



the NATIONAL REENTRY
RESOURCE CENTER

— *A project of the CSG Justice Center* —

Identifying and Engaging Reentry Mentors for Justice-Involved Youth

Brought to you by the National Reentry Resource Center and the Bureau of
Justice Assistance, U.S. Department of Justice

Cosponsored by the Center for the Advancement of Mentoring (TCAM)

Speakers

- Shay Bilchik, Founder & Director, Center for Juvenile Justice Reform, Georgetown University
- Roger Jarjoura, Associate Professor, School of Public and Environmental Affairs, Indiana University-Purdue University Indianapolis; Founder, Aftercare for the Incarcerated through Mentoring
- Dennis Talbert, President, Michigan Neighborhood Partnership
- David Altschuler, Principal Research Scientist, Johns Hopkins University Institute for Policy Studies

Presentation Outline

- Introduction
- Eight Principles for Identifying and Engaging Community Mentors
- “Brian’s Story”: Identifying Community Mentors within the Life of the Mentee
- Mentorship in a Reentry and Reintegration Context

Previous Webinars

- **“Family Engagement in Reentry for Justice-Involved Youth” (October 2010)**
- **“Juvenile Reentry in Concept and Practice” (January 2010)**
- **Recordings of both webinars, and all past NRRC webinars, are available at <http://www.nationalreentryresourcecenter.org/training/webcasts>.**

The Continuum of “Family” Engagement

Family

Extended
family

Mentors and
other external
support

Defining Family Broadly

Allow people to define who makes up their family...

- Traditional
 - Mothers, brothers
- Extended
 - Cousins, uncles
- Elected
 - Mentors, coaches, friends



Strength-based Approach

- Recognizing that all people are motivated.
- Operating with the belief that everyone possesses talent, abilities, capacities, and past successes.
- Drawing on strengths to motivate behavior change.

Impact of family and other social support on reentry outcomes

- A family-systems approach not only reduced recidivism rates for justice-involved youth as compared with other models of treatment, but also reduced rates of siblings' involvement in the justice system. (Klein, 1977)
- Youth who participated in family-systems therapy had markedly lower recidivism rates. (Hinton, 2004)

CJIR Survey of Juvenile Justice Probation and Correctional Leaders

- Family Engagement was ranked as:
 - One of the three most important operational issues facing their department / agency.
 - The most difficult to address operational issue facing their department / agency.

Source: “Juvenile Justice Professionals Certificate Program Survey” (2008). Survey conducted electronically by the Center for Juvenile Justice Reform, Georgetown Public Policy Institute, Georgetown University.

Eight Principles for Identifying and Engaging Community Mentors

Roger Jarjoura

Associate Professor, School of Public and
Environmental Affairs, Indiana University-Purdue
University Indianapolis

Founder, Aftercare for the Incarcerated through
Mentoring



Two Caveats

- Your program may already be connecting the youth in reentry with a mentor—I will refer to this mentor as the “Assigned Mentor”
- In addition, we are encouraging you in this webinar to envision other supportive adults that are present in the community where the youth is going to be living, working, and playing—I will refer to these mentors as “Community Mentors”

Principle 1:

Start with a big vision for the
ultimate outcome—Productively
engaged adult citizens

Don't aim too low

- Why are the kids we serve different from our own children?
- Imagine your own son or daughter is incarcerated and is due for release soon—what would you like to see for him/her in terms of the kinds of support that could be available?

Address Adolescent Developmental Tasks

- This means focusing on each:
 - Competency
 - Life skills
 - Positive development—Strengths-based
 - Interpersonal skills (emotional intelligence)
 - Accountability
 - Decision making and problem solving

Mentoring Programs

- Can inspire and guide people to pursue successful and productive futures, reaching their potential through **positive relationships** and **utilization of community resources**

Mentoring Can be Transformative

- Here we are looking for mentors to do more than simply “hang out” with the young people
- If mentors are properly prepared, they can influence the youth in meaningful and significant ways
- We may not see immediate short-term changes, but long-term personal growth has a lot to do with the adults in their lives

Principle 2:

Create a map of the strengths and gaps for the youth, the family and the community

Choices about
spending
leisure time

Dysfunctional
Family

Problems in
School

Low self-
esteem

Consider the risk factors
that contribute to the
likelihood that the youths
are going to be delinquent

Challenges
around work

Low academic
achievement

Negative
Peers

Disadvantaged
neighborhoods

Drugs and
Alcohol

The relationship they have with their free time

The relationship they have with money

The relationship the kids have with their families

The relationship they have with their teachers

The relationship they have with themselves

These can all be reframed in terms of dysfunctional relationships

The relationship they have with work

The relationship they have with learning

The relationship they have with the community

The relationship they have with drugs and alcohol

The relationship they have with their peers

Imagine the supportive
adults that could assist in
building these healthy
relationships

Recall from our Previous Webinar:

The Family Justice Program at the Vera Institute for Justice points to a valuable resource: The **ECOMAP**

- displays government and community resources the participant and his or her family use
- includes informal and formal organizations.



Context is Typically Underestimated

- Consider:
 - The most efficient way to return a juvenile to a healthy, law abiding lifestyle is through healthy relationships with healthy adults in healthy environments.

Excerpt from NJDA's vision statement

Time: A Numbers Game

- Think about the number of hours there are in a week
- How much of that time will a youth spend in the “company” of a mentor?
- How is the remaining time being spent?

Principle 3:

The youth **MUST** have a **VOICE** in
the identification of potential
community mentors

If you ask the youth...

- About the adults that have been present in school, church, and community settings that they would see as a positive role model and would like to have support from over the long term

Then Follow Up and Make the Ask

- Until you ask them to get involved, many of the identified community mentors may not understand how to be a support
- Be sure you are explicit in what you are asking of them:
 - Long-term commitment
 - Initial training you would provide

Principle 4:

You will provide training for the community mentors so they understand their role and the expectations of the program

Effective Training and Support

- Incorporate practices that support mentor retention so the relationship does not terminate early if the mentor loses motivation or becomes overwhelmed.
- Maintain the mentor's motivation through training, supervision, ongoing support, accountability, and recognition of their efforts.

Principle 5:

Find a mechanism that provides a way to get the buy-in and commitment of the supportive adults

Permanency Pacts

- An excellent toolkit for the development of permanency pacts can be found at www.fosterclub.org
- The key is to identify a *supportive adult* that is:
 - Identified by the youth ideally
 - Has a relationship with the youth, or can develop one
 - Willing to commit to a long-term relationship with the youth
 - A positive role model
 - Able to provide specific support on an as-needed and on-going basis

Principle 6:

The youth need to be shown how to access the assistance and support of the community mentors

Modeling, Practice

- Here is where your program can make a lasting impact by showing the youth how to stay connected and ask for help
- Role playing can be useful here
- Set expectations

Principle 7:

Build in “local support” when youth are transitioning into new roles

When the Supportive Adults are Lacking...

- Look for ways to introduce the supportive adults in the new environments that youth are entering (such as college or trade schools)
- The goal is to increase the likelihood of success for the youth in those new settings
- Think about the kinds of support that are available to middle-class youth and how important those are
 - Then try and substitute your own forms of support and pay attention to how it is working

Principle 8:

Monitor the progress

Evidence

- Is important on a number of different levels
- How can you build the case that what you are doing is working?
- How can you determine IF what you are doing is working?
- Is there evidence that the outcomes are better for the youth?
Is it the result of your new strategy?

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“Brian’s Story”

Identifying Community Mentors within the Life of the Mentee

Dennis Talbert
President

Michigan Neighborhood Partnership

The Asset /Strength-Based Approach

- If a client is truly interested in transformational change they are seeking a new label
- Every young person has community hero that represents a positive caring adult in their lives
- Restructuring the mentee application for both guardians and client to reflect **community positive assets**
- Adult buy-in
- Building a support system for long-term client and mentor support
- Building a larger mentor community (Telling their story)

The Asset Approach

- **Hero from the client's past**
 - **Teacher**
 - **Minister**
 - **Neighbor**
 - **Local businessman**
 - **Relative**
 - **Community leader**

Label Changing

Strength-Based

- Reentry youth are seeking:
 - Healthy Environments
 - Healthy Adults
 - Healthy Relationships
 - ***Healthy Mission***
 - ***New Community***

Instant Advantage

Asset and *Strength*

- Trust
- Respect
- Opportunity to breakdown many barriers
- Generally instant communications
- Eagerness to participate in program activities
- **Learning points for both**
 - The client is not the same person 10 years ago
 - Helping to build respect

Adult and Youth Buy-In

Asset and *Strength*

- Building a client learning community with community based assets to compliment the clients strengths
 - Learning Community Maximum 5 clients (generally 2-3)
 - Learning community designed to close the gaps
 - Educational
 - Career
 - Mission
 - Experiential – Work-base or Service Learning
 - Development of Kinship Network
 - A New Community
 - Entrepreneurship
 - Employment Shadowing

Kinship Network

- Every Client in re-entry with a unique community mentor has a Kinship Network
- The network consist agency staff, mentor, parent/guardian and others committed to the clients success
- Each member of the network has a general responsibility i.e. education, housing, employment, leisure time, environment etc
- We recognize that re-entry clients are often extremely needy and require far more time than a traditional mentoring relationship
- The Kinship Network meets twice monthly during the first six months of community placement or release (phone conferences acceptable) and monthly on the 7 – 12 month. After the 12 month the Network sets the meeting schedule.

Expected Outcomes

- Client has a shorter period in building a healthy community
- Mentor/Mentee relationship has much stronger connections
- Client feels empowered, trusted and needed
- Client has a natural long-term healthy community
- Client is building or has built a healthy self image
- **Client has a healthy relationship with agency**
- **You can begin to see positive changes in the clients core family**
- **Client has a powerful desire to re-engage the community from a positive perspective**



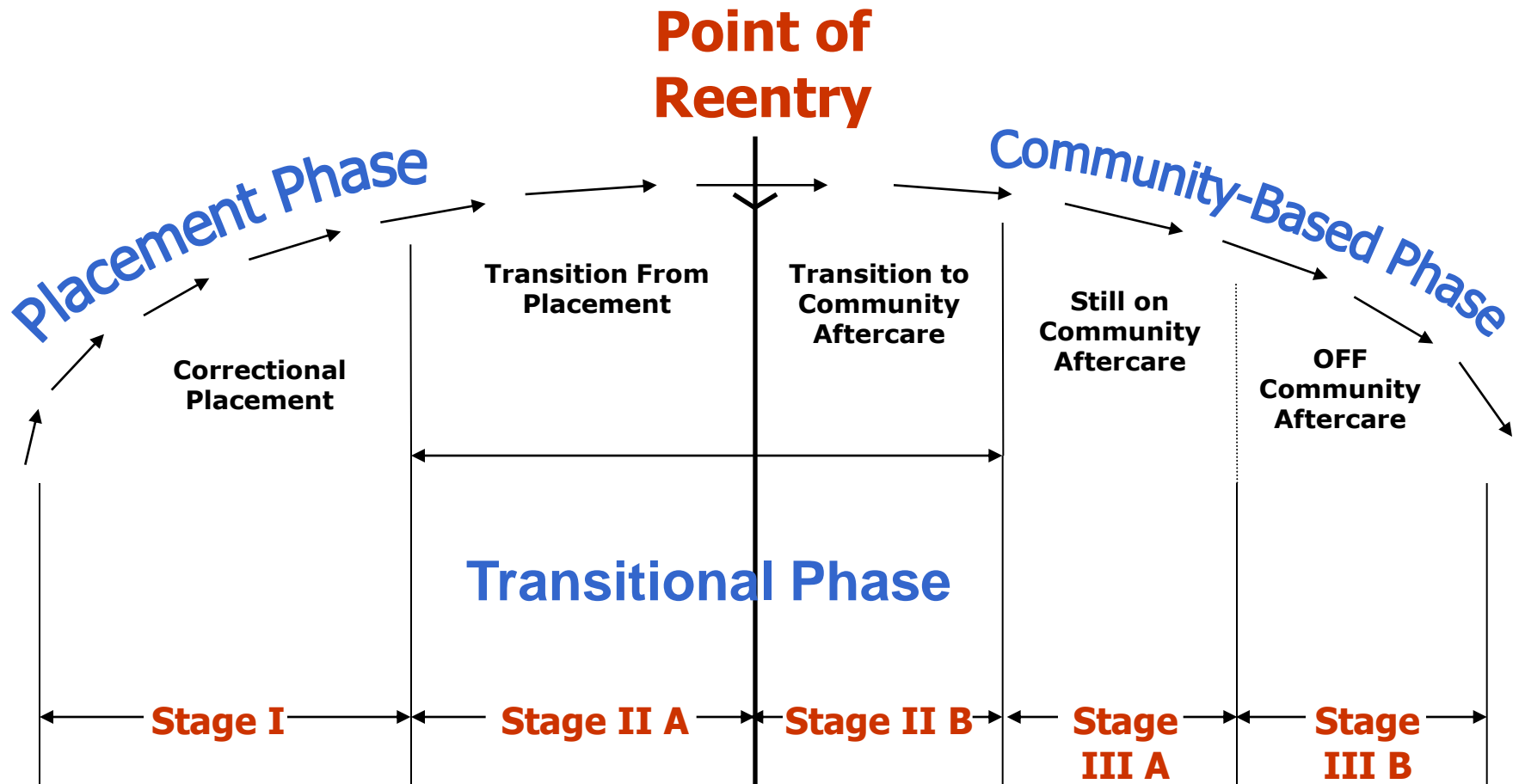
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Mentorship in a Reentry and Reintegration Context

David Altschuler
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Reintegration Continuum



Reintegration Stage and Stakeholder Matrix

	Facility Staff	Transition Coordinator	Probation or Parole Officer	Provider 1	Provider 2	Mentor	More columns
Stage I							
Stage II A							
Stage II B							
Stage III A							
Stage III B							

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