actions. The contract that was created included apology letters to the teacher, school resource officer, grandmother, and the client himself. This last apology was written after he came to understand that his choices and behaviors had hurt him as well and that he didn't want to do that to himself or others moving forward. The contract also included 25 hours of community service and a written paper explaining how making these choices will get in the way of his goals of joining the Navy, going to college, and ultimately becoming an engineer.

At the conclusion, the facilitator distributed surveys to everyone. The results showed that everyone was very satisfied with the process and the results. The facilitators called to check in with the client a month later to see how he was doing on his contract, and his grandmother said that he was doing great and that he had even gone over to their elderly neighbor's house to help shovel snow. This case was concluded successfully, after which the program coordinator submitted the completion paperwork to the county attorney's office and mailed out a successful completion certificate to the client.

Organization and Staffing

LARJP is guided by a very active board of directors and has an executive committee within the board. Board member are from diverse professional backgrounds that include corporate, law enforcement, probation, social work, finance, and more. Strategic plans are developed every three years at a board retreat, and each board member oversees different objectives and works together with the executive director to ensure successful completion. The board meets each month with the executive director, who reports progress or setbacks related to the strategic plan.

The executive director oversees the organization's operations and programs, working closely with the program coordinator to ensure continued success. The program coordinator is responsible for receiving referrals and making initial contact with the referred client, those that were harmed, police officers, and anyone else involved in the case, assigning facilitators to cases. The coordinator also carries out any reporting that is needed. The executive director and program coordinator conduct case reviews each week and stay in contact with facilitators to offer support. Upon successful completion of a case, or if the case is sent back, the program coordinator will send out the proper documents to both the client and the referring agency. The main source of funding for the program is from grants, but there are some private donations as well (LARJP Finance Chair, personal communication, 2020).

LARJP makes use of diverse volunteers who can connect with everyone participating in

this program. The first type of volunteers is the trained facilitators. Each of these facilitators receives Restorative Group Conference training offered by LARJP co-founder Stephanie Haider, with 16 hours of training provided over two days. After completion of that training, those who are actively facilitating cases will need to participate in monthly meetings with the program coordinator where they will continue to learn about facilitating cases and other helpful topics related to restorative justice. When assigning facilitators to a case, the program coordinator will pair a new facilitator with an experienced facilitator to offer ongoing support. The facilitators document all contacts made to each of the people involved and stay in contact with the client until successful completion. The facilitators also submit all paperwork and supporting documents related to the case to the program coordinator for filing.

The next group of volunteers consists of community members. These volunteers participate in the final conference, where they can speak to the impact the harm has on the community. Clients often report that the participation of this volunteer has helped them see the full impact that their harmful action has had. Volunteer community members are also the starting place for those interested in becoming a trained facilitator. Such volunteers gain a greater understanding of the work being done and the importance of each of the people involved in the case, and they can see firsthand the role of the facilitator in the conference. The community member will also be able to meet with the facilitators to ask questions and learn from the experience that is shared.

Looking to Improve

LARJP continues to look for ways to improve programming through different types of training, participating in different events in our community, and use of the advisory council. The executive director chairs a quarterly advisory council meeting that brings together members of the county attorney's office, police chiefs from all the

police departments, school resource officers, the Crow Wing County Sheriff's Office, social services, collaborative workers, one of our facilitators, and a member of our board. This group is used to advise on program ideas and possible struggles and to offer input on a wide variety of subjects and issues. This meeting increases support, provides great insight and perspective on the different cases that are referred, and elicits thoughts on project activities and operations. This group supports the project's continued efforts to improve and grow.

As an example, an item that was recently brought up at one of these meetings was the need to set a timeframe for the initial contact with the referred client. One reason that restorative justice is so impactful is that it is able to address the harm right away. Review of project data revealed that in some cases the timeframe was getting stretched, and staff were spending quite a bit of time trying to contact the family of the referred client. As a result of this discussion with the advisory council, the decision was made that there would be a twoweek window for the client and client's family to respond to the initial agreement letter or phone calls. A final call will be made at the end of this period informing the client's family that this case would be going back to the referring agency. This discussion and many like it have been very helpful in the continued growth of LARJP.

Program Results

LARJP has everyone complete a satisfactory survey after every conference. The results of this survey have shown that 98% of the participants in the conference are strongly satisfied. Project outcomes are reported monthly to the County Attorney's office, which prepares an annual internal report after checking on whether any of participants have had any more trouble. This report shows that the recidivism rate for participants who successfully completed our program is consistently less than 15%, and in 2020 it was 13.5% (D. Ryan, personal communication, 2020).

Conclusion

LARJP offers youth in the Brainerd Lakes area a second chance, keeping them out of the juvenile justice system for what may have been a single bad decision. Given this opportunity, the juveniles can fully understand the seriousness of their decision and how many people have been impacted. LARJP provides a safe and respectful space for juveniles and their families as well as those victimized by harm and their supporters—a space where decisions can be made together on how to repair the harm that was done.

References

Minnesota Department of Corrections (2003).
Facilitating Restorative Group Conferences (Participants Guide). Minnesota Department of Corrections with technical assistance from the National Institute of Corrections.

Lakes Area Restorative Justice Project Personnel Handbook (2021). Lake Area Restorative Justice Project. Brainerd, MN.

Lake Area Restorative Justice Project. (2021).

About us. Retrieved from: https://www.larjp.org/about-us/

Author Bio

Brian Andrews has been serving as the Executive Director for Lakes Area Restorative Justice Project for over a year and absolutely loves it. Brian is the father of six children ages 7-22, and married to his best friend in the world. Brian's passion for this work comes from years of personal involvement with the criminal justice system, addiction, and the understanding of the impact that a positive person can have in one's life. Several years ago, Brian saw that his community was hurting, youth were struggling, and the criminal justice system was not helping to reverse any of this. Brian realized if he wanted to see the change that communities desire, it will have to start with the youth. This birthed the drive to begin serving youth and their families in our community.

PROBATION AND PAROLE PROFESSIONALS

MOST NEED SUPPORT



Probation and Parole Professionals Identify Where They Most Need Support

Kimberly Bernard, PhD; Kimberly Meyer, PhD, Adriana Arce, MA & Leah Bower, PhD

September 2021

BACKGROUND

Launched in January 2021 but conceived before what we now know as "COVID-19," our latest APPA member survey was certain to capture a unique mix of responses. Carried out in the midst of the seismic societal changes witnessed in 2020, the committee was eager to read and analyze the results. From the beginning, APPA's Research and Review Committee was focused on uncovering issues practitioners in the field were experiencing or could see emerging in probation, parole, and pretrial services. This effort was intended to inform the strategic efforts of the Board of Directors, guide APPA Committee goals, and develop relevant themes for upcoming training institutes.

The survey was open for almost four months, sent to every active APPA member, and then often forwarded to professionals beyond that initial group. Survey reminders appeared in several targeted emails and CC Headlines. Responses were received from leadership and frontline staff with many sharing similar challenges. Respondents were asked to identify their top three priority issues among eight main topics. For each topic selected, respondents could further specify specific challenges, identify what type of assistance would be most useful in addressing that issue, and share additional information via an optional, open-ended text field. The next section of this summary report breaks out the details of survey responses by respondent types and areas of concern, then highlights some of the respondents' written feedback.

AREAS OF INTEREST WHERE SUPPORT IS NEEDED

APPA's goal with this survey was to identify specific areas for support and training. The survey began by asking respondents to identify their most important challenges and important issues emerging in the field of Community Corrections. Respondents could select up to three areas of greatest interest out of eight options: Supervision Practices, Health and Wellness, Judicial, Leadership Management, Operations Management, Officer Safety, Technology, and Special Populations/Responsivity.

The four areas of interest most frequently reported and specific issues from each area are noted in the graphic below. For example, 24% of all survey respondents identified Supervision Practices as one of the three most important topic areas. Within this issue, case planning, service delivery, and client interaction were selected as the most important components of Supervision Practices, or where help was most needed.



SUPERVISION PRACTICES

Respondents identified needs in case planning, service delivery, and client interaction.



SPECIAL POPULATIONS/ RESPONSIVITY

Respondents named mental health, use of alcohol/drugs, race equity, and gender issues.



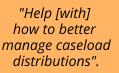
LEADERSHIP DEVELOPMENT

Specific topics included cohesive team building, leadership styles, and coaching models.



TECHNOLOGY

The most repeated issues in this area were remote reporting, client communication, and sofware.



"Mentoring future leaders...to be more effective and inclusive... with staff".



When responses were analyzed by respondent role, a greater percentage of leaders and managers selected the specific issues of Case Planning and Cohesive Team building, when compared to respondents in other roles.

NEEDED SUPPORTS

Training and development in community corrections are integral to APPA's mission. Survey questions about how respondents prefer to receive information and training could not have been more timely, given the widespread use of online trainings since 2020. After identifying their three highest priority issues and specific areas of focus, survey respondents were asked to select one or more types of assistance they would like to receive from APPA out of five types of supports: 1) Trainings/Webinars, 2) Coaching/1:1 Skill Development, 3) Research Briefs/Issue Papers, 4) Technical Assistance by a Subject Matter Expert(s), and 5) Discussion Forum/Networking with Peers. The survey also allowed respondents to include written comments about types of supports.

Overall, trainings and webinars were selected as the most preferred type of support (68% of all respondents). Many respondents indicated more than one type of training was needed, so totals in this section could exceed 100%. Respondents provided a wide range of written comments as well.



"Management needs to be better trained to identify burn out and actually help officers with it instead of ignoring until it gets to the point that great POs...quit the job".

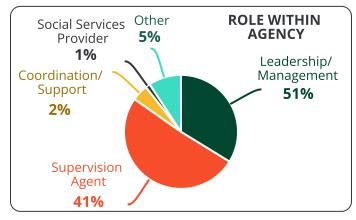
"Leadership roles are largely isolated. We need opportunities to connect with peers". "The technology available is constantly changing, but it is difficult to know what will be the most helpful for day-to-day operations".

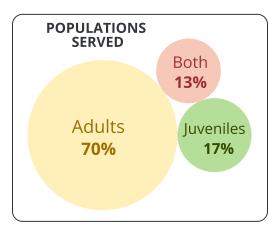


When responses were analyzed by respondent role, a greater percentage of leaders and managers selected trainings/ webinars and technical assistance by a subject matter expert(s), as compared to respondents in other roles.

SURVEY RESPONDENTS

A total of 328 parole, probation, and pre-trial professionals participated in the survey. Respondents represented 41 U.S. states, and two responses came from Spain. The state of Nebraska had the highest response rate, representing 20% of all respondents; however, subsequent analyses revealed no significant differences between their responses and those from the rest of the sample. The Research and Review Committees was pleased to see that respondents represented a cross-section of community corrections, including managers, supervision agents, coordination staff, and social service providers. Moreover, respondents reported working with different populations: The majority work with adults, while others reported working with both adults and juveniles or with juveniles only.





LOOKING AHEAD

The survey results revealed important differences in training preferences in the areas of Supervision Practices, Leadership Development, Responsivity to Special Populations, and Technology.



Supervision Practices support was preferred through coaching and 1:1 skill development.







Special Populations/Responsivity support was preferred through research briefs and issue papers.



[Client] mental health has been pushed aside. ... This could lead to a more violent population we supervise."



Leadership Development support was preferred through coaching and 1:1 skill development.







Technology support was preferred through technical assistance by a subject matter expert(s).



"COVID has shown how technically unprepared the profession is..."

This survey represents the real commitment of APPA to listen to the needs and concerns of its members. The Research and Review Committee is grateful to everyone who took the time to complete the survey and looks forward to working with the APPA Executive Board to incorporate these topics and methods into future training events. Such opportunities could include 1-on-1 coaching on leadership, networking opportunities to share practices and offer support on officer wellness, or expert training on technology, all of which were suggested by participants in the survey. A group could also be formed to further analyze data or develop future training offerings.

If you are interested in reviewing the survey data as it relates to your role with APPA, please contact the Research & Review Committee at apparesearchcommittee@gmail.com.

"Without the buy-in of the judges/courts to accept evidence-based methods, the field of community corrections will never evolve in the direction it should..."

Author bios

Principal Consultant at the Oak Hill Consulting Group and holds a Ph.D. from the Heller School at Brandeis University. In 2017, she started a four-year term as the Chair of APPA's Research Committee. She is currently serving as APPA's State Representative to Rhode Island. During her ten years with the Multnomah County Department of Community Justice, she developed a portfolio of projects funded through the Bureau of Justice Assistance and the Arnold Foundation. She is currently the Principal Investigator of a longitudinal study of ganginvolved youth, funded by the National Institute Justice, WEB Du Bois program.

Dr. Kimberly S. Meyer is an Assistant Professor at Central Connecticut State University and current Co-Chair of APPA's Research and Review Committee. She studied education and public administration before earning her Ph.D., which provides a unique perspective into the training issues and policy environment affecting the justice system. She uses primarily qualitative methods (interviews and observations) to understand policy implementation. Her collaborative research with juvenile and adult probation agencies aims to understanding probationer and worker experiences and improving outcomes for offenders, practitioners, and agencies. Her current work with state probation officers assesses immediate risk of violence among young adult probationers.

Adriana Arce, MA, is a Planning and Evaluation Analyst at Ramsey County Community Corrections in St. Paul, Minnesota. Adriana earned a master's degree in International Development with a minor in Program Evaluation at the Humphrey School of Public Affairs at the University of Minnesota. Adriana has four years of research and evaluation experience. While earning her master's degree, she spent two months in Belize working with community leaders to build a vision for the economic development of the Maya people. In her current

evaluator role at Ramsey County, Adriana supports the department's services to improve outcomes for its communities.

Leah Bower is the Research and Evaluation Supervisor for Ramsey County Community Corrections located in St. Paul, MN. She received her master's degree in applied anthropology at American University and a bachelor's degree from Connecticut College. She has over 20 years of research and program evaluation experience in local government including social services and criminal justice. She leads staff in the design, implementation and maintenance of program and system evaluations and performance metrics as well as participating in system wide initiatives to reduce racial disparities and promote better outcomes for clients served by the county.

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APPA has provided me a voice and the confidence to move forward in the changing times of community supervision.

- Greg Dillon

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form to complete your application)

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	Level II Agency Member	(500-799 staff - 1 year)	\$750
	Level III Agency Member	(101-499 staff - 1 year)	\$550
	Level IV Agency Member	(<100 staff - 1 year)	\$300
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	Educational Institution	(1 year)	\$150
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	Lifetime Member	(Lifetime)	\$300

(Individual must meet qualification criteria. Additional materials will be mailed to you upon receipt of this

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Individual applicants, please complete the following:

LENGTH OF EXPERIENCE IN **COMMUNITY CORRECTIONS**

- ☐ Less than 2 years
- 2-5 years

(U.S. currency)

- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years ☐ More than 26 years

GENDER

- ☐ Female
- ☐ Male

RACE/ETHNICITY

- ☐ African American
- ☐ Asian
- ☐ Caucasian
- ☐ Hispanic
- ☐ Native American/ Alaska Native
- Other_

HIGHEST LEVEL OF **EDUCATION**

- ☐ Associate's Degree
- ☐ Bachelor's Degree
- ☐ GED
- ☐ High School Diploma
- ☐ Master's Degree
- Doctorate

GEOGRAPHIC WORK AREAS

- ☐ Urban (Pop. >50,000)
- ☐ Rural (Pop. <50,000)
- ☐ Both Urban and Rural

JOB JURISDICTION

- ☐ City
- ☐ County
- ☐ Federal
- ☐ Province
- ☐ State
- ☐ Tribal
- ☐ Alaskan Village
- Other _

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- ☐ Awards & Spotlights
- Career Center
- **Executive Summit**
- Leadership Institute
- Marketing Opportunities
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A Force for Positive

Writing for Quarterly Journal

CHANGE.

I AM INTERESTED IN:

- ☐ Case Management/Planning
- ☐ Controlled Substances ☐ Criminogenic Risk/Needs
- ☐ Diversity
- Domestic Violence
- DUI
- Electronic Monitoring Evidence-Based Practice
- Family Justice
- Fines, Fees & Restitution
- Gangs
- ☐ International
- Interstate Compact/Commission
- Judicial
- Juvenile Justice
- ☐ Offender Employment
- Offender Mental Health
- ☐ Officer Safety/Wellness
- □ Parole
- □ Pretrial
- Probation
- ☐ Professional Development
- ☐ Public Policy
- Public Relations
- ☐ Recidivism
- ☐ Research/Evaluation
- ☐ Restorative Justice
- Sex Offender Management
- Supervision Strategies
- Technology
- Victims Issues
- Workplace
- ☐ Other: _

PRIMARY WORK SECTOR

- ☐ Academia
- ☐ Adult Correction
- ☐ Adult Parole
- ☐ Adult Probation
- ☐ Community Justice
- Juvenile Parole
- Juvenile Probation
- **Judicial**
- Non-Profit
- Pretrial Services
- ☐ Private
- Residential
- Treatment Provider

PROFESSIONAL CATEGORY

- Administrator
- ☐ Attorney
- ☐ Commissioner/Director/Chief
- ☐ Consultant
- Educator
- ☐ Grant Coordinator
- Judge
- ☐ Line Officer
- ☐ Parole Board Member
- ☐ Private
- Project Director
- Retired
- Specialist
- ☐ Student ☐ Supervisor
- ☐ Trainer
- ☐ Transition Specialist