UNIVERSITY OF NEBRASKA AT OMAHA
JUVENILE JUSTICE INSTITUTE

Instructions: Programs are classified under three main headings. To classify your program for Community-based Juvenile Services Aid, first decide the Over-arching Program Type (I, II, III, IV). Next, find the corresponding page number under the Over-arching Program Type to identify the Program Type (A, B, C, D, etc.). Lastly, identify the Sub-program type (1, 2, 3, 4, etc.).

Over-Arching Program Type Definitions

I. Direct Intervention: Entities in this category are often programs; they generally meet with a youth multiple times over a specific period of time. Generally, the program relies on an educational or relationship-based component to invoke behavioral change within the client. (pages 2-6)

II. Direct Service: Entities in this category are often agencies; they generally meet with a youth a few times to conduct a singular service. This could be to conduct an assessment or to help coordinate services. (page 7)

III. Direct Event: Entities in this category are often initiatives; they generally meet with a youth only once to host a prevention-type activity. These are generally events like a youth retreat, post-prom event, etc. (page 8)

IV. System Improvement: Entities in this category generally do not work with youth directly, but support programs, agencies, and initiatives that do the direct work. (page 9-10)

I. Direct Interventions:

A. Alternatives to Detention (ATD):
A program or directive that increases supervision of a youth that would otherwise be securely detained, in an effort to ensure the youth attends court and refrains from committing a new law violation. The alternative shall least restrict the youth's freedom of movement, provided the alternative is compatible with the best interest of the youth and the community. Examples include: electronic monitoring, day and evening reporting centers, tracker, and shelter care.

Community ATD:

1. **Electronic Monitoring:**
   An electronic device using a global positioning system, non-digital landline home-based system, or phone application that provides intensive supervision by monitoring the location of a youth that is reviewed by program personnel.

2. **Reporting Center:**
   An intensive supervision program held at a physical location for youth who would normally be held in secure pretrial custody. The center may provide various types of programming but not treatment services. The goal is to ensure that youth return to court for their scheduled court date with no new law violations.

3. **Tracking Services:**
   A person assigned to work with pre-adjudicated or probation youth to ensure that the youth will comply with attendance, curfew, employment, counseling, and drug/alcohol conditions.

4. **Home Confinement:**
   A program that restricts a youth's freedom through verbal contract that requires them to remain at home during specified times. The juvenile's activities are monitored through frequent communication between parents and the program to ensure compliance.

5. **Community Monitoring:**
   A youth is supervised in the community through structured educational and employment related group settings. The youth's employment competencies may further be enhanced through structured work experience geared toward building relationships with the community while providing structured supervision as an alternative to detention.

Residential ATD:

6. **ATD Respite:**
   Respite care for children provides temporary relief for parents and other caregivers through a temporary absence of the child from their family; this is not an extended placement.

7. **Shelter Care:**
   A non-secure residential care program for youth in need of short-term placement. The youth in the program require more supervision than allowed at the community-based level. The youth participate in a daily schedule.

B. Diversion:
Programs aimed at steering minor law violations and low-risk youth away from the juvenile system who would otherwise have charges filed or be adjudicated. Diversion programs may work with Crossover Youth (youth dually involved in child welfare and juvenile justice system) and may also utilize Teen Courts (programs in which youth sentence their peers for minor delinquent and status offense and other problem behaviors).

C. Family Support:
Community-based services that promote the well-being of children and families as well as increase the strength and stability of families.

1. **Parenting class:**
   Parents actively acquire parenting skills through sessions that focus on improving the parenting of and communication with their children by engaging in skill building, problem solving, and modeling types of mechanisms in an effort to reduce adverse childhood outcomes.

2. **Family Support Programs:**
   Community-based services that promote the well-being of children and families as well as increase the strength and stability of families.

3. **Advocacy:**
   Supporting and guiding a youth and/or their family through the juvenile justice system.

4. **Social Worker:**
   Assists a youth with increasing their capacity for problem solving and coping, and help them obtain needed resources as well as facilitate interactions between individuals and their environment. They seek to improve the youth's quality of wellbeing through research directed therapeutic methods.

D. Mental Health:
Programs utilizing screening, diagnosis, and treatment to promote the youth's recognition of their abilities and coping skills to assist with promoting mental health well-being.

1. **Treatment:**
   Mental health services provided to youth with the goal of promoting productive coping techniques and cognitive mental functioning through therapeutic options that are client focused.

E. Prevention/Promotion:
Methods or activities that seek to reduce or deter specific or predictable problems, protect the current state of well-being, or promote desired outcomes or behaviors.

1. **40 Developmental Assets:**
   Are 40 research-based, positive qualities that influence young people's development, helping them become caring, responsible, and productive adults. Based in youth development, resiliency, and prevention research, the Developmental Assets framework has proven to be effective and has become the most widely used approach to positive youth development in the United States and, increasingly, around the world. The framework has been adapted to be developmentally relevant from early childhood through adolescence.

2. **Bullying:**
   Programs that respond to bullying behaviors while addressing community social and emotional concerns through cooperative action of all stakeholders.

3. **Employment Skills:**
   Provides educational and support services to enhance job skills and improve employability.

4. **Gang:**
   Programs aimed at reducing the number of serious, violent, and chronic juvenile offenders from gang related activities.

5. **Life skills:**
   Education to enhance independence and the performance of daily activities by focusing primarily on the skills needed to ensure the youth's biological, physiological, and safety needs.

6. **Prosocial Activity/Attitudes:**
   Programs that encourage a youth to behave voluntarily in ways intended to benefit others and fosters this through skills training.

7. **Substance Abuse:**
   Program developed to reduce the risk of developing a substance abuse behavioral health problem, such as underage alcohol use, prescription drug misuse and abuse, and illicit drug use.

F. School Based:
Providing educational support, training, and/or supervision for youth where academic or behavioral problems originated in the school setting.

1. **After School Programs:**
   Summer and after –school activities designed to reduce juvenile crime through constructive activity.
2. **Alternative Schools:**
   Academic enrichment programs where services are focused on youth expelled or suspended from their home school system.

3. **School Interventionist:**
   An individual responsible for identifying and coordinating a behavioral or academic intervention for a student. The intervention process includes clearly identifying the problem, selecting a strategy to address the problem, and measuring the effectiveness of the strategy.

4. **School Resource Officers:**
   A career law enforcement officer, with sworn authority, assigned by the local police department or agency to work in collaboration with school and community-based organizations.

5. **Truancy Programs:**
   Programs aimed at steering youth that had an unauthorized absence in an effort to prevent system involvement.

G. Mediation/Restorative Justice:
A form of conflict resolution in which trained leaders help the victim(s) and offender work together to resolve disputes. Mediators do not make judgements or offer advice, and they have no power to

force decisions. Victims are able to have input into an offender's sentence. Includes victim impact statements, defining the restitution owed, or other forms of affecting resolution of a juvenile justice case. Other stakeholders may participate in the process as well.

H. Mentoring:
Mentoring takes place between young persons (i.e., mentees) and more experienced persons (i.e., mentors) who are acting in a non-professional helping capacity to provide support that benefits one or more areas of the mentee's development.

1. **Community Mentoring:**
    is a mentoring model where a positive adult is engaged in the youth's life by spending time in the community together. The match is based on interests, hobbies, and compatibility in order to spend time together to share fun activities they both enjoy. The goal of this mentoring model is to reduce drug and alcohol use and antisocial behavior through establishing a supportive friendship and providing guidance.

2. **Juvenile Justice Based Mentoring:**
    is a mentoring model where youth with some involvement in the juvenile justice system (ranging from diversion to YRTC) are matched with an adult who will demonstrate prosocial attitudes and behaviors while helping the youth navigate the juvenile justice system. The goal of this mentoring model is to prevent the youth from further involvement with the justice system.

3. **School-based Mentoring:**
    is a mentoring model where youth meet with their mentor on school premises. The goal of school-based programs is to improve youth attendance, grades, and attitudes towards school so that the youth is more likely to graduate.

4. **Youth-initiated Mentoring:**
    is a mentoring model where the youth identifies individuals that he or she already views as a natural support or mentor. A formal program then helps ensure that the match is safe and supportive for the youth. YIM models also help develop natural mentors for more sustainable matches. The goal of youth initiated mentoring is to help youth identify and sustain healthy support systems.

I. Drug Court:
A diversion program addressing criminal behavior driven by or related to substance abuse. Multi-phased program coordinating efforts of treatment, medical, judicial, and corrections officers to direct offenders away from criminal activity.

J. Reentry:
A process that intentionally prepares youth and families for return from an out of home placement back to their communities. Activities and communications prior to discharge strengthen the connection between the youth in placement with their family, home, and community.

II. Direct Services:

A. Crisis Response:
Teams trained to intervene in cases where juvenile's health or safety is threatened, resolves serious conflicts between parent/guardian and juvenile regarding conduct/repeated disregard for authority, a pattern of repeated absence from school, or runaway behaviors.

1. **Crisis Respite:**
   Respite care for children provides temporary relief for parents and other caregivers through a temporary absence of the child from their family, this is not an extended placement.

B. Assessment:
Brief process to identify immediate mental health and/or behavioral risks and needs.

1. **Assessment:**
   A location where staff can meet with juveniles to assess the risk and needs of juveniles referred and provide recommendations for services for prevention and intervention to include referrals to a diversion program or informal program to avoid charges filed (i.e. early assessment, pre-diversion)

2. **Referral Service:**
   Agency that helps juveniles and families locate community services based on the needs of the juvenile. May cover the costs of the services for the family.

3. **Mental Health Assessment:**
   Utilizing diagnostic techniques and methods that aid in aligning youth with the best services that will promote mental health well-being.

C. Incentives:
Attempts to meet juvenile conduct with rewards to reinforce and modify behaviors by providing financial assistance, compensation, or reduction for fees related to participation in a juvenile system level program, such as diversion and/or financial assistance for involvement in prosocial or community engagement activities. (eg. free sport event tickets for perfect attendance).

III. Direct Events:

<u>**A. Prevention/Promotion:**</u>
Methods or activities that seek to reduce or deter specific or predictable problems, protect the current state of well-being, or promote desired outcomes or behaviors.

1. **40 Developmental Assets:**
    Are 40 research-based, positive qualities that influence young people's development, helping them become caring, responsible, and productive adults. Based in youth development, resiliency, and prevention research, the Developmental Assets framework has proven to be effective and has become the most widely used approach to positive youth development in the United States and, increasingly, around the world. The framework has been adapted to be developmentally relevant from early childhood through adolescence.

2. **Bullying:**
    Programs that respond to bullying behaviors while addressing community social and emotional concerns through cooperative action of all stakeholders.

3. **Employment Skills:**
    Provides educational and support services to enhance job skills and improve employability.

4. **Gang:**
    Programs aimed at reducing the number of serious, violent, and chronic juvenile offenders from gang related activities.

5. **Life skills:**
    Education to enhance independence and the performance of daily activities by focusing primarily on the skills needed to ensure the youth's biological, physiological, and safety needs.

6. **Prosocial Activity/Attitudes:**
    Programs that encourage a youth to behave voluntarily in ways intended to benefit others and fosters this through skills training.

7. **Substance Abuse:**
    Program developed to reduce the risk of developing a substance abuse behavioral health problem, such as underage alcohol use, prescription drug misuse and abuse, and illicit drug use.

IV. System Improvement

A. Administration:
(Fiscal administration, grant administration): Monitors spending and deployment of resources while describing and analyzing department's financial position.

1. **Collective Impact Coordinator:**
    Oversees the structuring of community resources and directing efforts to collectively effect meaningful systemic change regarding complex social issues.

2. **Coordinator/Grant Writer:**
    An identified personnel who conducts administrative and human resource tasks. The role oversees the implementation of the program policy and procedures. This individual develops funding sources to support existing and planned programs, and coordinates the development, writing, and submission of grant proposals.

3. **JDAI Coordinator:**
    Cultivate the understanding and application of detention alternatives among participating agencies and individuals. Collect, prepare, analyze, and present extensive data regarding juvenile justice processes and the population of youth in the juvenile justice system over time, including those referred to secure detention, staff secure detention, and those placed in alternatives to detention.

B. Backbone Support Organization:
The support organization serves as the backbone for the entire initiative and coordinates participating organizations and agencies. Dedicated staff separate from the participating organizations who can plan, manage, and support the initiative through ongoing facilitation, technology and communications support, data collection and reporting, and handling logistical and administrative details needed for the initiative to function well.

C. Data:
Information, tools, and resources used to conduct research and shape policy and practices.

D. Evaluator:
An evaluator is an individual or group of individuals that conduct systematic data-based inquiries and provide competent performance to stakeholders pertaining to an organization, program, or focused community issue.

E. Training/Quality Improvement:
Planning, development, delivery, and evaluation of activities designed to achieve specific learning objectives, resolve problems, and foster the application of innovative approaches to juvenile delinquency and victimization.

1. **Disproportionate Minority Confinement/Contact (DMC):**
    The phenomenon that documents statistically that minority youth are statistically over represented in the juvenile justice system (when the local system is compared to the local juvenile population).