Community Safety Through Successful Offender Reentry:

A Training Curriculum for Corrections Policymakers

THE CENTER
CENTER FOR EFFECTIVE PUBLIC POLICY

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CURRICULUM DEVELOPMENT

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CHAPTER 1: NEED FOR AND OVERVIEW OF CURRICULUM

Need for the Curriculum

In recent years, offender reentry has risen to the top of the list of priority needs and concerns for criminal justice systems. Statistics demonstrate the growing urgency of the problem:* According to the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, as of 2005 there were more than 2.1 million prisoners in United States prisons and jails (Harrison & Beck, 2006). Ninety-five percent of these individuals will be released (Hughes & Wilson, 2005), at a rate of more than 650,000 each year, with approximately 500,000 being released to parole (see Harrison & Beck, 2006; Glaze & Bonczar, 2006; Glaze & Palla 2005). The adult parole population has increased annually by an average of 2.5% over the last decade, with a total of 784,408 adults on parole in 2005 (Glaze & Bonczar, 2006). Of those released from parole supervision in 2005, only 45% successfully completed their supervision, with a re-incarceration rate of 38% (Glaze & Bonczar, 2006).

The development of thoughtful and creative strategies for successful offender reentry is required, given the complex needs of offender populations, policy and practice challenges within the system, and increasing barriers facing offenders as they reenter their communities. Institutional and community supervision agencies play a critical role in the successful reentry of prisoners. Traditionally, corrections agencies have defined their institutional mission as secure and safe custody for offenders during the time of their sentences in institutions, and their post-release supervision function as assuring compliance with the conditions of release, meeting established contact standards, and returning post-release condition violators to the appropriate authority for revocation. Broadening that mission to embrace the successful transition of offenders into communities – and to address the barriers to reentry as an equally important function – will require clear articulation from agency policymakers of a new direction in policy and strategy.

As corrections policymakers broaden the mission to include successful offender reentry as a crucial goal of their agencies, they must share the message with their colleagues about this new direction in policy and strategy and elicit their support in conducting their business in a new way. Without the commitment of top leadership in their organization, efforts to encourage agencywide changes in policy and staff practices will be undermined. This training curriculum is designed to assist policymakers by providing the basic information and resources they need to begin changing their vision, mission, policies, and practices to be more aligned with effective offender reentry strategies – and ultimately, successfully impact public safety.

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* Sources: Glaze, L.E. & Bonczar, T.P. (2006). *Probation and Parole in the United States, 2005.* Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics.

Glaze, L.E. & Palla, S. (2005). *Probation and Parole in the United States, 2004.* Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics.

Harrison, P.M., & Beck, A.J. (2006). *Prison and Jail Inmates at Midyear 2005*. Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics.

Hughes, T., & Wilson, D.J. (2005). *Reentry Trends in the United States.* Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics.
http://www.ojp.usdoj.gov/bjs/reentry/reentry.htm. Last accessed April 30, 2007.

Langan, P.A., & Levin, D. (2002). *Recidivism of Prisoners Released in 1994*. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs.

Policymakers Training: Agenda at a Glance

1:00 p.m.	Welcome
1:05 p.m.	Introductions; Goals and Agenda Review
1:20 p.m.	An Overview of Offender Reentry in the United States
1:35 p.m.	The Components of an Effective Offender Reentry Strategy
2:35 p.m.	Small Group Discussion
3:20 p.m.	Beginning an Agency Action Plan
3:45 p.m.	Resources Available to Assist States in the Enhancement of their Reentry Efforts
4:00 p.m.	Adjourn

Overview of the Curriculum

This training curriculum is intended to assist institutional and community supervision agency policymakers interested in increasing successful offender outcomes following their release from confinement. It is designed for users who wish to hold a training session to assist these policymakers in developing more thoughtful and creative strategies to the challenges facing them, and to provide them with information, tools, and referral to resources to enhance their efforts in developing and implementing more effective offender reentry strategies.

This chapter includes important background information, the purpose and goals of the training, the content of each component of the training, and the intended outcomes. Information on additional training resources will conclude this chapter.

Chapter 2 provides instructions for the planning and delivery of the curriculum, including how to tailor the curriculum to the audience and the jurisdiction.

Chapter 3 of this curriculum includes examples of the exercises, provides the presentation slides and sources used, and lists additional resources on offender reentry.

Purpose of the Curriculum

This curriculum, aimed at adult and juvenile institutional and community supervision policymakers, explores the changing role of corrections agencies in successful offender reentry and management after release to the community. It provides valuable information regarding offender reentry issues, including:

- A discussion of new and developing theory on successful offender transition to the community;
- A review of evidence-based and emerging practices and empirical knowledge; and
- Information on resources available to policymakers.

The curriculum is designed to promote collaboration and information sharing between agency policymakers, and to encourage problem solving and the development of creative solutions to offender reentry issues.

Training Goals

This training is designed to assist corrections policymakers nationwide in their efforts to build effective offender reentry processes by:

- Presenting an overview of offender reentry activities in the United States, including the scope of the issue and the national efforts underway designed to assist states to respond to increasing numbers of returning prisoners;
- Defining the key role of institutional and community supervision agencies in the effective management of this offender population, emphasizing the importance of defining offender success as a key element in an effective offender reentry strategy;
- Delineating the critical activity areas that together make successful offender reentry possible;
- Providing information and tools designed to assist users in assessing their agencies' progress toward building a strong and effective offender reentry process;
- Offering users an opportunity to share their own innovations and challenges with other corrections policymakers; and
- Highlighting the support available to assist agencies to strengthen their offender reentry efforts.

KEY POINTS

- This training curriculum is designed for policymaking staff from institutional and community supervision agencies.
- It is intended to define the complex issues involved with realigning correctional agencies' visions and missions to promote successful offender reentry.
- The curriculum also provides a framework to guide the work of these agencies.

Training Format

The training is designed to be brief, approximately three hours in length, with no breaks between sections of the agenda. The training design includes plenary discussions intended to provide the entire group of participants with an opportunity to learn information about offender reentry in a presentation format, as well as small group discussions to provide participants with alternative ways of learning, including participation in small group discussions. This format is consistent with adult learning principles, which indicate that professionals learn more effectively when they are able to process information and discuss with their peers how it relates to their own personal experiences.

Finally, this event will provide a number of resources to policymakers on offender reentry. Not only can participants engage in opportunities for networking with their peers, they are also supplied with a list of resources in presentation format and in their participant materials.

KEY POINTS

- The training in this curriculum is intended to be a short, three-hour event.
- The format of the training includes both plenary sessions and small group discussions.

- Participants will engage in a gaps analysis of their agency's policies and practices as they relate to offender reentry in order to begin forming a plan for action.
- In addition to the presentation on available resources for policymakers, participants can find additional resources in their packets.

Training Content

Although this training is intended to be both interactive and informational, it is brief. However, users may want to provide more time for group discussion and action planning, depending on their selection of different goals or audience members. The following outlines the components of the training as it was piloted, along with recommended time allotments:

5 minutes Welcome

15 minutes Introductions: Goals and Agenda Review

Purpose: Orient the audience to the training format and inform them of their responsibilities as participants.

Description: The moderator should introduce him or herself and the other faculty members to the audience. Then the speaker should outline the goals for the training and the specific agenda items that will be covered. It is particularly important that the moderator tell the participants what work products they can expect to leave with at the end of session. A short icebreaker is recommended when participants are unfamiliar with one another.

15 minutes An Overview of Offender Reentry in the United States

Purpose: Emphasize the importance of defining offender success as a key element in effectively managing offenders returning to the community, and provide policymakers with information from a national perspective on offender reentry and recidivism.

Description: This session will provide an overview of offender reentry activities in the United States, including the scope of the issue and current recidivism rates, the outcomes of traditional approaches to offender management, the impacts of increased reincarceration of offenders after release, and some of the national efforts designed to assist states in responding to these issues.

60 minutes The Components of an Effective Offender Reentry Strategy

Purpose: Offer a framework for thinking about the key components of an effective reentry strategy.

Description: The key elements of an effective offender reentry strategy are reviewed, including: Leadership and Organizational Change, a Rational Planning Process, Multi-Agency Collaboration, and Offender Management Practices. This presentation: explains the critical roles of leadership and organizational change, and lays out the steps in turning a vision into action for change; explains the need for a rational planning process in working towards a vision; emphasizes the importance of forming partnerships with other

organizations and individuals who share a vision for offender success; and underscores the need for offender management practices that are empirically-based and effective.

45 minutes Small Group Discussion

Purpose: Provide participants with a forum to discuss the information shared in the previous plenary sessions, and share their own innovations and challenges as they work to build better outcomes with offenders.

Description: This exercise is designed to allow for peer-to-peer exchange regarding the successes and challenges participants have experienced in conducting this work. Groups will be assigned to discuss one or more of the following key components of an effective offender reentry strategy:

- Leadership and Organizational Change
- Rational Planning Process
- Multi-Agency Collaboration
- Offender Management Practices

25 minutes Beginning an Agency Action Plan

Purpose: Participants will be provided with an opportunity to engage in a gaps analysis of their agency's policies and practices as they relate to offender reentry. They will also engage in action planning to address the need areas identified in the exercise.

Description: After a discussion of the components of an effective reentry strategy, participants will answer the questions in the *Offender Reentry Police and Practice Inventory* to identify issues and need areas that may need to be further investigated, and will share their results with a small group of individuals from within their organization. Following the completion of the Inventory, faculty members may lead the larger group in a discussion about common gaps and needs regarding their agencies' policies and practices that emerged during the exercise.

15 minutes Resources Available to Assist States in the Enhancement of their Reentry Efforts

Purpose: Provide policymakers with tools and resources to assist their agencies in assessing and strengthening their efforts.

Description: This presentation provides participants with the support available to assist agencies to strengthen their offender reentry efforts. Federal funding and technical assistance opportunities, as well as non-federal information resources are highlighted. It is strongly encouraged that users carefully review and update this material prior to the training session.

Suggestions for tailoring the curriculum to the jurisdiction and the intended audience are provided in Chapter 2 of this curriculum.

For presentation slides, exercises, and offender reentry resources, see Chapter 3.

Intended Training Outcomes

This curriculum is primarily an informative tool, designed to provide an overview of national reentry efforts and the components of a successful offender reentry strategy. Policymakers should leave the training with a more complete understanding of the complex issues affecting the success of offenders returning to the community and the resources available to corrections professionals as they pursue a reentry strategy.

In addition, the training is intended to serve as the first step in a long-term process of planning and implementing a successful offender reentry strategy. It is intended to provoke close consideration of an agency's current reentry efforts, and to promote a desire to reexamine those efforts and develop new, more effective strategies. Policymakers should come away from the training recognizing how their agency's reentry efforts fit into the context of changes being undertaken in many states, and at the national level, which includes redefining the mission of corrections agencies to include community safety through offender success as a critical goal both during and after incarceration. Exercises conducted during the training should provide participants with a basic road map for the "next steps" in this long-term process, including the initiation of a rational planning process.

Additional Training Resources

Users of this policymaker's curriculum may also be interested in the *Community Safety Through Successful Offender Reentry: An Agencywide Curriculum*, developed by the Center for Effective Public Policy and sponsored by the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Assistance. The agencywide curriculum is designed to assist policymakers from corrections agencies in continuing the work begun in this training by:

- Assisting agencies to engage in a long-term strategic planning process;
- Facilitating the communication of the agency's new vision for successful offender reentry with a broader audience of corrections staff; and
- Involving all levels of staff in the process of change.

There are a number of additional tools and resources available through the Center for Effective Public Policy's Web site at www.cepp.com that users may wish to consult in organizing this event. These include:

- *Center for Effective Public Policy (2008). Increasing Public Safety Through Successful Offender Reentry: Evidence-Based and Emerging Practices in Corrections.*
- *Center for Effective Public Policy (2008). The National Institution of Corrections TPC Reentry Handbook: Implementing the NIC Transition from Prison to the Community (TPC) Model.*
- *Center for Effective Public Policy (2008). The National Institute of Corrections TPC Case Management Handbook: Case Management within the Transition from Prison to the Community (TPC) Model*.

CHAPTER 2: PREPARING FOR THE TRAINING PROGRAM

This curriculum is designed to promote collaboration and information sharing between agency policymakers, and to encourage problem solving and the development of creative solutions to offender reentry issues. Although the curriculum was developed for a mixed audience of executive policymakers from agencies representing jurisdictions from around the country, the curriculum can be tailored for use with other audiences. In this chapter, important considerations for adapting the curriculum will be reviewed, as will other aspects of preparing for the training event.

Tailoring the Curriculum

There are three primary issues to consider when tailoring the curriculum. Users should identify:

- What are the goals of the training?
- Who is the target audience of training?
- What additional information or activities should be added to the curriculum to achieve the desired outcomes (goals)?

This curriculum is designed for use with policymakers from a number of corrections agencies working to promote successful outcomes for offenders in their jurisdictions. In this form, the curriculum can be delivered in the context of a national conference or association meeting at which policymakers from jurisdictions around the country can be in attendance and have the opportunity to participate.

However, the curriculum can be tailored for use by a single corrections agency with its policymaking and management staff, and other key stakeholders in the implementation of the agency's reentry strategy. Key stakeholders may include corrections agencies responsible for preparing offenders for release, community corrections and supervision agencies (if these functions are delegated to separate agencies), parole board staff and members, other criminal or state government agencies, and – depending on the goals of the training – service providers and community partners.

Users of the curriculum are encouraged to consider each of the factors discussed below when making revisions to the curriculum to ensure that critical aspects are addressed before the training is conducted.

Curriculum Goals

As with any training, determining the goals of the event is a critical first step. A clear definition of the training goals will help define both the substantive material to be included in the agenda, as well as the audience. Do users intend the training to be strictly informative? Will the training serve as the beginning of a longer term self-assessment process? Or both?

The following set of goals was developed for the curriculum as it was originally designed. It is anticipated that these will remain integral to the training. This curriculum is designed to:

- Present an overview of offender reentry activities in the United States;
- Define the key role of corrections agencies in the effective management of this offender population and in building offender success;
- Frame the critical activities necessary for successful offender reentry to be achieved;
- Provide information and tools designed to assist users in their efforts;
- Offer users an opportunity to share their own innovations and challenges with others; and
- Highlight the support available to assist agencies to strengthen their offender reentry efforts.

Users employing the curriculum in alternative ways (e.g., working with a single agency) may also wish to use this training opportunity to accomplish other important goals, such as presenting an overview of offender reentry activities in an individual jurisdiction, or providing a forum for discussion among stakeholders about those efforts. Users should keep in mind that these goals may not be reflected in the curriculum and that additional development work may be required to incorporate these into the training. It is also possible that the time frame of the agenda may need to be expanded to accommodate such changes.

The Audience

This curriculum was developed for use with an audience of executive level policymakers representing jurisdictions from around the country, and the exercises included in the agenda were designed for that audience. Anticipated participants would include directors and assistant directors of corrections agencies (or individuals in equivalent positions). Optimally, such an audience would not include individuals from other levels of authority within corrections agencies, in order to provide the best environment for peer-to-peer exchange.

Users electing to employ this curriculum in a single jurisdiction are encouraged to consider carefully the best mix of audience members for the event. Depending on the goals of the training, users may want to restrict participants to those within a single corrections agency or may decide to include policymakers from other criminal justice agencies within the jurisdiction. Users should consider the utility of restricting participants to those with decision making power within their respective agencies; this accomplishes not only the goal of ensuring that key decisionmakers are informed about the important aspects of a successful offender reentry strategy but allows, once again, for fuller discussion among individuals with similar levels of authority. For example, the second exercise, *Beginning an Agency Action Plan*, may be most useful to a jurisdiction beginning a self-assessment process when used with a select number of agency leaders.[1]

[1] The exercises included in this curriculum do not provide for a comprehensive assessment of all the policies and practices necessary for successful offender reentry. Users must still engage

This curriculum can be used with a mixed audience of policymakers, including those responsible for supervising offenders in the community (probation and parole staff) and those responsible for preparing offenders for release (institutional staff), those working with adult or juvenile populations, and those with state, county and local supervision authority. Including policymakers from both institutions and community corrections is strongly encouraged.

Users may want to expand the audience to include policymakers from additional stakeholder agencies, such as other state agencies, and community and service providers. Including these policymakers in the training may provide an opportunity to educate current or potential partners about a collaborative reentry effort towards successful offender reentry. Users are cautioned, however, that this curriculum was developed for a corrections audience, and care should be taken to ensure that the information provided is relevant to other stakeholders, and that the exercises have been modified to elicit information about the experiences of these partners

Depending on the goals of the training, users may elect to open the training to staff from other levels within a corrections agency. Including non-policymaking staff may be appropriate when the primary purpose of the training will be to provide a wider range of staff or stakeholders with an overview of successful offender reentry. In such situations, users are encouraged to consider how the exercises may be tailored or breakout groups organized differently to enrich discussion among staff representing multiple levels of authority.[2]

Additional Information: Tailoring the Content

The content of this curriculum is intentionally broad in its presentation of information, in order to serve the needs of a broad range of corrections agencies. Users employing the curriculum with a single agency or within a single jurisdiction may want to consider providing additional information focusing specifically on the agency or jurisdiction, or adapting the exercises to promote a more in-depth discussion of the jurisdiction's strengths and challenges. In situations in which the audience has been expanded to include other criminal justice partners, and community and service providers, users may want to gather statistics regarding the offender clientele of these other community and service providers to demonstrate the impact of reentering offenders on these agencies, or emphasize collaboration strategies as a way of moving the jurisdiction forward.

in a full rational planning process before developing and implementing an action plan for successful offender reentry.

[2] Users seeking to conduct a more in-depth training on successful offender reentry for a large audience of corrections staff are encouraged to consider *Community Safety Through Successful Offender Reentry: An Agencywide Training Curriculum for Corrections,* which contains additional instruction, materials, and resources on conducting a training for all levels of corrections staff.

KEY POINTS

- This curriculum can be tailored to varying training environments, such as training leaders within an organization or in a national conference setting.
- In tailoring the training, consideration should be given to adapting the goals, target audience, and the training content as appropriate.
- The target audience will depend on the goals of the training, and may include participants from institutional and community supervision and other criminal justice agencies, other state agencies, and community and service providers.
- Users delivering the curriculum to a single corrections agency or within a single jurisdiction are encouraged to consider ways in which the materials can be tailored specifically to that agency or jurisdiction.

CHAPTER 3: PRESENTATION AND COURSE MATERIALS

In this chapter, users will find a set of sample course materials. The following sample materials illustrate the type of information participants should receive at the beginning of the training. By presenting organized information and guiding participants through the material, a tone for the meeting is set, and a more effective learning experience can be achieved. Participants will appreciate being fully informed of what to expect from the training, and what is expected from them in return.

Trainers[3] may want to provide participants with a folder or binder that lays out materials in an organized fashion. It is recommended that the course packets be labeled clearly with the title, dates, and location of the event; users might also consider individually labeling the packets. For ease of use, documents may be printed on different colored paper (e.g., the agenda, which is referenced multiple times during the training, should stand out in the packet of materials). Generally, materials should be arranged in the order that they are referenced during the training (e.g., the training goals and agenda would come first, and the presentation slides and exercises should fall in the order that they appear on the agenda).

These materials should not be considered comprehensive; users should feel free to include additional information as it is relevant to the training event.

This chapter contains the following:

- Training Goals
- Training Agenda
- Presentation Slides: An Overview of Offender Reentry in the United States
- Sources: An Overview of Offender Reentry in the United States
- Presentation Slides: The Components of an Effective Offender Reentry Strategy
- Sources: The Components of an Effective Offender Reentry Strategy
- Exercise: Small Group Discussion
- Exercise: Beginning an Agency Action Plan
- Presentation Slides: Resources Available to Assist States in the Enhancement of their Reentry Efforts
- Selected Resources
- Training Evaluation Form

[3] Users of this curriculum are encouraged to select faculty members who are knowledgeable about and interested in the topic on which they are presenting, who are able to build upon the material based on their own experiences working in this area, and who can supplement the basic information provided in this curriculum.

POLICYMAKER'S TRAINING

Date
Meeting Location
City, State

TRAINING GOALS

Building an effective response to the complex needs of offenders returning to the community from prison or juvenile facilities, and addressing the policy and practice challenges within the criminal justice and public sector systems and the barriers offenders encounter within their communities, requires the development of thoughtful and creative strategies. Institutional and community supervision agencies play a critical role in the design and implementation of such strategies.

This training is designed to assist corrections agency policymakers from across the country in their efforts to build effective offender reentry processes by:

- Presenting an overview of offender reentry activities in the United States, including the scope of the issue and the national efforts underway designed to assist states to respond to increasing numbers of returning prisoners;

- Defining the key role of institutional and community supervision agencies in the effective management of this offender population, emphasizing the importance of defining offender success as a key element in an effective offender reentry strategy;

- Delineating the critical activity areas that together make successful offender reentry possible;

- Providing information and tools designed to assist users in assessing their agencies' progress toward building a strong and effective offender reentry process;

- Offering users an opportunity to share their own innovations and challenges with other corrections policymakers; and

- Highlighting the support available to assist agencies to strengthen their offender reentry efforts.

POLICYMAKER'S TRAINING

Date
Meeting Location
City, State

TRAINING AGENDA

1:00 p.m. **Welcome**
Opening Speaker's Name and Title

1:05 p.m. **Introductions; Goals and Agenda Review**
Moderator's Name and Title

1:20 p.m. **An Overview of Offender Reentry in the United States**
Presenter's Name and Title

1:35 p.m. **The Components of an Effective Offender Reentry Strategy**

- *Presenter's Name and Title*
- *Presenter's Name and Title*
- *Presenter's Name and Title*
- *Presenter's Name and Title*

2:35 p.m. **Small Group Discussion**

Breakout Group #1: *Location*

- Leadership and Organizational Change; Rational Planning; Collaboration– *Facilitator's Name and Title*

Breakout Group #2: *Location*

- Offender Management Practices– *Facilitator's Name and Title*

3:20 p.m. **Beginning an Agency Action Plan**
Presenter's Name and Title

3:45 p.m. **Resources Available to Assist States in the Enhancement of their Reentry Efforts**
Moderator's Name

4:00 p.m. **Adjourn**

PRESENTATION SLIDES: AN OVERVIEW OF OFFENDER REENTRY IN THE UNITED STATES

An Overview of Offender Reentry in the United States

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Scope of the Problem

- The United States leads the world in incarceration rates.
  (Walmsey, 2003)
  - European countries - 1:1,000
  - United States - 1:143
- There are nearly 7 million adults under some form of correctional supervision in the United States today.
  (BJS, 2004a & 2004b)
  - This is a marked increase from 1.8 million in 1980
- Approximately 105,000 youth are housed in juvenile residential placements – primarily secure custody facilities – on any given day.
  (OJJDP, 2001)
- For juveniles under 18 years of age, new admissions to correctional facilities have increased 65% over the past 15 years.
  (Sickmund, 2004)

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Release Trends

- 97% of individuals incarcerated in state prison will be released at some point.
  (Barnett & Parent, 2002)
- Over 600,000 individuals are released from prison each year.
  (Harrison & Beck, 2006)
- Approximately 100,000 juveniles are released from institutional custody annually.
  (Sickmund, 2000)

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Are Offenders Adequately Prepared for their Return to the Community?

Center for Effective Public Policy © 2007

Up to 1/3 of all adult offenders within correctional institutions have a diagnosable mental disorder… yet appropriate in-prison services are lacking.

(BJS, 1998)

Center for Effective Public Policy © 2007

Approximately 60-80% of youth in the juvenile justice system have mental health difficulties…yet each day, only 1/3 of all youth in need of mental health services actually receive the necessary interventions.

(NMHA, 2004)

Center for Effective Public Policy © 2007

Roughly 3 out of 4 adult inmates have substance abuse problems… yet only about 10% receive formal treatment while incarcerated.

(Hammett, 2000; BJS, 1999)

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Approximately 40-70% of youth in juvenile correctional facilities have substance abuse difficulties …yet many do not receive treatment.

(NIJ, 2002)

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Of the incarcerated adults and juveniles with mental health difficulties, between 60-75% have co-occurring substance abuse difficulties.

(The National GAINS Center, 2001; 2002)

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40% of adults released from correctional placement have not obtained a GED or high school diploma.

(BJS, 2003)

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Only 1 out of 3 inmates receives vocational training while incarcerated.

(Steurer, Smith, & Tracy, 2001)

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Roughly 30-50% of youth within juvenile justice or correctional placements have special educational needs, although when considering any disorders that interfere with educational performance and achievement, the percentage increases to approximately 75-80%.

(Rutherford et al., 2002)

However, more than 25% of these youth are placed in facilities that do not assess academic or other special needs.

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55% of inmates have children under 18 years of age.

(Travis et al., 2003)

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For children and adolescents, having an incarcerated parent is a significant risk factor for delinquency.

(Waul et al., 2002)

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The Rising Costs of Incarceration

- Spending on corrections has been among the fastest growing items in state budgets over the last 15 years.
- American taxpayers spent $9 billion for corrections in 1982; by 2001, this figure rose to $60 billion.
  - These figures do not include the costs of arrest, prosecution, or court processing; the costs to victims; or other collateral costs.

(BJS, 2004c)

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Impact on State Budgets

- Between 1977 and 2001, total state and local expenditures for corrections increased 1,001%, compared to:
  - 448% for education;
  - 482% for hospitals and healthcare; and
  - 617% for public welfare.

(Lotke et al., 2004)

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Expenditures in the Juvenile Justice System

Approximately $10-15 billion is spent annually on juvenile justice… and most of these funds are used for institutional confinement.

(CASA, 2004)

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Expenditures in the Juvenile Justice System

The average cost to incarcerate one juvenile for a single year is between $35,000 and $60,000.

(Wilson & Howell, 1993)

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The Central Question

Have states improved public safety through their incarceration efforts?

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"It has been suggested that we have reached a point of diminishing returns on our investment in prisons."

- James Q. Wilson

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"Our resources are misspent, our punishments too severe, our sentences too long."

- Justice Anthony M. Kennedy, August 9, 2003, in a speech to the American Bar Association

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"This year, some 600,000 inmates will be released from prison back into society. We know from long experience that if they can't find work, or a home, or help, they are much more likely to commit more crimes and return to prison. So tonight, I propose a four-year, 300 million dollar Prisoner Reentry Initiative to expand job training and placement services, to provide transitional housing, and to help newly released prisoners get mentoring, including from faith-based groups. America is the land of the second chance—and when the gates of the prison open, the path ahead should lead to a better life."

- President George W. Bush, in 2004 State of the Union Address

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Re-Incarceration Trends

- 30% of adult offenders released from state prisons are rearrested within the first six months following their release.
  (BJS, 2002)
  - Within 3 years of release, this number increases to 2 out of 3 rearrested.
- Between 50 – 70% of young offenders released from institutional custody are rearrested within 2 years.
  (Brown et al., 2002)
- Revocations are the fastest growing category of prison admissions—parole violators account for 35% of new prison admissions today, as compared to 17% in 1980.
  (Travis & Lawrence, 2002)

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Thus far, our efforts have not been successful at reducing returns to institutional confinement.

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Given the complexities and challenges associated with reentry – and in light of our historically unsuccessful approaches – the need for a new strategy is evident.

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The National Picture: Interrelated Efforts

- National Governors Association's Prisoner Reentry Policy Academy (NGA)
- National Institute of Corrections' Transition from Prison to Community Initiative (TPC)
- U.S. Department of Justice, Office of Justice Programs' Serious and Violent Offender Reentry Initiative (SVORI)
- Council of State Governments (CSG) Justice Center Projects: Re-Entry Policy Council and Justice Reinvestment Initiative
- Private Foundations at the national (JEHT Foundation, others) and local levels

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Goals of NGA

- The goals of the Prisoner Reentry Policy Academy are to:
  - Provide information, resources and assistance to Governors and executive branch officials;
  - Help states develop interdisciplinary prisoner reentry policies and programs that better integrate state systems;
  - Promote sharing of best and promising practice around prison reentry; and
  - Inform a broader audience of policymakers, federal agencies, and experts of state initiatives.

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National Institute of Corrections: Transition from Prison to Community Initiative (TPC)

- Eight jurisdictions
  - Oregon
  - Missouri
  - Michigan
  - Indiana
  - North Dakota
  - Georgia
  - Rhode Island
  - New York

Note: States are listed in the order they joined the project.

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Distinctive aspects of TPC:

- The goal of TPC is public safety through offender success.
- The TPC Approach:
  - Mobilizes leadership and collaborative teams as change agents;
  - Is focused on system change—not on programs alone;
  - Emphasizes interventions based on evidence;
  - Targets by risk and need to reduce recidivism;
  - Demands measurable outcomes including:
    - Recidivism reduction,
    - System change, and
    - "reentry indicators"—employment, education, reduced drug use, access to services, etc.; and
  - Is driven by a rational implementation process based on good information about current practice and what works.

Office of Justice Programs*: Serious and Violent Offender Reentry Initiative (SVORI)

- Serious and Violent Offender Reentry Initiative
  - Efforts underway in every state
  - Agencies working with both adults and juveniles
- Comprehensive effort that addresses both adult and juvenile populations of serious, high-risk offenders

**Six additional federal agencies are supporting this program: The U.S. Departments of Education, Health and Human Services, Housing and Urban Development, Labor, Veterans Affairs, and the Social Security Administration.*

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Goals of SVORI

- To provide communities with the resources and assistance needed to identify and address gaps in their current reentry initiatives
- To build community capacity to effectively, safely, and efficiently reintegrate returning offenders

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Goals of CSG Justice Center

- The Re-Entry Policy Council (RPC):
  - Develop bipartisan policies and principles to help elected officials and other policymakers improve the success of adults released from prison or jails
  - Assist organizations to better coordinate and share information on reentry issues

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Goals of CSG Justice Center

- Justice Reinvestment Initiative:
  - Increase public safety
  - Reduce spending on corrections
  - Improve conditions in the neighborhoods to which most people released from prison return

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Areas of Convergence

- Each of these initiatives recognizes:
  - Successful reentry is a legitimate and important goal
  - The need to promote and maintain offender success
    - Offender success translates into community safety

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Areas of Convergence (cont.)

- Common barriers and challenges to reentry
  - Fragmentation within and across agencies and systems
  - Organizational culture
  - Incompatible policies and practices
- A critical need for multiple stakeholders across disciplines and agencies to be involved collaboratively

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In Conclusion

- We are in a time when the nation is focused on reentry as a major public policy initiative.
- Empirical research and practical experiences are available to guide your course.
  - There is much to learn from others.
  - Others will learn much from you!

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PRESENTATION SLIDES: THE COMPONENTS OF AN EFFECTIVE OFFENDER REENTRY STRATEGY

The Components of an Effective Offender Reentry Strategy

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Leadership and Organizational Change

Offender Management Practices

Rational Planning Process

Multi-Agency Collaboration

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Leadership and Organizational Change

Offender Management Practices

Rational Planning Process

Multi-Agency Collaboration

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Leadership, Vision, and Change

- As leaders of your organization, you have the opportunity to influence the direction, focus, and purpose of your offender management activities. In thinking about your organization's future, consider these three questions:
  1. What is your "vision" concerning the management of offenders and the operation of community supervision in your jurisdiction?
  2. How does this vision compare to your reality?
  3. What tools do you have available to you to help move your organization in the direction of your vision?

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Knowing Your Direction

- What helps to make us effective in undertaking any work is to have a clear idea of where we want to end up. As Alice learned, "If you don't know where you're going, then any road will do."
- Without an appreciation of your intended destination, it's hard to know whether or not your work is helping you to achieve your goals – as even well intended work activities can become fragmented or disconnected.

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1. What is the Emerging "Vision" for Offender Supervision Activities?

- There is a growing consensus amongst state entities involved with SVORI, TPCI, NGA and other reentry initiatives that their vision is to collaboratively develop strategies that will promote a greater likelihood of offender success after release to the community.
- Having a greater percentage of adult and juvenile offenders successfully reintegrate into communities means a reduction of recidivism and enhanced public safety (fewer crimes, fewer victims).

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Offender Success and Public Safety

- In creating a vision in which promoting the success of adult and juvenile offenders is a key to promoting public safety, jurisdictions are considering:
  - Recent research in the areas of offender risk, needs, and responsivity;
  - The emergence of evidence-based practice information;
  - The belief that agencies and entities can work together in order to create a more seamless and effective overall system for managing offenders; and
  - An appreciation of the results that our current practices have on the allocation of existing resources.

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How Does This Relate to Your Vision?

- In order for these reentry efforts to be successful, the vision and beliefs of the leaders of institutional and community supervision entities will be critical. How does the idea of working to help generate more offender success fit with your goals regarding the management and supervision of adult and juvenile offenders?
- What is your vision in this area? How is your vision conveyed to staff? How does this vision affect the way that work gets done?

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A Look Backward

- Over the past 20 years, our field has seen an enormous growth in our offender populations, often without a corresponding increase in our resources.
- For a variety of reasons, we have seen the emergence of many "get tough" approaches regarding the management of offenders. These have included "3 strikes" laws, the decline of discretionary release options, and the emergence of surveillance and control activities or programs.

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Looking Forward

- The desire to increase public safety by focusing on activities that can increase the likelihood of offender success offers a different way of achieving your public safety objectives.
- Even though the end result you seek may be the same, the actions you take, methods you use and systems that you design may be quite different than those currently in use. To make changes in your system, leadership will be required.

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The Critical Role of Leadership

- Change occurs all the time – all around us. Sometimes these changes are things that we wanted or promoted, and sometimes they are things that we feared or hoped would not happen.
- Leadership is, at least in part, the ability to help create meaningful change by:
  - Communicating where you want the organization to go;
  - Enabling the people in your organization to successfully do the critical things that must be done in order for the organization to move in your intended direction; and
  - Eliminating barriers that might block the changes you seek.

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2. Your Organization's Actions and Activities Reveal its Beliefs

- In light of your vision in the offender management and supervision areas, consider the following:
  - What do you appear to value in your employees? Who is hired, promoted, and recognized?
  - How do staff spend their time?
  - What do you train staff to do?
  - What do your policies express regarding the management or supervision of offenders?

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Appreciating the Importance of Organizational Culture

- Work activities can be identified and linked together to help achieve particular outcomes that are consistent with your vision.
- But attitudes, beliefs, methods, and choices made by individual staff, or by groups of staff, create the climate in which this work gets carried out. This climate can support and promote the changes that you wish to see – or it can prevent or delay the results that you had hoped for.

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3. The External Environment

- In moving forward with your intended changes, it is also important to consider the perspective of individuals and groups that are not part of your organization.
- Key government officials, personnel from other State agencies, victims, community providers, and many others may have specific interests or concerns that may need to be considered and incorporated into your final products.

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4. Preparing for Change

- Therefore, as you begin this journey, you need to determine several things:
  - Where you want to end up;
  - The best route to take to your destination;
  - The best ways to prepare and equip your employees for possible changes in their work; and
  - How to successfully involve and utilize input from many possible sources.

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What Types of Changes Might Occur?

- Rather than simply responding to offender failure, we now see some jurisdictions taking a more active role in trying to systematically promote more success (and thereby prevent failures) by offenders.
- There is no doubt that the best possible protection of the public occurs when no crime is committed. Prevention, rather than responding to failure, can become the focus for our work.

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How a Focus on Prevention Can Alter Our Approach to Work

- Identifying offender success and prevention as our desired outcomes may cause us to rethink how certain aspects of our work are approached. For instance:
  - Specific risk, needs, and transition issues must be appropriately identified and attended to by institutional staff long before the offender's release.
  - Staff need to be armed with all of the pertinent information necessary to effectively manage or supervise the offender.
  - Institutional and community corrections staff, along with community providers and others, will have to work in harmony to develop and carry out appropriate supervision plans.
  - Staff may have to change the nature or substance of their interactions with offenders.

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5. Taking Steps to Bring About Organizational Change

- Assuming that you see the need to engage in certain organizational changes, how do you proceed?
- First, never underestimate the power that you personally have to shape the way that other people look at their work. If you want to bring about change, people in your organization need to know how you feel about this change, and what you believe in.
  - Start with the end in mind, and tell your staff where you want to go.
  - Help them appreciate the value of change by indicating how it will help them and the organization become more effective and successful in accomplishing work responsibilities.
  - Demonstrate that you can be a good listener and flexible in your methods, but that you are determined to reach your stated goal.

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Steps to Encourage Change

- Secondly, create a positive atmosphere for change.
  - Give credit to people who come up with new ideas or who help foster progress regarding the changes you seek;
  - Prioritize activities in a way that will encourage the promotion of your goals.
  - Invite a broad spectrum of individuals to participate in discussions about changes that will have an impact on them.
  - Identify and eliminate non-productive or unnecessary tasks or activities. In order to make room for new work, you have to get rid of some of the old work.

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Consider Your "Tools" for Encouraging Change

- Finally, consider the tools that you have available to you to influence the way that front line staff, supervisors and managers look at their work, including:
  - Hiring and promotional decisions;
  - Who to recognize or reward/what to publicize;
  - The content of training;
  - Addressing expectations in policies; and
  - The subjects of meetings and discussions.
- How are you using these tools to shape attitudes about offender management and supervision?

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Moving Forward

- The work of jurisdictions in the offender reentry area is providing an extraordinary opportunity to identify and work on predictable issues associated with offender failure long before supervision ever begins. This may significantly change the circumstances of offenders as they begin supervision, and our relationships with other organizations that can or do impact these offenders.
- This may be an excellent time for you and your organization to consider your vision, your expectations, and your opportunities in the offender supervision area. The time to act may be now.

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"You might be on the right track, but you'll still get run over if you just sit there."

-Will Rogers

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Developing a Rational Approach to Making Organizational Changes

- As we contemplate moving forward in this area, we need to have a system or method that we can employ to rationally consider where we are, what we have, and how this compares to where we want to be.
- The objective identification of issues, gaps, problems, and opportunities will give us the ability to constructively move our organizations in the desired directions.

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Why a Rational Planning Process?

- Even with the best of intentions, it is common for agencies and organizations to make changes prematurely in an attempt to achieve a specific goal or outcome.
  - In a reactionary manner, in response to a critical incident
  - Due to external pressures
  - Because of a new and promising idea or popular trend
  - Based on a suspicion, belief, or assumption about a problem, need, or gap that exists
- Consequently, these attempts to promote system change – though laudable – do not produce the desired results.

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Why a Rational Planning Process?

- Reasonable, effective, and lasting change is more likely to occur when we understand fully and agree upon:
  - Precisely what we want to achieve or accomplish – or where we ultimately want to be (vision)
  - Where we are currently in relation to that vision
    - Existing strengths of the system upon which we can build
    - Needs or barriers in policies, procedures, or resources that hinder our ability to advance
  - The most critical priorities
  - The specific strategies that will be most powerful and impacting for *our* agency
- Agencies that are most successful in achieving identified goals or outcomes invest the time and resources needed to conduct a deliberate, thorough, and critical self-assessment and to plan for change accordingly

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Critical First Steps for Agency Leaders

- First – and perhaps most importantly – clearly articulate the vision for your agency relative to promoting successful reentry
- Second, identify strong and committed leaders within your agency to assist in the planning and implementation process
- Third, become fully informed about the strengths and needs within your system

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Assessing the Strengths and Needs Within your Agency

- Charter a strategic planning team – be clear about their role and your expectations of them
- Review – and revise, if necessary – your agency's vision to ensure that it is clear and compelling
- Task the team with developing a detailed and thorough understanding of:
  - The offender population within your agency and/or jurisdiction
  - The activities and services available – both within the agency and within the jurisdiction – to manage this population
  - The policies and procedures within your organization that describe how offender management currently occurs
  - The empirically-based research on offender management practices, as well as the lessons emerging from national experience on innovative approaches to supervision and reentry

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Facilitating Lasting and Impacting Change

- Once the team is equipped with this information and data, task them with
  - Critically assessing the most significant needs—those that, if addressed, are likely to result in the greatest impact
  - Identifying detailed and specific strategies to address the prioritized needs
  - Overseeing the careful implementation of these strategies
  - Monitoring the results to determine the extent to which the desired change – and movement toward your vision – is occurring
  - Using the results to inform continued efforts or potential changes to your strategies in order to ensure successful outcomes

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Reentry Barriers are Multifaceted

- Limited housing
- Unemployment
- Educational needs
- Mental health difficulties
- Healthcare needs
- Financial instability
- Family concerns
- Public sentiment

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Collaborative Partnerships are Essential

- The number and nature of reentry barriers extend far beyond the boundaries of the criminal and juvenile justice systems
- Successful reentry cannot be achieved through the efforts of any single agency
- Multi-agency, multidisciplinary collaboration is vital to overcome these barriers
- A combination of traditional and non-traditional partnerships is required

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Two Levels of Multi-Agency Collaboration

- State, regional, or local policy teams
  - Individuals that have decisionmaking or policymaking authority
- Case management teams
  - Individuals providing direct services to offenders and their families

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Who Should be Involved?

- Individuals, agencies, and organizations that:
  - Have a vested interest in community safety
  - Are directly or indirectly responsible for offender management
  - Work closely with – or advocate for – victims
  - Can provide mentoring or positive social supports
  - Offer educational and vocational services
  - Can promote access to appropriate and affordable housing
  - Deliver healthcare services
  - Provide mental health services
  - Have the ability to facilitate access to employment
  - Can provide support and assistance to children and families of formerly incarcerated individuals

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Examples of Key Stakeholders

Juvenile Reentry

- Juvenile and family courts
- Juvenile corrections or youth services agencies
- Social services agencies
- Child welfare and family services agencies
- Education partners
- Employment officials
- Releasing authorities
- Health and behavioral health representatives
- Mentors
- Faith-based partners

Adult Reentry

- Criminal courts
- Adult corrections agencies
- Community supervision agencies
- Paroling authorities
- Mental health agencies
- Public health departments and other healthcare agencies
- Veteran's affairs officials
- Housing authorities
- Employment agencies
- Social services agencies
- Faith-based partners

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A Shared Vision

- These diverse agencies and organizations often have individual visions and missions that may not complement or support one another
  - Competing policies and practices may actually become barriers to successful reentry
- To ensure successful reentry, it is possible – *and essential* – to create a shared vision across agencies
- Through a shared vision, key stakeholders are able to find common ground that can serve as a catalyst for promoting offender success and ensuring public safety
  - Each stakeholder begins to recognize their unique role
  - The cumulative energy and effort becomes powerful

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Multi-agency partnerships can ensure that the necessary supports, services, and offender-management practices are provided in a manner that promote offender success and community safety.

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What is Evidence-Based Practice?

- The objective, balanced, and responsible use of current research and the best available data to guide practice decisions, such that outcomes for consumers are improved
  - In our case, consumers include offenders, victims, communities, and other key stakeholders

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Evidence-Based *vs.* Promising Practices

- There is empirical support for several of the offender management practices (i.e., "evidenced-based approaches")
  - Researchers have confirmed specific and defined outcomes (e.g., reductions in recidivism, increased employment rates, behavioral improvements)
- Other elements have not been empirically tested, but there is general agreement among experienced professionals that these offender management practices are important and beneficial (i.e., "promising practices" or "best practices")

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Why Evidence-Based Practice in Corrections?

- To end the risky "trial and error" approaches
  - Building on the lessons learned from our predecessors
- To invest limited resources wisely
  - Getting the most "bang for our buck"
- To maximize the likelihood of offender success
  - Equipping them with skills/competencies needed to reintegrate
  - Moving beyond "get out and stay out" (i.e., just don't get caught)
- To better our chances of reducing crime
  - Creating safer communities
- To ensure that internal and external stakeholders understand and support our practices and decisions
  - Increases accountability

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Key Offender Management Practices

- Early and ongoing assessment to identify risk and criminogenic needs, both within the institutional/residential setting and the community
- Evidence-based interventions within the institutional/residential setting
- Proactive transition and release planning
- Informed release decisionmaking
- Success-oriented supervision approaches that reinforce desired behaviors and include graduated responses to violations
- Evidence-based interventions in the community
- Services and supports in the community
- Planning for ultimate release from the authority of the correctional, juvenile justice, or supervision agency
- Monitoring and evaluation of policies and practices

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Assessment:
Evidence-based practices

- Early and ongoing use of empirically validated assessment tools is critical to identify
  - Risk level
  - Criminogenic needs
  - Responsivity factors
- Research supports the matching of interventions to risk, needs, and responsivity
  - Offenders with higher risk/needs benefit from higher intensity services
  - Addressing criminogenic needs can reduce recidivism
  - Offenders benefit more when services are matched to responsivity factors

(see Andrews & Bonta, 2003; NIC & CJI, 2004; Clawson et al., 2005)

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Assessing Risk and Needs:
Examples of empirically supported and promising tools

Adult Offenders

- Level of Service Inventory-Revised (LSI-R)
- Psychopathy Checklist Revised (PCL-R)
- Violence Risk Appraisal Guide (VRAG)
- Statistical Information on Recidivism (SIR)
- Historical, Clinical, and Risk Management Factors (HCR-20)
- Static-99
- Sex Offender Need Assessment Rating (SONAR)

Juvenile Offenders

- Youth Level of Service/Case Management Inventory (YLS/CMI)
- Psychopathy Checklist – Youth Version (PCL-YV)
- Structured Assessment of Violence Risk in Youth (SAVRY)
- Massachusetts Youth Screening Instrument, Second Version (MAYSI-2)
- Juvenile Sex Offender Assessment Protocol-II (J-SOAP-II)
- Estimate of Risk of Adolescent Sexual Offense Recidivism (ERASOR)

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Institutional/Residential Interventions:
Evidence-based practices

- A number of institutionally-based programs and services for adult and juvenile offenders have been found to
  - Increase skills, competencies and other outcomes for offenders
  - Reduce recidivism significantly

(see Aos et al., 2001, 2006; Lipsey, 1992; Lipsey & Wilson, 1993, 1998)

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Institutional/Residential Interventions:
Evidence-based practices

- The most effective programs are
  - Multimodal and integrated
  - Cognitive-behavioral in nature
  - Skills-oriented
  - Linked with parallel services in the community
  - Matched based on risk, needs, and responsivity factors
  - Monitored and evaluated

(see Andrews & Bonta, 2003; Aos et al., 2001; Cullen & Gendreau, 2000; Lipsey, 1995; Lipsey & Wilson, 1998; NIC & CJI, 2004; Clawson et al. 2005)

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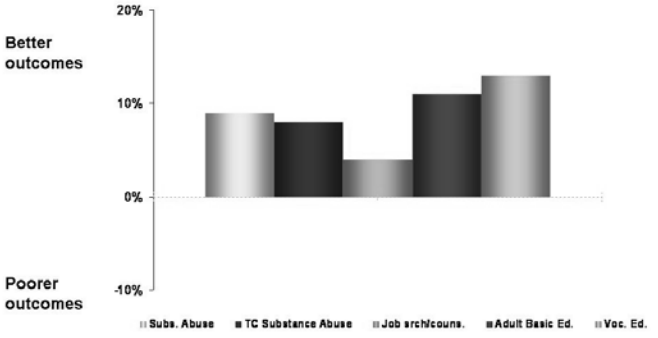
Intervention Effects for Adult Offenders:
In-prison programs and services



(see Aos et al., 2001)

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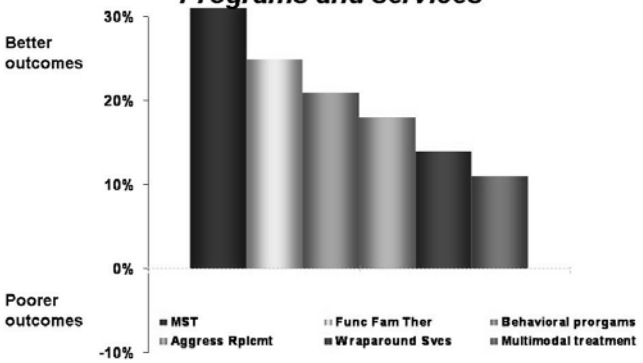
Intervention Effects for Juvenile Offenders:
Programs and services



(see Aos et al., 2001; Lipsey & Wilson, 1998)

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Proactive Release Planning:
Promising practices

- Begin planning for release when offenders enter the institutional or residential setting
- Identify and *anticipate* barriers to reentry early in the process
- Develop case management plans and intervention plans to address identified needs
- Identify community resources prior to release
- Link institutional and community stakeholders prior to release

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Informed Release Decisionmaking:
Promising practices

- Offenders released through discretionary release processes have better outcomes
- Discretionary release impacts offender success in several ways
  - Can be used to encourage participation in institutional or residential programming
  - May be contingent upon thorough release plans
  - Allows for supervision and support in the community
  - Conditions of release may include treatment and other services in the community
- Structured release guidelines can enhance consistency and promote informed decisionmaking

(see Hughes, Wilson, & Beck, 2001; Petersilia, 2003; Burke & Tonry, 2006; Burke, 1988; Burke & Lees, 1981)

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Success-Oriented Supervision Models:
Evidence-based and promising practices

- Surveillance-driven and punishment-oriented approaches to supervision are largely ineffective, and in some cases increase negative outcomes, with adult and juvenile offenders
  - Intensive supervision alone
  - Intermediate sanctions
  - Deterrence programs

(see Andrews et al., 1999; Aos et al., 2001, 2006; Gendreau et al., 2000; Smith, Goggin, & Gendreau, 2002)

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Success-Oriented Supervision Models:
Evidence-based and promising practices

- Supervision models that are rehabilitation-oriented – and that utilize case management strategies – are associated with
  - Positive outcomes for offenders
  - Reduced recidivism
- Multi-agency collaboration is a key feature of effective supervision approaches
- Effective approaches utilize positive reinforcers in order to increase positive behaviors
- Responses to violations should be graduated and reasonable

(see Aos et al., 2001, 2006; Gendreau et al., 2000; Petersilia & Turner, 1993)

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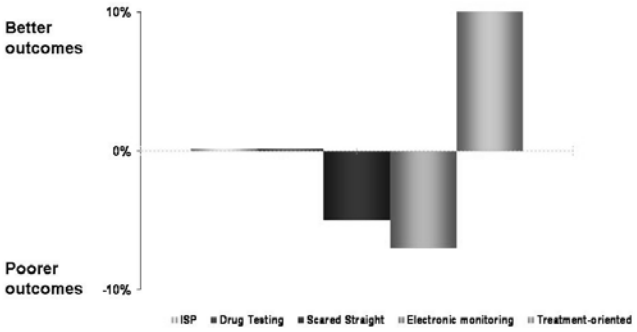
Intervention Effects for Adult Offenders:
Intermediate sanctions and supervision approaches



(Aos et al., 2001; Gendreau et al., 2000)

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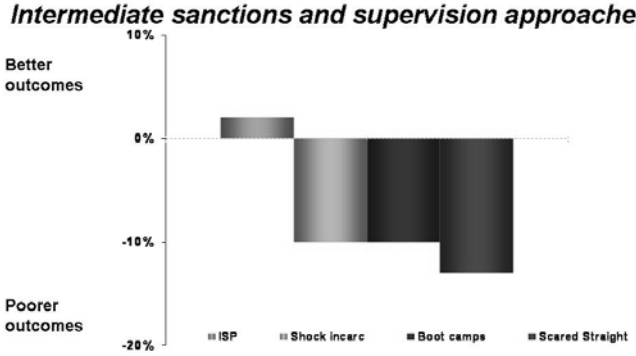
Intervention Effects for Juvenile Offenders:
Intermediate sanctions and supervision approaches



(Aos et al., 2001; Lipsey & Wilson, 1998)

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Programs and Services in the Community:
Promising practices

- Rehabilitative interventions are most effective when delivered in the community
- Continuity of services is critical for enhancing outcomes
  - Institutional/residential and community-based services and programs must be linked
- The presence of community supports plays a vital protective role for offenders returning to communities (e.g., mentoring programs for juveniles)

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Programs and Services in the Community:
Promising practices

- Healthcare services
- Behavioral health programs
- Life skills assistance
- Substance abuse services
- Educational and vocational programs
- Employment matching
- Social services
- Housing assistance
- Programs for children and families

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Monitoring and Evaluation

- Key performance measures and outcomes must be comprehensive and clearly defined, including
  - Educational achievement scores, graduation or GED attainment
  - Job placement and retention
  - Stability of housing
  - Behavioral health symptom improvement
  - Sobriety
  - Stability of health
  - Family preservation
  - Measures of recidivism
- Data must be frequently and routinely collected and analyzed
- Results should inform policies and practices

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Toward Implementing Evidence-Based Practices:
Key Steps

- Clearly identify the problem and desired outcomes
- Search for the research (i.e., evidence) that may help address the problem
- Critically evaluate the evidence
- Assess the extent to which your current practices are consistent with identified evidence-based practices
- Develop an implementation strategy
- Evaluate the impact of new practices on the desired outcomes

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Concluding Remarks

- We must identify how we want to do business and what we want to accomplish. Do we want our work to driven by a desire to promote offender success or by expectations for offender failure?
- We must recognize that working in isolation will now allow us to effectuate successful reentry. As such, we must make a commitment to work closely with other key agencies, organizations, and individuals.
- We must challenge ourselves to ensure that our practices are state-of-the-art, empirically supported, and effective. As we identify "what works" (and what isn't working), we must be willing to adjust our strategies to ensure maximum impact.

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Concluding Remarks

- We cannot allow ourselves to become complacent or to be satisfied with the status quo. We must examine critically our organizational culture, current policies and practices, and our overall impact.
  - What are we doing?
  - Why are we doing it?
  - What do we hope to achieve?
  - How well are we doing it?
  - Are we creating the desired effect?

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SMALL GROUP DISCUSSION
FACILITATOR NOTES
45 MINUTES

Exercise Purpose:

During the previous plenary session presentation, participants listened to an overview of *The Components of an Effective Offender Reentry Strategy*. The material presented the four major components necessary to creating and implementing a successful offender reentry strategy:

- Leadership and Organizational Change
- Rational Planning Process
- Multi-Agency Collaboration
- Offender Management Practices

This exercise follows the presentation and is designed to elicit discussion among institutional and community supervision agency policymakers regarding the information presented and to provide an opportunity for peer-to-peer exchange regarding the successes and challenges attendees have experienced in conducting this work.

Exercise Goals:

The goals of this exercise are to:

- Encourage discussion among participants regarding the successes and challenges they are encountering in their efforts to implement an effective offender reentry strategy in their jurisdictions; and
- Promote networking and information sharing among the participants.

Exercise Instructions:

Depending on the size of the audience and the meeting facilities available, breakout sessions may be held for each of the topics covered in the presentation, or topics may be combined (for example, leadership and organizational change may be paired with rational planning in one breakout session).

Participants will be invited to self-select into one of the facilitated breakout groups. Participants attending from the same agency are encouraged to attend different breakout sessions. Facilitators should structure the discussion to enable participants to have an active dialogue about their experiences with this topic (both successes and challenges).

Discussion Questions:

The following questions are provided to help stimulate conversation in the breakout session; however, facilitators are encouraged to allow participants to follow alternative avenues of discussion of interest to them on the topic.

Leadership and Organizational Change

In the previous plenary session we examined the opportunities each of you have as leaders of your organizations to influence the direction, focus, and purpose of offender management activities.

1. How does your agency's vision statement address successful offender reentry?
2. How is this vision conveyed to staff?
3. What are some of the ways in which you enable staff to do the critical things that must be done in order for the organization to move in your intended direction?
4. What are some of the internal barriers to the implementation of successful offender reentry strategies in your organization? What are some of the ways in which your organization has been successful in eliminating these barriers?
5. What are some of the external barriers to the implementation of successful offender reentry strategies in your organization? What are some of the ways in which your organization has been successful in eliminating these barriers?
6. How is your commitment to successful offender reentry reflected in your employment practices? Who is hired, promoted, and recognized?
7. What kind of training do staff receive on offender reentry?

Rational Planning Process

In the previous plenary session we recognized that – even with the best of intentions – it is common for agencies and organizations to make changes prematurely in an attempt to achieve a specific goal or outcome, and that reasonable, effective, and lasting change is more likely to occur when a rational planning process has been put into place.

1. In what ways have you clearly articulated a vision for your agency relative to promoting successful offender reentry?
2. In what ways have you identified strong and committed leaders within your agency to assist in the planning and implementation process?
3. What methods have you used to educate yourself and other key policymaking staff about the strengths and needs within your system?
4. What barriers have you encountered to gathering information about:
    a. The offender population within your agency and/or jurisdiction?
    b. The activities and services available to manage this population?
    c. The policies and procedures within your organization?
    d. The empirically-based research on offender management practices?
5. What are some of the ways in which your organization has been successful in eliminating these barriers?

Multi-Agency Collaboration

In the previous plenary session, we examined the ways in which barriers to successful offender reentry strategies are multi-faceted and extend beyond the boundaries of the criminal and juvenile justice systems, and the benefits of multi-agency collaborative partnerships in addressing those barriers.

1. Is your agency currently involved in a multi-agency collaborative partnership at the state or local level? Does the collaborative partnership share a common vision for successful offender reentry?

2. What are the benefits of the collaboration? What challenges are created by the collaboration?
3. Are key stakeholders represented on the collaborative team? What key stakeholders are missing?
4. What are the internal barriers that exist that make it difficult to engage effectively in collaborative partnerships with others? What are some of the ways in which your organization has been successful in eliminating these barriers?
5. What are the external barriers that exist that make it difficult to engage effectively in collaborative partnerships with others? What are some of the ways in which your organization has been successful in eliminating these barriers?
6. Are there additional collaborative partnerships in which you would like to be involved?

Offender Management Practices

In the previous plenary session, we examined the principles of evidence-based practices and the objective, balanced, and responsible use of current research and the best available data to guide practice decisions.

1. Does agency policy require that offender interventions be based on the principles of evidence-based practices?
2. How are staff educated about the principles of evidence-based practices?
3. Are interventions regularly monitored and evaluated for outcome measures?
4. Does the agency employ a validated risk assessment tool?
5. Does policy require that offenders be assessed early and on an ongoing basis for intervention needs?
6. Does release planning begin when the offender enters the institution or residential setting?
7. How are institutional interventions linked to community interventions to ensure continuity of treatment?
8. Are high risk or high need offenders prioritized for more intensive services?
9. Does your agency use a single, dynamic case management plan that follows the offender from the institution through his or her release into the community?

BEGINNING AN AGENCY ACTION PLAN
FACILITATOR NOTES
25 MINUTES

Exercise Purpose:

During *The Components of an Effective Offender Reentry Strategy* plenary session presentation, participants received information regarding the four major components necessary to creating and implementing a successful offender reentry strategy:

- Leadership and Organizational Change
- Rational Planning Process
- Multi-Agency Collaboration
- Offender Management Practices

This exercise is designed to provide an opportunity for participants to identify and reflect upon – through the completion of the *Offender Reentry Policy and Practice Inventory* – the current status of the reentry efforts in their agency with regard to these components. Participants are encouraged to begin the process of creating an action plan to address those items on the inventory to which they responded 'no' or 'not clear.'

Exercise Goal:

The goal of this exercise is to:

- Begin the process of creating an action plan to implement or enhance an effective reentry strategy by providing participants with an opportunity to consider critically their current offender reentry policies and practices, and identify issues and need areas that require further examination.

Materials Needed:

A copy of the *Offender Reentry Policy and Practice Inventory* should be distributed to each participant at the beginning of the exercise.

Exercise Instructions:

Participants are asked to complete the inventory individually, and then to share their results with a small group (two to three) of similarly situated individuals from within their organization. Each small group should begin developing an action plan for addressing those items marked 'no' or 'not clear' by making a note of one or two action steps that could be taken to address the problem identified. Depending on the amount of time available, the moderator may ask participants to share the results of their small group conversations with the larger group.

OFFENDER REENTRY POLICY AND PRACTICE INVENTORY

The purposes of this inventory are to assist institutional corrections and community supervision agencies to begin to look critically at their current policies and practices in comparison to evidence-based and emerging practices for offender reentry, and to identify issues and need areas that require further examination. This inventory does not provide a comprehensive description of all of the policies and practices necessary for successful offender reentry.

How to Use This Inventory

This inventory can be utilized in a variety of ways and settings. Institutional and community corrections practitioners are encouraged to employ it in the manner that is effective for their purposes. However, it is important to point out that the value of engaging in this exercise is maximized when respondents spend time processing their answers to the questions in the context of a group discussion. Through this processing, strengths, needs, and diverging opinions around policies and practices are discovered and examined within a lens of successful offender reentry.

Processing the Questions

In a group setting, users should review the items marked "No" in order to identify need areas for improvement. Positive responses indicate strengths of the agency (or agencies) in working toward successful offender reentry and provide opportunities to build upon current successes. Items marked as "Not Clear," as well as conflicting answers between respondents, may indicate an area requiring further research/inquisition, where the actual policies or practice must be clarified for certain staff within the agency, or where policies or practice diverge between agencies/divisions. For example, where an institutional representative may answer yes to a question, and a post-release supervision representative may answer no to the same question, further discussion on the reasons for this discrepancy should ensue.

Leadership and Organizational Change	Yes	No	Not Clear
1. Are the institutional and post-release supervision agencies committed to promoting offender success?			
2. Does agency policy clearly indicate that offenders' successful completion of supervision following release from confinement is a primary goal?			
3. Are agency managers routinely involved in discussions about the purpose or focus of offender management activities (i.e., to promote successful outcomes)?			
4. Have special means or strategies been used (e.g., annual meetings, publications, the distribution of a rewritten vision statement) to communicate to staff the agency's specific vision and expectations regarding offender management and supervision (i.e., to promote successful outcomes)?			
5. Does the agency hire/promote individuals who support the agency's vision and who have the necessary qualities to assist in carrying out the vision?			
6. Is training provided to facilitate the development of the specific types of skills necessary to intervene with offenders in ways that will promote successful case outcomes?			
7. Does the agency routinely involve staff at all levels in discussions regarding the ways in which the agency can most effectively carry out its mission?			
8. Does the agency value and measure those activities that promote offender success?			
9. Does the agency prioritize work activities that promote successful offender outcomes (in contrast to focusing exclusively on custody and control, and surveillance and punishment-oriented activities)?			
10. Are incentives offered to reward and recognize staff who support the agency's vision for offender reentry?			
11. Do line staff understand that they play a significant role in providing offenders with opportunities to be successful?			
Rational Planning	**Yes**	**No**	**Not Clear**
12. Has the agency developed a clear, data-supported understanding of the offenders who are under their control and supervision (e.g., critical information about the offender population that includes: offenses of conviction, length of sentences, risk levels, treatment and service needs, responsivity issues, programming received, length of			

supervision, locations to which they return, recidivism rates)?			
13. Has the agency developed a clear understanding of current reentry policies and practices in the State from intake to community release, supervision, and aftercare?			
14. Has the agency developed a detailed understanding of the services and resources currently available for this population (both institutional and community-based)?			
15. Has the agency developed a working knowledge of evidence-based practices and promising approaches in the area of offender management and reentry?			
16. Has the agency gathered information on the attitudes, knowledge, and skills of staff to assess their ability to work effectively with offenders?			
17. Has the agency identified its offender management and reentry gaps and need areas based on these analyses?			
18. Has the agency prioritized for implementation key strategies specifically designed to address the most significant need/gap areas?			
19. Has the agency developed a strategic plan to organize and guide the implementation of change strategies?			
20. Has the agency established goals and objectives to implement prioritized change strategies?			
21. Has the agency established a monitoring plan to assess the impact of these change strategies?			
Collaboration	**Yes**	**No**	**Not Clear**
22. Has a state-level, multidisciplinary policy team been established to collaboratively direct a comprehensive effort to improve offender management and reentry policies and practices?			
23. Are the leaders of state agencies that are responsible for, or contribute to, offender management and reentry committed to working together on this issue?			
24. Have individual stakeholders identified the ways in which their agency can contribute to effective offender management and reentry?			
25. Do stakeholders demonstrate equal ownership and investment in offender reentry?			
26. Does the team include individuals, agencies, and organizations from the state that (please indicate **yes**, **no**, or **not clear** for each):			

• Are directly or indirectly responsible for offender management? • Work closely with, or advocate for, victims? • Provide mentoring or positive supports for offenders? • Offer educational and vocational services to offenders? • Promote access to appropriate and affordable housing for offenders? • Provide mental health services to offenders? • Facilitate access to employment opportunities for offenders? • Provide support and assistance to children and families of formerly incarcerated individuals?			
27. Are the efforts of the team defined through a clearly articulated vision, a clear mission, and specific goals regarding offender management and reentry in the state?			
28. Has leadership, facilitation, and staff support been dedicated to the state-level multidisciplinary team?			
29. At the case management level, do staff members collaborate with one another to facilitate successful offender reentry (e.g., do institutionally-based staff collaborate with one another; do institutional and community-based staff work together to ensure a smooth transition and continuity of care; does community supervision work closely with service providers and others to assure effective case management)?			
Offender Management Practices	**Yes**	**No**	**Not Clear**
30. Assessment (please indicate **yes**, **no**, or **not clear** for each): • Are offender assessments conducted shortly after admission to prison, and in an ongoing fashion thereafter, to identify risk level, criminogenic needs, and responsivity factors? • Are empirically supported or promising assessment tools used? o If yes, please list which tools are used: _____ • Do the results of the empirically supported or promising assessment tools inform the offender management process (e.g., treatment planning, supervision case planning)?			
o Case Management: Please answer these questions in relation to the work done by staff and partners with individual offenders. This may be termed "correctional counseling" or some other term within correctional institutions, or "field supervision" while an offender is under supervision in the			

community (please indicate **yes**, **no**, or **not clear** for each): • Do the stated goals of case management (within institutions and in the community) include the provision of safe, secure custody, monitoring/supervision, and successful offender reentry? • Is case management a seamless continuum from admission to prison until the termination of community supervision? • Does each offender have a single, dynamic case management plan that follows him/her from intake through post-release supervision? • Is this approach to case management supported and enhanced by information technology? • Does the case plan address the offender's risk and needs at each stage (intake and incarceration phase, prerelease planning phase, and reentry and post supervision phase)? • Is the case plan updated to reflect changes in the offender's risk and needs, and to document improvement and progress made? • Is information about the offender exchanged between institution and community supervision staff? • Are multidisciplinary team approaches used to manage offenders? • Are noncorrections partners (such as public agencies, community partners, nonprofits, family members, etc.) involved in creating, updating, and accessing case plan information? • Does the case plan identify programmatic interventions appropriate for the offender based on the offender's assessed level of risk and criminogenic needs? • Do case management plans target the three to four (or more) most significant criminogenic needs? • Are offenders prioritized for participation in programs and services based on risk and needs? • Are policies, procedures, and priorities in place to facilitate the actual delivery of such interventions to offenders? • Are interventions delivered in a timely way in view of an anticipated release date? • Are offenders active participants in creating and updating their own case plans (as opposed to just complying with its terms)? • Do appropriate corrections staff members (within institutions and in the community) receive skills training			

on how to better engage offenders in the change process? • Are interactions with offenders, including infractions and violations, viewed as opportunities to enhance motivation?			
32. Institutional/Residential Interventions: • Are existing institutionally-based programs and services for offenders (please indicate **yes**, **no**, or **not clear** for each): o Multimodal and integrated? o Cognitive-behavioral in nature? o Skills-oriented? o Linked with parallel services in the community? o Matched to offenders based on risk, needs, and responsivity factors? o Monitored and evaluated?			
33. Proactive Release Planning (please indicate **yes**, **no**, or **not clear** for each): • Does planning for release begin when offenders enter the institutional or residential setting? • Does the release planning process include both institutional/residential staff and community stakeholders? • Are barriers to reentry anticipated and identified early in the release planning process? • Are transition and case management plans tailored to address the risk, need, and responsivity factors of every offender? • Are offenders actively involved in the development of transition and case management plans? • Are community resources that support the transition process identified prior to release? • Are the needs of victims addressed in the release planning process?			
34. Informed Release Decision Making (please indicate **yes**, **no**, or **not clear** for each): • Are offenders released to the community through a discretionary decision making process? • Does the releasing authority have access to, and does it use, the results of risk assessments, transition plans, and information from institutional programming to inform decision making? • Does the releasing authority establish conditions based upon the assessed risk level and criminogenic needs of			

offenders? • Does the releasing authority use structured guidelines to inform decision making? • Does the releasing authority use information from victims and victim advocates to inform decision making?			
35. Success-Oriented Approach to Supervision (please indicate **yes**, **no**, or **not clear** for each): • Do current supervision policies and practices reflect a strength-based approach (in contrast to a more exclusive focus on deterrence or punishment)? • Is multiagency collaboration a key feature of supervision? • Are supervision levels assigned and adjusted over time based on the risk level and needs of each offender? • Are the nature and frequency of field contacts guided by the risk level and needs of offenders? • Do supervision officers use incentives to promote and reinforce pro-social, appropriate offender behavior? • Are responses to supervision violations flexible, graduated, and reasonable and informed by the risk posed by offenders and the severity of the violations?			
36. Programs and Services: • Do community and institutional programs and services complement one another? (Is there continuity of care?) • Are offenders linked to specific community supports that can enhance the supervision process and promote success (e.g., informal social support networks, mentoring programs for juveniles)? • Are the following programs and services available to offenders while incarcerated (please indicate **yes**, **no**, or **not clear** for each): o Healthcare services? o Behavioral health programs? o Life skills assistance? o Substance abuse services? o Educational and vocational services? o Employment assistance or job matching? o Social services? o Housing assistance? o Programs for children and families? • Are the following programs and services available to offenders while in the community (please indicate **yes**, **no**, or **not clear** for each): o Healthcare services?			

o Behavioral health programs? o Life skills assistance? o Substance abuse services? o Educational and vocational services? o Employment assistance or job matching? o Social services? o Housing assistance? o Programs for children and families?			
37. Monitoring and Evaluation: • Has the agency established a specific monitoring and evaluation plan regarding offender reentry with clearly defined performance measures and outcomes, including (please indicate **yes**, **no**, or **not clear** for each): o Educational achievement scores, graduation, or GED attainment? o Job placement and retention? o Stability in housing? o Behavioral health symptom improvement? o Sobriety? o Stability of health? o Family preservation? o Recidivism? o Nature and frequency of violations? o Other(s)_____ • Are monitoring and evaluation data routinely collected and analyzed? • Are the results of the data analyses used to inform the development and/or revision of reentry policies and practices?			
Women Offenders	**Yes**	**No**	**Not Clear**
38. Are the institutional and post-release supervision agencies committed to implementing gender responsive policies and services to women offenders?			
39. Has the agency developed a working knowledge of the principles of gender responsiveness (please indicate **yes**, **no**, or **not clear** for each): • Does agency policy and practice reflect an understanding that gender matters in relation to the successful management and reintegration of women offenders? • Has the agency created an environment for women			

offenders based on safety, respect, and dignity? • Do agency policies and practices promote healthy relationships within the institutional setting, as well as support women offenders' healthy connections with children, families, significant others, and the community? • Do programs and services offer women offenders the opportunities to learn skills that will allow them to be economically self-sufficient?			
40. Has the agency developed a detailed understanding of the services and resources currently available for this population (both institutional and community-based)?			
41. Has the agency developed a clear, data-supported understanding of the women offenders who are under their control and supervision (e.g., critical information about the women offender population that includes: offenses of conviction, length of sentences, risk levels, treatment and service needs, responsivity issues, programming received, length of supervision, locations to which they return, recidivism rates)?			
42. Is training provided to staff to facilitate the development of the specific types of skills necessary to intervene with women offenders in ways that will promote successful case outcomes?			
43. Does the agency prioritize work activities that promote successful outcomes for women offenders (in contrast to focusing exclusively on custody and control, and surveillance and punishment-oriented activities)?			
44. Does the agency use assessment tools that have been validated on a relevant women offender population?			
45. Do agency staff members conducting assessments understand the key areas in which male and female offenders differ and how that should impact the assessment process?			
46. Does the agency offer gender responsive programming and services for women offenders?			
47. Are case management plans developed in a manner that reflects the interrelatedness of women's risks and needs, and are programs and services structured to address these risk and need areas?			
48. Has the agency developed gender responsive policies and procedures (e.g., discipline), taking into account the differences between male and female offenders?			

PRESENTATION SLIDES: RESOURCES AVAILABLE TO ASSIST STATES IN THE ENHANCEMENT OF THEIR REENTRY EFFORTS

Resources Available to Assist States in the Enhancement of their Reentry Efforts

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U.S. Department of Justice Office of Justice Programs

Serious and Violent Offender Reentry Initiative

- On-site, individually tailored training and technical assistance for SVORI grantees
  - http://www.reentry.gov/tta/welcome.html
  - Contact: askreentry@ncjrs.org

Handbook on supervision and offender reentry for national distribution

- Forthcoming 2007
- Contact: Mimi Carter, Center for Effective Public Policy, at (301) 589-9383

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U.S. Department of Justice National Institute of Corrections

- Offender Reentry/Transition
  - www.nicic.org/TPCI
- The Transition from Prison to Community Model
  - www.nicic.org/TPCIModel
  - Contact: Kermit Humphries at 1-800-995-6423 x40118
- Offender Workforce Development
  - www.nicic.org/OWD
- Women Offenders
  - www.nicic.org/WomenOffenders
  - Contact: Maureen Buell at 1-800-995-6429 x40121
- Reducing Offender Risk
  - www.nicic.org/ReducingOffenderRisk
- Mentally Ill Persons in Correctional Settings
  - www.nicic.org/MentalIllness
  - Contact: Fran Zandi at 1-800-995-6423

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Other Federal Resources

Funding resources from a variety of federal departments may be applied toward a comprehensive serious and violent offender reentry program:

U.S. Department of Health and Human Services

- Funding is available to provide support for low income families, homeless individuals, and welfare recipients.
- Family and Youth Services Bureau, Transitional Living Program for Older Homeless Youth supports projects that provide longer term residential services to homeless youth ages 16-21 for up to 18 months. These services are designed to help youth who are homeless make a successful transition to self-sufficient living.
- http://www.hhs.gov

U.S. Department of Agriculture

- USDA provides loans and grant homeownership opportunities to rural Americans, and home renovation and repair programs. USDA also provides financing to elderly, disabled, or low-income rural residents in multi-unit housing complexes to ensure that they are able to make rent payments.
- http://www.rurdev.usda.gov/rhs/common/indiv_intro.htm

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Other Federal Resources (cont.)

U.S. Department of Housing and Urban Development

- Supporting Housing Program provides grants to develop supportive housing and transitional services that will enable homeless people to live as independently as possible
- http://www.hud.gov

U.S. Department of Veterans Affairs

- Provides vocational counseling to service members and veterans who have recently separated from active duty, and special rehabilitation services to dependents of veterans who meet certain program eligibility requirements, and employment services.
- http://www.va.gov

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Other Federal Training and Technical Assistance

IAP Juvenile Reintegration and Aftercare Center

- Provides assistance with developing and implementing effective transition and community aftercare services for juveniles, including training and technical assistance, information dissemination, and linkage to aftercare resources.
- http://www.csus.edu/ssis/cdcps/iap.htm

OJJDP's National Training and Technical Assistance Center

- Provides national leadership, coordination, and resources to respond to the needs of the juvenile justice field through customized training and technical assistance, ongoing needs assessments of the field, searchable directories of training and technical assistance providers, events, and resource materials, and supports efforts to evaluate and improve training and technical assistance delivery.
- http://www.nttac.org/main

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Other Federal Training and Technical Assistance (cont.)

Community Capacity Development Office (formerly the Office for Weed and Seed)

- Provides Weed and Seed sites with training, technical assistance, consultation, and guidance on how communities can reduce crime, increase the quality of life for its residents, and promote community health.
- http://www.ojp.usdoj.gov/ccdo

Center for Sex Offender Management

- Provides training and technical assistance on the effective management of sex offenders, including the reentry of sex offenders into the community.
- http://www.csom.org

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Private Foundations

JEHT Foundation

- Under its Criminal Justice Program, the Foundation works to improve the criminal justice system and promote the fairness of individuals through the use of research and best practices. Funding is available for juvenile and adult justice agencies on prisoner reentry issues.
- http://www.jehtfoundation.org

Annie E. Casey Foundation

- The primary mission of the Foundation is to foster public policies, human service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families
- http://www.aecf.org/

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Informational Resources

In addition to the previous listed resources, the following organizations provide informational resources that may be helpful in enhancing offender supervision and reentry efforts:

- American Correctional Association
  - www.aca.org
- American Probation and Parole Association
  - www.appa-net.org
- The Center for Children of Incarcerated Parents
  - www.e-ccip.org
- Family and Corrections Network
  - www.fcnetwork.org/
- Council of State Governments Reentry Policy Council
  - www.reentrypolicy.org
- National Center for Victims of Crime
  - www.ncvc.org
- The Reentry National Media Outreach Campaign
  - www.reentrymediaoutreach.org
- The Urban Institute
  - www.urban.org
- Vera Institute of Justice
  - www.vera.org

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Additional Resources

- In your packets, you will find a list of selected resources on offender reentry.
- This is not an exhaustive list; rather, it highlights significant works in the field of reentry.
- Additional resources available online are also identified in this list.

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POLICYMAKER'S TRAINING

Date
Meeting Location
City, State

SELECTED RESOURCES

Offender Reentry Web Sites

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Families, the Community, and Reentry

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POLICYMAKER'S TRAINING

Date
Meeting Location
City, State

TRAINING EVALUATION FORM

Thank you for participating in this training and for completing this evaluation form. We will review your feedback carefully in order to identify ways in which we can improve the training.

1. Please indicate your satisfaction with the coverage of the following topic areas:

Topic Area	Level of Satisfaction 1=Unsatisfied 5=Fully satisfied	Please explain your response.
Offender Reentry in the United States	1 2 3 4 5	
The Components of an Effective Offender Reentry Strategy	1 2 3 4 5	
Resources Available to Assist Reentry Efforts	1 2 3 4 5	

2. Please name three things you have learned during this training that struck you as particularly important or noteworthy:

   1)_____

   2)_____

   3)_____

3. How well did the training match your current knowledge and your need for additional information regarding adult and juvenile offender reentry? A score of 1 indicates that the training did not address your need for knowledge and a 5 indicates that it addressed this need very well.

   Did Not Address Need for Knowledge — **Addressed Need Very Well**

   1 2 3 4 5

4. Please circle the Concurrent Session you attended and, using a number from 1 to 5, rate the usefulness of that session. A score of 1 indicates that the discussion was not useful and a 5 indicates that it was very useful.

Session Title	Usefulness 1=Not Useful 5=Very Useful	Comments
Leadership and Organizational Change; Rational Planning; Collaboration	1 2 3 4 5	
Offender Management Practices	1 2 3 4 5	

5. Please rate the probability that you and your agency will be able to use the information gained at this training to improve your approach to adult and juvenile offender reentry. A score of 1 indicates that the training will make no difference in your own and your agency's work, and a 5 indicates that it will make a significant difference.

	No Difference				*Significant Difference*
For myself:	1	2	3	4	5
For my agency:	1	2	3	4	5

Please explain your responses to this question.

_____

_____

_____

6. Have you identified any specific actions or next steps that you will take based on the information or knowledge you acquired during this training? If so, please list them below.

_____

_____

_____

7. Please provide us with additional feedback or comments.

_____

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