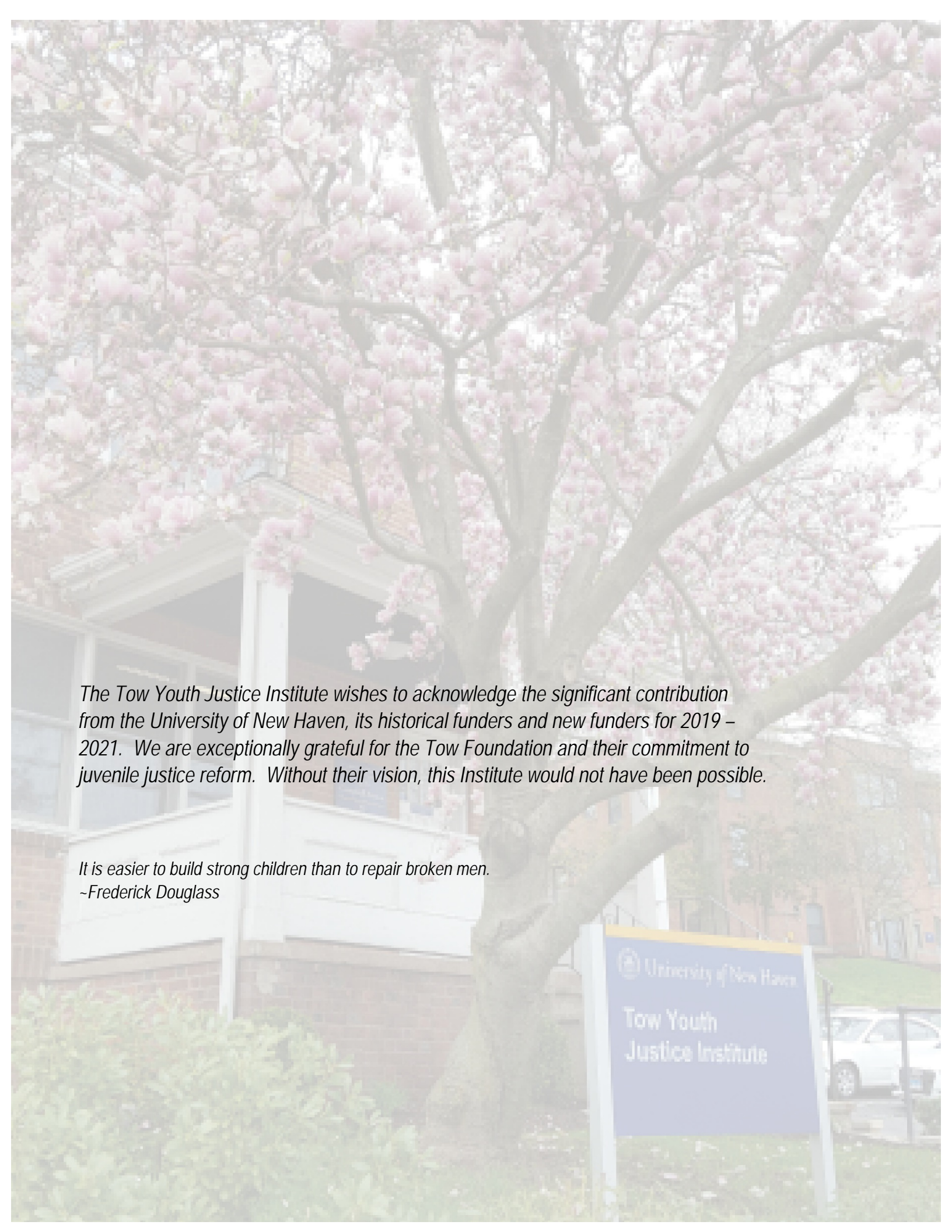




Elevating Youth Justice Reform in Connecticut
Tow Youth Justice Institute 2019 – 2021 Strategic Plan



The Tow Youth Justice Institute wishes to acknowledge the significant contribution from the University of New Haven, its historical funders and new funders for 2019 – 2021. We are exceptionally grateful for the Tow Foundation and their commitment to juvenile justice reform. Without their vision, this Institute would not have been possible.

*It is easier to build strong children than to repair broken men.
~Frederick Douglass*

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I. INSTITUTE HISTORY

The Tow Youth Justice Institute (TYJI) was created in the fall of 2014 thanks to the generous support of The Tow Foundation, whose many years of investment in juvenile justice improvements have had a significant impact in Connecticut and beyond. Relying on the expertise and knowledge on this topic that existed in the Henry C. Lee College at the University of New Haven, the Foundation became instrumental in shaping the direction of the Institute as a force for sustaining and building on the many reforms achieved in our state in the past decade.

The TYJI is one of a few organizations in the State of Connecticut and the nation solely dedicated to youth justice based on a comprehensive, interdisciplinary, research-driven model to address this multi-faceted issue. It has approached its mission of reform from a data-driven and results-oriented approach to advance effective practices in juvenile justice that will benefit children and families and enable our faculty and students to engage in meaningful work that will build knowledge and impactful learning experiences.

II. OUR MISSION, VISION AND VALUES

OUR MISSION

The Tow Youth Justice Institute is a university, state and private partnership established to lead the way for juvenile justice reform through engagement of policy makers, practitioners, service providers, students, communities, youth and their families. TYJI works to promote the use of effective, data-driven practices, programs and policies related to youth justice, focusing on the needs and well-being of youth up to the age of 24.

OUR VISION

Our vision is for a state in which youth serving agencies are consistently using best practices to create positive opportunities so that our children, families and communities are safe, healthy and resourceful environments.

OUR VALUES

We believe that:

- Only through cross-system collaboration and transparency can we achieve true system reform.
- Critical discourse is imperative to hold systems accountable for change.
- Authentic engagement and voice is needed from youth, their families and the community to raise awareness of the issues related to reforming the juvenile justice system.
- Long-term commitment is required from all stakeholders and funders to sustain and grow our vision.
- Intentional reliance on research is key to defining reform.
- Youth and families, with appropriate supports and interventions, have the ability to recover and change.

III. TYJI 2016 - 2019 GOALS AND PROGRESS

At its inception, the TYJI established four primary goals:

- A “leadership training program” targeting those currently working in the juvenile justice system to become reformers;
- A new youth justice curriculum at the university that broadens course offerings to create a future workforce of passionate graduates committed to reform;
- The engagement of students at the university in experiential education opportunities; and,
- Research and evaluation in the development of statewide policy to enable a data-driven model for constructive changes in the juvenile justice system.

Significant progress has been made in the past three years. The following sections provide an update on accomplishments and successes to date against our original goals.

GOAL #1 - A TRANSFORMATIONAL LEADERSHIP DEVELOPMENT PROGRAM, DESIGNED FOR MID-LEVEL LEADERS FROM PUBLIC AND PRIVATE AGENCIES AND ORGANIZATIONS, TO CREATE A NETWORK OF INDIVIDUALS TRAINED TO SUSTAIN YOUTH JUSTICE REFORM EFFORTS.

The *Transforming Youth Justice Leadership Development Program* is an annual program that kicks off in March each year and concludes in November. The goals of the Leadership Development Program in 2014 were to 1) build the capacity of present and future leaders as agents of change in youth justice reform; 2) advance leadership development skills and knowledge of best practices in youth justice reform; and 3) be a resource to the organizations, communities, and systems serving youth through a network of dedicated leaders of reform.

Each year 15 individuals are recruited to participate in the 9-month program. Candidates for the program are those involved in the youth justice field and employed as mid-level managers in law enforcement/policing, state and local government, public and private agencies, non-profit service providers, and broader community members such as middle and high school educators, policymakers, community leaders, faith leaders, parents, and advocates.

Participation in the *Transforming Youth Justice Leadership Development Program* increases visibility, and links individuals from a wide range of organizations, and regional/state networks to state and national level juvenile justice system changes. The program creates safe spaces for learning and critical reflection on a developmental approach to juvenile justice (e.g. adolescent brain research), the use of best practices (family outreach and active engagement), and tools for measuring results (Results-Based Accountability and data-driven decisions). The nine monthly one-day sessions are augmented with a field experience, readings, or events between sessions, and culminate in a Capstone project plan.

The curriculum for the *Transforming Youth Justice Leadership Development Program* is intended to ensure a current and future workforce of youth justice leaders who are committed, competent and passionate about making the system work effectively and support positive change for all young people in every community. Three components emphasized for the core curriculum are leadership development skills, youth justice reforms, and best practices in core competencies including empirical research, data utilization, collaboration, and presentation skills. Session topics include Connecticut's juvenile justice system, adolescent development and trauma, getting results (data and outcomes), advocacy, legislative reform

initiatives, and family and community engagement. Cohort leaders explore current youth justice systems operating within the state and identify collaborative leadership opportunities to advance reform efforts

The Capstone proposals turn dialogue into action on critical youth justice issues at the local, regional and/or statewide level. They are developed through a guided process utilizing collaborative leadership skills and *The Five Practices of Exemplary Leadership*®, while exploring relevant youth justice topics, preparing to deliver presentations on best practices, and reflecting on key learnings. Graduates become part of a statewide alumni fellows network to keep momentum going and facilitate leadership and best practices in the fields of community youth development and juvenile justice across multiple systems to better serve all of Connecticut's youth and families.

Successes

The 2018 cohort is the third successful year of the program. After graduation in November 2018, there are now 46 leaders in reform taking their new knowledge and expertise back to their professional positions in the fields of juvenile justice and youth development. The 2018 cohort is also the second year the program has been expanded statewide.

As agents of change, graduates now comprise the Leadership Alumni Network and have opportunities to participate in statewide reform efforts by:

- Joining Juvenile Justice Policy and Oversight Committee workgroups and subgroups.
- Nominating and recommending colleagues for new cohorts.
- Reviewing candidate applications as members of the selection committee.
- Conducting peer reviews of presentations.
- Encouraging colleagues and mentees to apply.
- Providing a letter of recommendation for a prospective member.
- Suggesting new resources for speakers or facilitating a session of the Program.

Evaluation

TYJI seeks to continually improve the *Transforming Youth Justice Leadership Development Program* each year, and is reviewing the curriculum on a monthly basis. Through this process we have identified a need to supply future cohorts with added resources, for example, the Kouzes and Posner *Five Practices of Exemplary Leadership*® book (and tools identified within this book) and other self-assessment tools. We will be assessing other geographical locations within CT to hold the sessions and securing a centralized site to minimize traveling barriers.

A formal evaluation was completed by a Henry C. Lee College Ph.D student and a faculty member who serves as the Director of the Ph.D program at the Lee College. Overall, this evaluation concludes that the leadership development program is a successful and beneficial program. The session-by-session survey data suggest overall high satisfaction levels with regard to information, speakers, and activities delivered and experienced during each session. Participant satisfaction and engagement was also observed qualitatively through direct in-class observations, along with qualitative comments provided on session-by-session surveys. In general, great appreciation and interest in the topics were expressed by program participants. The Executive Summary (Addendum A) suggests areas for consideration and improvement. It is our intent to incorporate recommendations from ongoing evaluations to enhance and improve the curriculum and the overall leadership program.

Recruitment has begun for the fourth cohort. Thirty-two applications have been received and alumni members have been part of the review process. The 2019 cohort will begin in March.

GOAL #2 - EXPANDED UNDERGRADUATE AND GRADUATE CURRICULUM AT THE UNIVERSITY OF NEW HAVEN TO BROADEN COURSE OFFERINGS AND SUPPORT THE FORMATION OF A STRONG, INNOVATIVE YOUTH JUSTICE PROGRAM AND FUTURE WORKFORCE.

Planning

In the fall of 2015, the TYJI Curriculum Committee met several times to identify areas for improvement in the Henry C. Lee College juvenile justice concentration and to review course descriptions from undergraduate and graduate program/certificates related to juvenile justice from nine colleges and universities. Contrasting the curriculum at these universities with the curriculum offered at the University of New Haven led to the knowledge that although criminal justice and criminology programs are rapidly growing throughout the United States, most colleges and universities do not offer concentrations, certificates, or degree programs in juvenile justice.

The Curriculum Committee agreed the changes would assist in building a more competent and dedicated group of students who, as part of the workforce, will influence the quality of the juvenile justice systems and seek to keep prevention, intervention, and diversion at the forefront of the conversation on juvenile justice reform. They then worked on a plan for implementation.

Changes in Curriculum

The plan for the new curriculum was built on the foundation of the University's B.S in Criminal Justice. The CJ classes challenge students to think critically about the nature of crime, the characteristics of individuals engaged in crime, and the operations of the justice systems. Several of these courses meet the University of New Haven's core competencies, which all students must demonstrate before graduation, within the context of criminal justice.

The learning that takes place inside the classroom is augmented by experiential education opportunities to engage in study abroad, faculty-directed research, academic service learning, and/or an internship/co-operative work experience. Since the University is a leader in experiential education, the Department of Criminal Justice requires all students to participate in an internship, but many also explore the other areas of experiential education. This training helps students integrate their personal and educational experiences into practical and professional settings.

In addition to the CJ major requirements for graduation, each student must complete coursework for one of seven concentration areas in the Department of Criminal Justice, including Juvenile and Family Justice. From 1996 to 2015, over 200 students graduated from UNH with the B.S in Criminal Justice with the Juvenile and Family Justice Concentration. Over the past 20 years, there has been fluctuations in the number of students participating in the concentration. Overall, the trends indicate that the concentration is attracting students. Clearly, the TYJI can be an important vehicle to trigger that growth.

With the new curriculum in place, the concentration has been renamed to the Juvenile Justice and Delinquency Prevention concentration. In order to meet graduation requirements, students complete four of the following five courses: *Juvenile Justice Systems*, *Working with CJ Clients*, *Child and Family Intervention*, *Exploring Delinquency*, and *Seminar in Youth Justice*. In addition, students must complete two electives from within the Department of Criminal Justice and ten electives from any department. This encourages students to take courses from other areas inside and outside of juvenile justice and criminal justice.

In addition to the curriculum work for the undergraduate concentration, a special topic course focused on juvenile justice was offered to Master's and PhD students in the fall of 2016. Graduate programs throughout the United States do not always

feature topics of juvenile justice, and future offerings of this course expand graduate and doctoral education for students at the University of New Haven, adding a competitive edge for those interested in juvenile and youth justice-related fields. One example of this ingenuity of curriculum development is the creation of an online course with the Center for Children's Law and Policy on the life of Kalief Browder and the circumstances that led to his death. This course is now part of the continuing on-line courses offered at the University and open to interested students everywhere.

GOAL #3 - INCREASED OPPORTUNITIES FOR STUDENTS TO PARTICIPATE IN YOUTH JUSTICE INTERNSHIPS, COOPS AND OTHER EXPERIENTIAL EDUCATION PROGRAMS.

Student Workers

The TYJI has been intentional in its pursuit of students to support its work. The following are students who have significantly contributed to the accomplishment of our goals. We are proud of their work.

JJPOC Support

Two students have completed their two years of work for their Provost's Graduate Assistantship. This program provides 75% tuition deference if students work full-time.

- Kelly Tea – Kelly worked for the TYJI from 2015 to 2017, supporting projects for the leadership development program as well as the JJPOC, but became solely focused on JJPOC work in 2016. She now holds a Master's Degree in CJ with a concentration in Forensic Psychology.
- Gabriela Britto – Gabriela worked for TYJI in her second year (2017 – 2018) of her Master's Degree in Criminal Justice. Her focus was supporting the JJPOC work, specifically on a truancy intervention models project which has been made available to the state.
- Alex Scranton – Alex has provided administrative support for the JJPOC workgroup meetings and will be defining a specific area of focus in the spring 2019 semester. He will complete the program in 2020.

Research Support

To support the TYJI research agenda, Bachelor, Master's, and Doctoral students have participated as research assistants over the past three years. Since 2015, the student capacity on research projects has grown larger and more diverse—from one doctoral student and one master's student in 2015 to three doctoral students, two masters' students, and two bachelors' students as of the fall 2018 semester. Each student assists in various tasks such as completing annotated bibliography and resource searching, inputting quantitative data or coding themes in qualitative data, writing up reports, and meeting with key stakeholders to discuss projects and their findings.

Overall, the achievements of the research team in the past three years has been fueled by the work of:

- Criminal Justice PhD students Sara Jeffries, Sarah Giarrusso, and Lanmeng Ma
- Master's students Melissa Pierre, Gabriela Brito, Yasmin Ramadan, Angelica Rakowicz, and Allison Smith
- Bachelor's students Francesca Consiglio, Carly Huenke, Johnathan Badyna, Aurochit Patniak, Courtney Esposito, Brittany Beaudry, Alli Cole, and Tashaye O'Neale.

Details of their research projects can be found under Goal #4 on page 11.

Communications Support

To support TYJI's communications work, several students have taken on various projects over the past three years:

- In 2015 – 2016, James Campbell, an M.S. Cyber Systems, Elect, Comp Engr & Comp Science student was the Student Editor of the Bi-annual newsletter. In the Spring 2017 semester, he began assisting the Director of Communications on the development of social media accounts.
- In the Fall semester of 2017, Nilam Kaushik, an MBA student, worked on expanding the TYJI social media presence.
- In the Spring semester of 2018, Stephanie Duncan, a B.S. National Security student and Treycheil Weatheres, a B.S. Psychology student assisted with various projects.
- Also, during the Spring 2018 semester, Melissa Pierre, a M.S. Criminal Justice student, worked on further expanding our social media reach.
- In the Fall of 2018, Allison Smith, a Master of Public Administration student is working on social media as well as other communication projects such as a podcast series. She will continue to work at TYJI in the Spring 2019. Allison enlisted the assistance of Angela Tricarico, B.A. Communications student, to work on the development of the podcast plan.

Student Events

Holding student-led events with a JJ focus that are open to all students has been a priority and the following are those held to date.

Taking a Stand for Juvenile Justice. A Panel Discussion on Fostering Better Youth and Police Relations

On Tuesday, November 13, 2018 at 4 p.m. in the Alumni Lounge at the Bartels Student Center, students were asked to use critical thinking and participate in meaningful discussion about the ways in which various groups provide impactful protest to raise awareness of social justice issues. For decades, professional athletes have used their public platform to bring issues to light and most recently, NFL players taking a knee during the National Anthem. Students were asked to reflect on what proceeded this recent form of protest and what they can do as future reformers. The panel discussion was moderated by Dr. Kendell Coker, Assistant Professor of Psychology. The event was co-sponsored by the American Criminal Justice Association, the NAACP Club, the University of New Haven's Myatt Center of Diversity and Inclusion and the TYJI.

The Color of Justice Revisited

On Tuesday, March 20, 2018, TYJI in partnership with the Victimology Club sponsored a student event at the University. Students watched the documentary "Color of Justice Revisited" and discussed their reactions about racial and ethnic disparities in the juvenile justice system. After the documentary, the following experts in the field of Juvenile Justice facilitated conversations and addressed questions:

- Christine Rapiello, Chief Public Defender, Office of the Chief Public Defender
- Francis Carino, Supervisory Assistant State's Attorney for Juvenile Matters, Office of the Chief State's Attorney
- Mike Lawlor, Under Secretary Office of Policy and Management; University of New Haven Faculty
- Leon Smith, JD, Director, Racial Justice Project, Center for Children's Advocacy
- Christina Quaranta, Director of Policy and Community Connections, CT Juvenile Justice Alliance
- Justice Advisors, CT Juvenile Justice Alliance
- Captain Chris McKee, Suffield Police Dept.
- Officer Vince O'Banner, University of New Haven Police Dept.
- Asia (Hutchins) Ly Nhavatong, Office of Policy and Management/Juvenile Justice Advisory Committee, University of New Haven 2017 Alumni

13th

On Wednesday, April 12, 2017, students, faculty and staff participated in a facilitated discussion about the Netflix documentary *13th* that explores the history of racial inequality in the United States, focusing on the fact that the nation's prisons are disproportionately filled with African-Americans. Students were asked to view the film prior to attending the event. Circle conversations provided students an opportunity to engage in diverse, respectful, small group sharing and discussion. Participants practiced listening and speaking skills that foster group cohesion and developed empathy and deeper understanding of differing perspectives. The event was sponsored by the Legal Society, Black Student Union, The Charger Bulletin, NAACP, Criminal Justice Club and co-sponsored by TYJI.

Student Conferences and Presentations

Working with TYJI provides students significant opportunities and exposure to present their work at national conferences. The presentations of these projects include both faculty and students who are under the supervision of the Director of Research, Dr. Danielle Cooper. Below are some of the examples of the most recent presentations delivered by TYJI student researchers:

2018 American Society of Criminology

Sarah Giarrusso and Danielle Cooper presented, *An Inventory of Juvenile Justice Curriculum in the Largest Criminal Justice/Criminology Programs in the US* in November 2018. Overall, the findings from this study suggest that colleges rarely offer more than one juvenile justice course; even fewer offer a multi-course concentration on the topic.

Sara Jeffries, Sarah Giarrusso, Lanmeng Ma, Melissa Pierre, Kendell Coker, and Danielle Cooper presented, *Examining Race and Recidivism among Connecticut Youth Formerly in Congregate Care* in November 2018. In order to examine variations in experiences at juvenile and adult facilities, the researchers reviewed videos and reports of incidents involving minors in Connecticut's state-run facilities from 2015 to 2016. The systematic review included the coding of videos and incident reports and it focused on the prevalence of the use of restraints/seclusion, cause of the incident, descriptions of staff involved, nature of the incident, and the behavior of youth following the incident.

2017 American Society of Criminology Conference

Gabriela Brito and Danielle Cooper presented, *Examining the Use of Truancy Models Addressing Chronic Absence in Schools throughout the United States* in November 2017. This study identified various programs that are used throughout the United States that address chronic absence in schools and an online questionnaire was administered with various questions regarding each program. These questions asked for information about program history, funding, training, and youth and family demographics.

Melissa Pierre, Danielle Cooper, and Kendell Coker presented, *Mental Health Symptoms, Delinquency, and Recidivism among Justice-Involved Minority Youths in Connecticut* in November 2017. This research project focused on Black and Hispanic juveniles incarcerated in a detention center or correctional institute for the first-time. Bivariate and multivariate analyses were conducted using the following variables of interest to predict rearrests in a 12-month period: age, race, ethnicity, criminal history, and substance use history.

Sara Jeffries, Danielle Cooper, and Kendell Coker presented, *Examining Race and Recidivism among Connecticut Youth Formerly in Congregate Care* in November 2017. Using data from 2005 to 2015, this study explored whether changes occurred in the demographics of youth committed to public and private congregate care facilities. Regression analyses were used to predict rearrests and convictions in a one year follow up period.

Sarah Giarrusso, Danielle Cooper, and Kendell Coker presented, *Investigating Racial Disparity among Non-committed Juveniles Offenders Using Different Recidivism Time Periods* in November 2017. This study utilized data from several Connecticut juvenile justice agencies over a ten-year period (2005-2015) to analyze racial disparities in arrests and reconvictions. Additionally, the researchers examine whether racial disparity changes as the follow up period of recidivism is examined over 6 months, 12 months, 18 month, and 24 months.

2018 Academy of Criminal Justice Sciences

Lanmeng Ma and Danielle Cooper presented, *Examining Variations in US Educational Policies and Legislation Defining Truant and Chronically Absent Students*. This study examined educational and legal definitions of truancy and chronic absenteeism throughout the United States using a content analysis approach.

2017 American Criminal Justice Sciences

Sarah Giarrusso, and Danielle Cooper, *Discussing the Status of Juvenile Justice Education through Course Offerings and Concentrations*. This paper was presented at the American Criminal Justice Society Annual Conference, Kansas City, MO. It examined the availability of juvenile justice courses and concentrations across the United States. Researchers selected programs at two institutions from each state (one public and one private). The programs came from the universities with the largest student enrollment.

GOAL #4 - RESEARCH AND EVALUATION, TRAINING, PLANNING AND POLICY DEVELOPMENT IN ORDER TO INTEGRATE EVIDENCE-BASED PRACTICES AND PROGRAMS IN THE YOUTH JUSTICE SYSTEM.

Another way the TYJI keeps reform on the state's radar screen is through research. The team of professors and students seek to identify new and improved ways of responding to youthful offending through a data-driven lens that helps implement evidence-based programs and policies in juvenile justice. The Director of Research for the TYJI, Dr. Danielle Cooper, heads the team of research undergraduate, graduate and PhD students. The team works on research projects for JJPOC and agencies outside of JJPOC. Our students provide research that focuses on juvenile justice matters with a goal of identifying opportunities for policy change.

In accomplishing this goal, the Director of Research has attended monthly JJPOC meetings, monthly workgroups and sub-workgroup meetings, as necessary, and held weekly research team meetings with the students.

The two primary focus areas for the research team are:

- Research and evaluation that inform policy, planning, development, and implementation in order to elevate evidence based practices and programs for youth involved in the juvenile and criminal justice system.
- Engage with youth serving organizations that focus on youth justice reform such as advocacy groups, community agencies, state agencies, national juvenile justice organizations, public school systems and more, to collaborate on evidence-based youth justice reform.

Members of the research team often attend the JJPOC meetings and the JJPOC workgroup meetings on Diversion, Incarceration, Recidivism, and Cross Agency Data Sharing. This offers students exposure to a wide array of individuals working in the field which provides a deeper, practical understanding of reform and the research they are working on to support it.

We are proud to have worked with the Judicial Branch, the Department of Children and Families and the the Department of Correction on an MOA that has transferred 10 years of complex data to the University of New Haven Center for Data Analytics and the TYJI to facilitate the many research projects being undertaken. This was the largest transfer ever by state agencies to a private university for research opportunities. The Center for Data Analytics stored, de-identified and formatted the data in preparation for analysis and research.

Projects Areas of the Research Team

Each year the research team is engaged in a wide variety of activities throughout several project areas. The different topics for the project areas and the relevant accomplishments of the team are discussed below:

- Diversion and Education
 - A national survey of truancy intervention models was conducted through an online questionnaire to obtain information about how truant children are handled in different states throughout the United States.
 - Twelve telephone interviews were conducted to augment the information provided through the online questionnaire. Each interview was transcribed and then themes and recommendations were determined from the transcriptions.
 - Using an online questionnaire, feedback was obtained from adults living in the major cities in Connecticut (Hartford, New Haven, Bridgeport, and Waterbury). The information was used to produce an administrative advocacy presentation for local school boards to consider additional feedback as they implement new policies relevant to truant children in the state.
 - Each year, the CT State Department of Education produces data on school districts. This data was compiled into a dataset and then reviewed to explore the relationship between truancy and chronic absence among students in Connecticut.
- Treatment of Confined Youth in State Run-Facilities
 - A study of youth in residential placement (also known as Congregate Care) was completed. Through this project, an inventory was created that outlined the different services available through various providers housing youth throughout the state.
 - Youth in state-run facilities are exposed to various disciplinary and behavior management practices. A sample of 30% of videos/discs from 2015-2016 was reviewed and coded for a variety of information about the incident and the outcome of the behavioral or disciplinary response. Analyses were conducted to investigate the difference in treatment received while housed at different state-run facilities.
- Community Based Programs and Services for Youth under State Supervision
 - Judicially and non-judicially handled youth receive services that respond to their risk and needs. Service and criminal history data was analyzed to determine what youth most commonly receive community-based programs and services and never escalate further into the system.

IV. OTHER ACCOMPLISHMENTS

Staff also developed several new pieces of work beyond the scope of the original four goals.

A. THE JUVENILE JUSTICE POLICY AND OVERSIGHT COMMITTEE

Background

In 2014, The Juvenile Justice Policy and Oversight Committee (JJPOC) was created by Public Act 14-217 and charged with evaluating policies related to the juvenile justice system, and the University of New Haven was designated to staff the JJPOC. The committee was tasked with recommending changes in state law regarding juvenile justice, crafting a standard definition of recidivism, setting goals for reform, assessing the impact of Raise the Age legislation, assessing the quality of education within the juvenile justice system, planning for implementation of Results-Based Accountability (RBA) by agencies, analyzing the existence of disproportionate minority contact (DMC) across the juvenile justice system, and reporting to the state on the quality and effectiveness of a variety of programs in community supervision, congregate care, diversion, behavioral health, and other areas.

Early on, the JJPOC developed goals to improve youth justice and child welfare in the state of Connecticut to be achieved by mid-2018:

- Increase diversion of children and youth from juvenile court by 20%;
- Decrease the number of children and youth confined (incarcerated) in state-run facilities by 30%; and
- Decrease the rate of recidivism among juvenile offenders by 10 %

Workgroups and sub-workgroups were established across the state toward each of those goals as well as a Cross Agency Data-Sharing Workgroup. Each year, the data sharing workgroup co-chairs present a progress report on the status of the established numerical targets for the goals. As of the Fall of 2018, the reduction in incarceration reached more than 50% (far exceeding the goal); the increase in diversion reached 30% (also far exceeding the goal); and the reduction in recidivism is not yet at the promised 10% level. It has stalled at 2%, largely due to the changing nature of the juvenile probation and parole population. Diversion efforts have been successful leaving more risky and needy youth now under the supervision of the Judicial Branch. The latter has developed several new program models that are being implemented to address this challenge. These models will be the subject of future monitoring and evaluation.

2015 Legislation

Public Act No. 15-183 - AN ACT CONCERNING THE JUVENILE JUSTICE SYSTEM

In 2015, many extraordinary and far-reaching reforms keep our state ahead of the pack nationally, some through the efforts of the JJPOC and others through executive and legislative leadership. The TYJI has been a resource to not only the JJPOC, but also other advocacy groups involved in the welfare of children. The 2015 legislation included:

- Stringently inventorying and reporting of evidence-based programs used by all juvenile justice-related agencies.
- Establishing a Children's Mental, Emotional, and Behavioral Health Plan Implementation Advisory Board.
- Clarifying requirements for risk and needs assessments by DCF for high-risk youth, including specifications that such procedures apply to girls in custody.
- Aligning Connecticut laws on parole and lengthy sentences of minors with the US Supreme Court ruling in *Miller v. Alabama*, including retroactively

eliminating sentences of life without parole and shortening time to parole.

- Prohibiting out-of-school suspensions and expulsions of children in pre-K through 2nd grade.
- Including behavioral health and disciplinary issues in school health screenings.
- Extending restrictions on use of restraint and seclusion in public schools to all students, not just those in special education programs.
- Requiring memorandum of understanding between school districts that employ school resource officers

with local police departments specifying the role of officers in schools, clarifying the definition of school-based arrest, and requiring collection and disaggregation of data on suspensions, expulsions, and arrests.

- Changing a number of juvenile proceedings, including transfers to adult court, raising the minimum age for certain transfers to 15 years, and data tracking by the Judicial Branch.
- Requiring all juvenile facilities to comply with recommendations of the National Prison Rape Elimination Commission.

2016 Legislation

P.A. 16-147 - AN ACT CONCERNING THE RECOMMENDATIONS OF THE JUVENILE JUSTICE POLICY AND OVERSIGHT COMMITTEE

This included many more reforms:

- Implementation of the Community-Based Diversion System in which the Youth Services Bureaus are identified as the primary agent for diversion of children from the juvenile justice system.
- Creation of a guide of truancy intervention models by the Connecticut State Department of Education (SDE) by August 2017 and effective August 15, 2018, schools determined by SDE as having a high rate of truancy will be required to implement a truancy intervention program.
- Other legislative and policy changes directly related to the role of behavioral health services within schools.
- Limiting the grounds for detention to public safety, assuring court appearance, and holding for another jurisdiction.
- Closing the Connecticut Juvenile Training School (CJTS) and Pueblo Unit for Girls as expeditiously as possible, no later than July 2018, in accordance with a plan jointly developed by DCF.
- Eliminating truancy and defiance of school rules as status offenses in order to divert youth from the juvenile justice system by July 2017.
- Adopting a nationally recognized recidivism reduction framework.
- Establishing a permanent JJPOC data work group to link data maintained by Executive Branch agencies and the Judicial Branch.
- Developing a school-based diversion plan to address mental health service needs to reduce arrest and other school disciplinary actions.
- Developing a comprehensive plan for reentry services for youth who have been placed in confinement, before and after release.
- Training for police in the use of Restorative Justice Practices, trauma-informed approaches and other youth related areas.

2017 Legislation

In 2017, June Special Session P.A. 17-2 - **AN ACT CONCERNING THE STATE BUDGET FOR THE BIENNIUM ENDING JUNE 30, 2019, MAKING APPROPRIATIONS THEREFOR, AUTHORIZING AND ADJUSTING BONDS OF THE STATE AND IMPLEMENTING PROVISIONS OF THE BUDGET** included:

- Effective July 1, 2018, the court is authorized to sentence children who have been convicted as delinquent to a period of probation that may include placement in a residential facility, in addition to the existing menu of orders and conditions available to the court.

- The Judicial Branch will expand its contracted juvenile justice services to include a comprehensive system of graduated responses with an array of services, sanctions and secure placements.
- Effective July 1, 2019, children identified as Families with Service Needs (FWSN) will no longer be referred to the courts. This recommendation addresses the remaining categories (Beyond Control, Misconduct and Runway) under the FWSN law. The major FWSN categories – truants and defiance of school rules - have already been removed from juvenile court jurisdiction effective August 15, 2017.
- Requires the Office of Policy and Management (OPM) to report annually on juvenile recidivism, with the first report due no later than August 15, 2018.
- Mandates that DCF and the Children's Mental, Emotional and Behavioral Health Plan Implementation Advisory Board extend their focus to justice system-involved youth.
- On or before July 1, 2018, the Department of Children and Families, in collaboration with the Children's Mental, Emotional and Behavioral Health Plan Implementation Advisory Board, shall submit recommendations for addressing any unmet mental, emotional and behavioral health needs of children that are attributed to an increased risk of involvement in the juvenile and criminal justice systems.
- Identifying and addressing any increased risk of involvement in the juvenile and criminal justice system attributable to unmet mental, emotional and behavioral health needs of children.
- On and after July 1, 2018, no child who has been convicted as delinquent may be committed to the
- Department of Children and Families as a result of such conviction.
- The Judicial Branch shall expand its contract for juvenile justice services to include a comprehensive system of graduated responses with an array of services, sanctions and secure placements available for the court and juvenile probation officers and other staff of the CSSD to use in order to provide individualized supervision, care, accountability and treatment to any child who has been convicted as delinquent in a manner consistent with public safety in order to (1) deter any such child from the commission of any further delinquent act, and (2) ensure that the safety of any other persons will not be endangered.
- There shall be a transitional period commencing July 1, 2018, and ending not later than January 1, 2019, during which period the Judicial Branch may place a child who has been convicted as delinquent in a congregate care setting operated by the Department of Children and Families or order that such child receive community-based services provided by said department, if the department operated such setting or provided such services to children convicted as delinquent, prior to July 1, 2018. The Commissioner of the Department of Children and Families (DFC) shall enter into an agreement with the Judicial Branch to allow for the use of such settings and services, and the costs of said settings and services shall be paid by the Judicial Branch to DCF.

2018 Legislation

P.A. 18-31 - "AN ACT CONCERNING THE RECOMMENDATIONS OF THE JUVENILE JUSTICE POLICY AND OVERSIGHT COMMITTEE AND CONCERNING TRANSFER OF JUVENILE SERVICES FROM THE DEPARTMENT OF CHILDREN AND FAMILIES TO THE COURT SUPPORT SERVICES DIVISION OF THE JUDICIAL BRANCH" included the following:

- Codified in legislation both the Community-based Diversion System Plan developed in January 2017 and the School-based Diversion Framework developed in January 2018, whereby 1) Youth Services Bureaus are identified as the primary agent for diversion of children from the juvenile justice system, 2) a newly developed process for making referrals of juvenile justice children from police, schools and other agents to the Youth Services

Bureau system is implemented, and 3) priority strategies for school-based diversion: disciplinary policy review, use of community resources such as the Emergency Mobile Crisis Teams, and improved professional development for school staff are addressed.

- Created a new JJPOC Education Committee on improving the educational services to youth in out of home placement.
 - By January 1, 2021, a single agency will be in charge of a statewide system of education transitional supports for children in custody.
 - By July 1, 2018, the JJPOC will convene a committee, the members of which are designated in the bill, to develop the plan mentioned above. The Education Committee has been formed and is chaired by State Rep. Robyn Porter, and Attorney Joshua Perry. The membership of 11 key stakeholders began convening in September, 2018. They plan to meet monthly throughout 2019.
 - By 1/1/19, the JJPOC will receive a report from such committee and propose legislation to vest responsibility for the education of children in custody in a single state agency that will provide all education and related transitional supports, effective July 1, 2020.
 - Among the many things that the Plan must address are the following: the range of services for the justice-involved youth must include, at a minimum, a traditional high-school diploma program, an accelerated credit recovery program, vocational training, and access to post-secondary options. Additionally, a recommendation was made to submit a plan for a single agency to be in charge of a statewide system for education transitional supports for children in custody.
- The Board and the Superintendent of the Technical Schools must submit a plan to accomplish this by January 1, 2019, to both the JJPOC and the appropriate committees of the legislature. The collaboration is intended to create a pathway to enrollment and the technical schools are called upon to amend their admission criteria to enable this change.
- Mandates that by January 1, 2020, the JJPOC shall report on a Justice Reinvestment Plan that will allow for the reinvestment of a portion of the savings from the decreased use of incarceration and congregate care programming to become strategic investments in home, school and community based behavioral health services for children diverted from the juvenile justice system.

The JJPOC has voted to approve the 2019 – 2021 Strategic Goals and Plan. The following are goals for the three year period:

- Goal 1:** Limit youth entry into the justice system. (Reserving the formal justice system only for cases that cannot be diverted or otherwise appropriately served by alternative means or systems).
- Goal 2:** Reduce incarceration.
- Goal 3:** Reduce racial and ethnic disparities of youth in Connecticut's juvenile justice system.
- Goal 4:** Right-size the juvenile justice system by setting appropriate lower and upper age limits.

The plan includes objectives, strategies and measures for each goal. Also, recommendations for the 2019 Legislative Session have been developed and can be found in Addendums B and C.

B. GEORGETOWN CERTIFICATE

In 2015, a team from Connecticut was accepted into the Georgetown Center for Juvenile Justice Reform Diversion Certificate Program and focused a capstone project on the development of a Juvenile Review Board (JRB) Protocols and Procedures Guide and a screening tool. Mental Health and substance abuse were highlighted as the two most common issues during JRB intakes. At the JRB/LIST conference, information about the use of screening and selection of screening tools was presented, literature was shared regarding common screening tools, tool characteristics and elements to be considered when selecting a tool(s).

The team was comprised of:

- Kitty Tyrol from the University of New Haven/Tow Youth Justice Institute

- Erica Bromley from the Connecticut Youth Services Association
- Francis Carino from the Office of Chief State's Attorney (OCSA)
- Steve Smith from the Department of Children and Families
- Daisy Ortiz of the Court Support Services Division of the Judicial Branch
- Yecenia Casiano from the Child Health and Development Institute and School-Based Diversion Initiative
- Sara Jeffries from the University of New Haven/Tow Youth Justice Institute

They focused on two projects that advanced the development of screening practices. A JRB Protocols and Procedures Guide was released in late 2016.

C. RESTORATIVE JUSTICE PRACTICES PROJECT

The Restorative Justice Practices Project (RJPP), established in the fall of 2016 through a partnership with the Child Health and Development Institute under their School-Based Diversion Initiative (SBDI), began as a training, coaching and technical assistance project to support school staff in implementing Restorative Practices within their buildings. A part-time Restorative Justice Practices Project Coordinator was hired to implement a year-long training series and provide technical assistance to school staff. As the work has expanded, the position was made full-time in 2018.

By implementing Restorative Justice Practices, school communities are offered beneficial alternative responses to challenging and harmful behaviors and see increases in positive school climate and culture overall. Research is increasingly supporting a lack of effective outcomes when schools use punitive discipline policies exclusively. In fact, there is increasing evidence of a long-term destructive impact on the individuals being punished, as well as their communities, resulting in higher rates of repeated negative behaviors and damage to the school community. A Restorative approach works to create an environment where individuals take ownership of their behavior, increase their empathy skills, and work to rebuild relationships when harm occurs.

The RJPP provides a spectrum of training content, ranging from introductory information through advanced level practices. We train under the International Institute of Restorative Practices (IIRP) model, providing the following trainings:

- Introduction to Restorative Practices
- Using Circles Effectively
- Facilitating Restorative Conferences

RJPP also provides custom-made professional development sessions by school request, ranging from one-hour to full-day sessions.

In addition to our IIRP trainings, our staff has also been thoroughly trained in the Suffolk University Center for Restorative Justice model, which focuses on in-depth Restorative Circle training. This additional lens allows the RJPP to provide more nuanced Circle training increasing Circle practice efficacy.

Our robust training menu now offers school-centered technical assistance. We tailor this implementation support to reflect the goals of each school, and work to establish meaningful relationships with each of our school partners.

Examples of our technical assistance include:

- Implementation assessment
- School-centered implementation planning

- On-demand materials cultivation and resources
- Problem-solving and general implementation coaching

D. BECOMING CONTENT EXPERT IN YOUTH JUSTICE AND BUILDING CAPACITY

Communications

In 2016, two positions as originally outlined in the organizational chart, the Director of Fund Development and Director of Communications, were combined and a Director of Communications and Development was hired. The TYJI has become respected as an Institute due to its expertise and knowledge of the juvenile justice system and there remains opportunities to expand the Institute's presence in leading and driving reform efforts in Connecticut. The Director of Communications and Development created a Marketing Strategic Plan in January, 2017 that served as a framework and understanding of the work that guided external communications to our various audiences on the progress toward:

- Changing the juvenile justice system
- Developing leadership in reform efforts
- Fulfilling our four primary goals of the TYJI

With its forward thinking, the Tow Youth Justice Institute has become a model for other states such as New York and Massachusetts and has been called upon to share its expertise.

Since January 2017, pieces of the marketing plan implemented include:

- Monthly Issue Briefs on various juvenile justice topics (including *The 4 R's*, *Children of Incarcerated Parents*, *School to Prison Pipeline*, *LGBTQ*, *Close to Home*, *Dual Status Youth*, *Restorative Justice*, *School-based Diversion*, *Trauma*, *Youth Homelessness*, *Resilience and Youth Voice*)
- Quarterly newsletters
- Enhancements to the website
- Establishing social media platforms
- Student recruitment pieces and brochures

In addition, outreach began with state and national juvenile justice organizations for cross-communication.

Development

In 2016, when the Director of Development and Communications was hired, the following funding was in place:

- Tow Foundation three year funding at \$1.1 million
- State of Connecticut for staffing of the JJPOC \$233,000 annually
- Child Health and Development Institute of Connecticut for implementation of the School- Based Diversion Initiative (Restorative Practices). The funds from CHDI are through the State Department of Education \$120,000 annually
- Community Foundation for Greater New Haven for the Transforming Youth Justice Leadership Development Program provided \$45,000 for the first cohort

In 2017, an Advisory Council was created to assist and help grow the youth justice work of the Institute by 1) identifying potential new strategic directions for study or action, 2) developing connections to national organizations and other public and private partners for potentially important collaborative projects, and 3) identifying new opportunities for core funding to support the ongoing work of the Institute. Members receive reports on the progress of the Juvenile Justice Policy and

Oversight Committee work as supported by the TYJI; the status and findings of on-going research projects; progress on efforts to reach out to new funding sources; and other important TYJI initiatives. The Advisory Council members provide relevant input and information from their area of work that relates to youth justice in the state and nationally, propose new ideas for research and ways to improve the youth justice system, and identify new opportunities for partnerships and funding.

In 2017 – 2018, the Director of Development and Communications procured \$526,000 in funding including:

- The LONE PINE Foundation \$2,500 for the Transforming Youth Justice Leadership Development Program
- Singer Foundation \$12,500 for a Planning Grant for the Police Training initiative
- Community Foundation for Greater New Haven \$25,000 for the Transforming Youth Justice Leadership Development Program
- Hartford Foundation for Public Giving \$35,000. \$30,000 for the Transforming Youth Justice Leadership Development Program and \$5,000 for Administrative Advocacy to support a Truancy Survey
- Fairfield County's Community Foundation \$15,000 for the Transforming Youth Justice Leadership Development Program
- CT Community Foundation \$5,000 for the Transforming Youth Justice Leadership Development Program
- Office of the Juvenile Justice and Delinquency Program \$431,000 for RED Reduction Program, Community-Based Diversion Implementation and Evaluation (The Cooperative Agreement with the OJJDP was awarded in October 2018 however, will be implemented in 2019 – 2021.)

In 2018, the State of Connecticut funding for staffing the JJPOC increased to \$333,000 and the CHDI grant continued being funded at \$120,000. Due to our relationships, guest speakers and facilitators offered their time for student events and educational forums amounting to approximately \$5,000.

Tow Foundation Funding Leads to Other Investments in the TYJI

TYJI has leveraged the 2015 – 2018 Tow Foundation Grant with \$1,384,100 in additional funding. Including the significant contribution from the University of New Haven, total leveraged funds have been approximately \$2,134,100.

In addition, grant applications totaling \$300,000 are currently pending at the Connecticut Health Foundation, the Singer Foundation and Fairfield County's Community Foundation, after being invited by these foundations to submit applications for projects previously discussed with them. We fully expect this funding will materialize in the first quarter of 2019.

V. TYJI 2019 - 2021 GOALS

After four years of operation, the TYJI has had many successes toward its original goals. We have established the Institute as an important center for dissemination of knowledge and capacity building in subject matter areas critical to youth justice reform efforts. As we work to fulfill our mission and vision, we have defined five new goals to expand our scope of work over the next three years.

GOAL #1 - RESEARCH AND EVALUATE YOUTH JUSTICE ISSUES IN ORDER TO ADVANCE DATA-DRIVEN POLICIES AND PRACTICES

The Tow Youth Justice Institute will coordinate qualitative and quantitative research projects focused on youths and young adults to inform key stakeholders in their decisions about reform utilizing faculty and staff at the University of New Haven, as well as other private organizations and institutions of higher education.

GOAL #2 - EDUCATE POLICY MAKERS, PRACTITIONERS, AND THE COMMUNITY ABOUT WAYS TO ADVANCE JUVENILE JUSTICE REFORM AND ACHIEVE BETTER OUTCOMES FOR YOUTH

The Tow Youth Justice Institute will implement leadership development training for those working in the youth justice field, enhance police-youth relations through training, and promote and innovate Restorative work in all youth serving systems in the state.

GOAL #3 – COLLABORATE WITH POLICY MAKERS, PRACTITIONERS, AND COMMUNITY, ESPECIALLY YOUTH AND THEIR FAMILIES, IN ORDER TO PROMOTE AND ACHIEVE MULTI-SYSTEM REFORM

The focus for multi-system reform will be driven by the recommendations and work of the Juvenile Justice Policy and Oversight Committee and its workgroups.

GOAL #4 - ENGAGE UNIVERSITY OF NEW HAVEN STUDENTS IN WAYS THAT PROVIDE PERSONAL AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO SUPPORT THE FORMATION OF A FUTURE WORKFORCE THROUGH STRONG, INNOVATIVE YOUTH JUSTICE EDUCATIONAL PROGRAMS

The Tow Youth Justice Institute will promote and provide opportunities for students to participate in internships, cooperative work experiences, volunteer opportunities, research, and student events, and become a national model for other universities on student engagement.

GOAL #5 - BECOME A VALUED CONTENT EXPERT AND RESOURCE IN THE FIELD OF YOUTH JUSTICE IN THE STATE AND NATION

The Tow Youth Justice Institute will become a model of best practices by expanding communications of knowledge and resources in the juvenile justice field to and with key stakeholders in the state and nation.

VI. GOAL #1 - RESEARCH AND EVALUATE YOUTH JUSTICE ISSUES IN ORDER TO ADVANCE DATA-DRIVEN POLICIES AND PRACTICES.

The Tow Youth Justice Institute will direct research projects that inform the JJPOC on needed legislative reforms, coordinate research studies of youth and young adults with faculty/staff at UNH and outside of UNH.

Project Lead: Director of Research

Staff Support Required: JJPOC Coordinator, Director of Youth Justice Initiatives, Director of Development and Communications

PROJECTS

A. Direct TYJI Research Projects Informing Recommendations of the JJPOC

Objective #1

Complete remaining MOA Studies directed by the JJPOC

- Review data, conduct preliminary analyses, and finalize findings with feedback of state agencies
- Summarize relevant findings into presentation to the JJPOC and its workgroups
- Incorporate feedback from state agencies and JJPOC into final written reports

There are 3 MOA studies that will be completed and presented to the JJPOC by May, 2019. The existing MOA was extended by all agencies in December 2018, to the end of 2019. These studies are described below:

- The Pre- and Post-Assessment of Community-Based Programs and Recidivism Outcomes Study contrasts changes in community-based programs, the demographic characteristics of youths served, and recidivism outcomes leading up to and throughout the implementation of Connecticut's Raise the Age (RtA) legislation. This study also focuses on the different community-based programs used to address youth's needs through services.
- Video Review of Use of Restraint in State-run Facilities reviews incidents where seclusion or restraint was used with youth and the supplemental incident reports. Using videos and incident reports provided from state-run facilities, a content analysis was conducted to assess differences in practices and documentation throughout the state of Connecticut.
- Interviews with Youth Detained or Committed in State-run Facilities involves conducting interviews with youth who have been housed at a juvenile detention center or have been housed at an adult facility in Connecticut. These interviews focus on open-ended questions that highlight youths understanding of the rules, the supervision of the facility, the perception of social support (both in and outside of their facilities), and their perceptions of the use of punishment within facilities.

Objective #2

Propose and Conduct New Research Projects (Homelessness, Health, and Justice; Mental Health and Probationary Youth; Diversion and Education)

The work and activities outlined for 2019 – 2021 to direct the research that informs JJPOC recommendations includes:

- Coordination of a new MOA that incorporate state agencies and information about justice-involved youths and young adults. The main focus of the new MOA is the following three studies:
 - Achieving Positive Youth Outcomes Creating Safer Health Communities research study will provide valuable data for the RED and Diversion/ JRB's work previously included in P.A.-15-183. It will assess the current state of diversion and early intervention in the state of Connecticut, with emphasis of racial and ethnic diversity. This project will help inform policies and practices being implemented through the Community-Based Diversion Systems Plan, as well as other initiatives of the Juvenile Justice and Policy Oversight Committee (JJPOC).
 - A Mixed-Methods Examination of Health, Housing, and Education Indicators for DCF/Justice-Involved Youths and Young Adults will assess health, housing, and education indicators that inform system contact for DCF/justice-involved youth and young adults'. This project will involve coordination and collaboration among multiple system stakeholders to identify points to leverage to maximum effect prevention and intervention efforts in the state.
 - Assessment of Mental Health and Trauma among Juveniles on Probation Residing in the Community will assess the mental health and trauma by engaging with Connecticut's youth who are residing in the community under the supervision of Court Support Services Division (CSSD). This project will incorporate measures of trauma, moral disengagement, and experience with diversion while longitudinally following up with data on justice-involvement and incarceration among the youth.
- Collaborate with JJPOC Workgroups
Workgroups of the JJPOC will direct the work of the JJPOC 2019 – 2021 Strategic Plan. The new research studies will be developed in concert with the appropriate workgroups and through their monthly subgroup meeting and bi-weekly workgroup meetings. The JJPOC workgroups will be developing their measures in January 2019.
- Present Findings to JJPOC
After full development of the findings and presentations to the workgroups, the research will be presented at the monthly JJPOC meetings.

In 2019, in response to the needs of the JJPOC, at least three MOA studies, scopes of work, and research projects will be completed and at least one new MOA will be coordinated.

Objective #3

Complete research studies in progress

- Execute the research project to support the requirements of the OJJDP Cooperative Agreement received in 2018 for the period for project execution in 2019 – 2021.
- The following are research studies in progress:
 - Achieving Positive Youth Outcomes Creating Safer Health Communities
This research study will provide valuable data for the RED and Diversion/ JRB's work previously included in P.A.-15-183. It will assess the current state of diversion and early intervention in the state of Connecticut, with emphasis of racial and ethnic diversity. This project will help inform policies and practices being implemented through the Community-Based Diversion System Plan, as well as other initiatives of the Juvenile Justice and Policy Oversight Committee (JJPOC).

- A Mixed-Methods Examination of Health, Housing, and Education Indicators for DCF/Justice-Involved Youths and Young Adults
This research project will assess health, housing, and education indicators that inform system contact for DCF/justice-involved youth and young adults'. This project will involve coordination and collaboration among multiple system stakeholders to identify points to leverage to maximum effect prevention and intervention efforts in the state.
- Assessment of Mental Health and Trauma among Juveniles on Probation Residing in the Community
Research will assess the mental health and trauma by engaging with Connecticut's youth who are residing in the community under the supervision of Court Support Services Division (CSSD). This project will incorporate measures of trauma, moral disengagement, and experience with diversion while longitudinally following up with data on justice-involvement and incarceration among the youth. The mental health and its overlap of juvenile justice involved youth will also address requirements previously stated in P.A. 15-183.

B. Coordinate research studies of youth and young adults with faculty/staff at UNH

Objective #1

Identify topics of research suitable for collaboration with other colleges at the University of New Haven and faculty/staff needs

- Engage faculty members from HCLC and other colleges on campus interested in studies on youth and young adults
- Coordinate with Director of Development for fund procurement to support the research
- Coordinate with Office of Grants and Sponsored Programs
- Develop scopes of work

C. Coordinate research studies on youths and young adults with those outside of UNH

Objective #1

Identify external data requests informing policy in CT

- Engage state agencies about existing data sharing agreements and align research questions with area of inquiry relevant to upcoming policy debates

Objective #2

Collaborate with Institutes of Higher Education conducting research on JJ

- Combine research efforts from other institutions to augment the research capacity within the state of Connecticut
- Assist with data requests and the reporting of findings to the JJPOC

Objective #3

Collaborate with Private Organizations conducting research on JJ

- Coordinate research agenda to work with local and statewide advocacy and research entities
- Assist with data requests and the reporting of findings to the JJPOC

VII. GOAL #2 - EDUCATE POLICY MAKERS, PRACTITIONERS, AND THE COMMUNITY ABOUT WAYS TO ADVANCE JUVENILE JUSTICE REFORM AND ACHIEVE BETTER OUTCOMES FOR YOUTH

The Tow Youth Justice Institute will implement leadership development training for those working in the youth justice field, enhance police-youth relations through training, and promote and innovate Restorative work in all systems in the state.

PROJECTS

A. Transforming Youth Justice Leadership Development Program

The TYJI has established a leadership development program that engages a new team of (12-15) mid-level reformers each year who initiate, support, implement and sustain local and statewide efforts that best serve youth, families and communities across service systems and limit risk and exposure to the juvenile justice system.

Project Lead: Manager of Education and Training

Staff Support Required: Director of Development and Communications, Director of Research, Director of Youth Justice Initiatives

Objective #1

Train 15 individuals per year to play a leadership role in youth justice reform efforts through participation in Transforming Youth Justice: A Leadership Development Program.

Each year, the following activities are ongoing:

- Facilitate current cohort Leadership sessions
- Secure presenters and organizational collaborations
- Review and evaluate program curriculum and session schedule
- Revise content, process and schedule for next session
- Oversee the production of program evaluation report

Measurement each year will focus on advancing the understanding and skills of cohort leaders. Specific measurement tools will be developed in 2019.

Objective #2

Recruit and plan for future cohorts 4, 5, 6.

For this objective, the process includes:

- Collaborating with TYJI Director of Communications and Development on marketing and program promotion through existing communication channels (social media, email etc.), and identifying new approaches for recruitment
- Directing outreach to heads of agencies and organizations for participation recommendations

We will measure effectiveness of our recruitment efforts through:

- An increase the number of applicants
- Diversity of applicant pool
- Development of new collaborations with entities that have yet to be engaged, such as public housing, religious organizations, and affinity groups
- Strengthening of relationships with existing partners and key stakeholders
- Raising awareness about the program
- Increasing the impact of the program through the reach of participants within their professional roles

Objective #3

Establish a strong Alumni Network

To accomplish this, a plan will be developed and implemented for alumni engagement which includes 1) outreach, 2) recruitment, 3) engagement including involvement in leadership application and selection process, and 4) ongoing support and access to resources. Activities will also include:

- Hosting alumni network events
- Developing an Alumni communication plan

The strength of the alumni network will be measured by their ongoing participation in collaborative learning communities, involvement in leader/alumni mentorships, continued participation in support of newer cohorts, and ability to build collaborations and networks across branches of governments, service providers, agencies, advocacy groups, etc.

B. Police Leadership Training Program

Currently there is not a mechanism in the State of Connecticut for integrating new, trauma-informed and innovative curriculum on juvenile justice for the police agencies across the state. A planning grant was provided by the Singer Foundation to develop an implementation plan for a the TYJI Police Leadership Training Program. Strategies for Youth was contracted to create the plan which has been presented to the Singer Foundation for implementation funding consideration. We have been invited to apply for this funding.

Project Lead: Manager of Education and Training

Staff Support Required: Director of Development and Communications, Director of Youth Justice Initiatives

Objective #1

Implement the Training Program

Activities to begin implementation of the program include:

- Support efforts to identify and implement strategies for recruiting law enforcement leaders (develop outreach plans)
- Support development of an application process
- Assist in the recruitment and selection of new applicants
- Facilitate program roll-out or launch event

Implementation of the program begins with a six month consensus building recruitment process which is anticipated to start in April 2019.

Objective #2

Develop tool(s) for evaluating the program outcomes and measures.

The evaluation tool will be developed in the first quarter of the implementation through TYJI's Director of Research.

C. Restorative Practices Training and Technical Assistance

TYJI will develop innovative Restorative Justice programming, training, technical assistance, and implementation support for communities across the state of Connecticut.

Project Lead: Restorative Justices Practices Project Manager

Staff Support Required: Director of Youth Justice Initiatives, Director of Development and Communications

Objective #1

Manage Restorative Practices training and technical assistance for the School-Based Diversion Initiative (SBDI) at the Child Health and Development Institute.

Training and technical assistance will consist of:

- Restorative Practices training for SBDI district staff ranging from community building practices (preventative) to how to respond to serious harm (responsive)
- On-demand professional development sessions
- Technical assistance & implementation coaching
- Quality Assurance

Our goal under the SBDI contract is to effect positive outcomes for Connecticut's school districts most at-risk for juvenile justice involvement. To accomplish this goal, we work to increase knowledge and understanding of Restorative Practices and Restorative theory within school populations, foster the implementation of Restorative practices within school settings, increase positive school climate through nurturing Restorative relationships, and reduce in-school suspension, out-of-school suspension & school-based arrests through Restorative responses to behavioral problems. SBDI training and technical assistance will be provided each school year of this strategic plan implementation cycle (2018-2019, 2019-2020, 2020-2021), based on continued funding of the RJPP contract by the Child Health and Development Institute.

Objective #2

Develop a Restorative Hub for Connecticut.

RJPP endeavors to create a Restorative Hub for the State of Connecticut through the following actions:

- Identify key-players (practitioners, researchers, program managers, etc.) in Restorative Justice/Restorative Practices work within the state of Connecticut
- Develop a state-level Restorative Collaborative for identified key-players
- As a collaborative, develop an innovative Restorative Hub Project and Implementation Plan

The Restorative Collaborative will provide opportunities for resource-sharing, collaboration and support between members of the Connecticut Restorative community. Within the context of a Restorative methodology, we will work together to develop a meaningful and strategic plan for the Restorative Hub at TYJI, so that all members of the Connecticut community can have access to Restorative practices. We plan for this state-level Restorative Collaborative to meet regularly by 2021, and to develop our Project and Implementation Plan during this strategic implementation period (2019-2021).

Objective #3

Strengthen sustainability of the Restorative Justice Practices Project through engaging the University of New Haven campus community and increasing project capacity through contracted work.

In addition to our SBDI contract, the TYJI will increase our Restorative scope through contracted work across Connecticut, and by integrating Restorative work throughout the University of New Haven campus community. Some of our strategies include:

- Strategically identifying campus partners (ex: Student Affairs) to collaborate on Restorative discussions, events, trainings, etc.
- Promoting the Restorative Justice Practices Project resources and services available to the campus community through various mediums
- Identifying and building relationships with other Restorative programs across Connecticut
- Acquiring new training and technical assistance contracts
- Developing a Contract Acquisition Plan to assist in scaling the RJPP, including identifying services to be offered, building a prospective contracted services budget, and any identifying additional staffing required to execute additional contracts

Through these activities, the RJPP will strengthen community ties, increase our network, incorporate Restorative methodology throughout the University of New Haven campus and begin a robust spectrum of contracted services throughout the state. By 2021, we plan to have gained at least 15 additional contracts under the RJPP, collaborate with at least 3 campus partners to embed Restorative work here at the university, and create an executable contract acquisition plan for continued project growth.

VIII. GOAL #3 - COLLABORATE WITH POLICY MAKERS, PRACTITIONERS, AND COMMUNITY, ESPECIALLY YOUTH AND THEIR FAMILIES, IN ORDER TO PROMOTE AND ACHIEVE MULTI-SYSTEM REFORM.

The focus for multi-system reform will be driven by the recommendations and work of the Juvenile Justice Policy and Oversight Committee and its workgroups.

PROJECTS

A. Implementation of the 2019-2021 Juvenile Justice Policy and Oversight Committee Strategic Plan

Objective #1

Reconstitute the JJPOC Workgroups

The JJPOC during its Strategic Planning process for 2019 – 2021 (Addendum A: JJPOC 2019-2021 Strategic Plan) established new workgroups to accomplish its four new strategic goals.

The four goals of the JJPOC Strategic Plan are:

- Goal 1: Limit youth entry into the justice system (reserving the formal justice system only for cases that cannot be diverted or otherwise appropriately served by alternative means or systems)
- Goal 2: Reduce incarceration
- Goal 3: Reduce racial and ethnic disparities of youth in Connecticut's juvenile justice system
- Goal 4: Right-size the juvenile justice system by setting appropriate lower and upper age limits

New workgroups will begin meeting by February 2019. Activities of each workgroup include:

- Establishing six month work plans
- Producing reports as noted through passed legislation (i.e. implementation plans, fiscal analysis)
- Ongoing monitoring of progress made toward achieving JJPOC goals identified in the strategic plan

The workgroups will meet bi-monthly. Each workgroup will determine its needs for sub workgroups. Work plans will be established February of every year and updated every July.

Every January the workgroup Co-Chairs present a draft of JJPOC Legislative Recommendations to the JJPOC. They also provide an annual report out to JJPOC in November of each year on progress against its strategic goals. The sub workgroups will meet monthly to accomplish the strategic goals of the workgroup. Details of the 2019 – 2021 JJPOC Strategic Plan can be found in Addendum B.

Project Lead: Director of Youth Justice Initiatives

Staff Support Required: JJPOC Coordinator, Director of Research, Director of Development and Communications

B. Education and Awareness to Legislators, Stakeholders and the Community

Objective #1

Organize trainings and educational forums for legislators, stakeholders, and community on identified JJPOC recommendations and/or passed legislation

To execute this objective, there will be bi-annual public educational/informational forums at the Capitol. Topics will focus on current issues in juvenile justice or major releases of information or research. The expectation is to increase the number of individuals attending and expand knowledge and understanding of the JJ system and reforms taking place in the state. We will also measure the number of legislators, stakeholders and community members that participate in the forums.

Project Lead: Director of Youth Justice Initiatives

Staff Support Required: JJPOC Coordinator, Director of Development and Communications

C. Education Committee

To support JJPOC recommendations and 2018 legislation, an Education Committee was developed to create concrete, specific and actionable solutions for improvements to educational services for children in out of home placement. Co-Chairs for this committee are Representative Robyn Porter and Attorney Josh Perry.

Objective #1

Provide administrative support to JJPOC Education Committee

- Manage communications with co-chairs and committee members to set meeting dates and locations
Outreach to individuals identified by committee for membership (as required by legislation) and secure commitment from all new members
- Record notes on all calls and meetings and prepare, maintain and disseminate all necessary documents and materials related to the committee's work
- Facilitate the development of a preliminary project plan

Project Lead: Manager of Education and Training

Staff Support Required: Director of Youth Justice Initiatives, JJPOC Coordinator

D. JJPOC Requested Studies

Objective #1

Collaborate with the JJPOC to identify areas of focus for TYJI/UNH research that will guide the direction of JJPOC legislative recommendations

During 2019 – 2021, explore with the JJPOC research to support their Strategic Plan.

Project Lead: Director of Research

Staff Support Required: Director of Youth Justice Initiatives, JJPOC Coordinator

IX. GOAL #4 - ENGAGE UNIVERSITY OF NEW HAVEN STUDENTS IN WAYS THAT PROVIDE PERSONAL AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO SUPPORT THE FORMATION OF A FUTURE WORKFORCE THROUGH STRONG, INNOVATIVE YOUTH JUSTICE PROGRAMS

The Tow Youth Justice Institute will promote and provide opportunities for students to participate in internships, co-operative work experiences, volunteer opportunities, research, and student events, and become a national model for other universities on student engagement.

PROJECTS

A. Experiential Education

The Tow Youth Justice Institute is committed to a future youth justice workforce that is enhanced by the passion and knowledge of our student. Along with the new Juvenile Justice and Delinquency Prevention concentration, inducted in 2017, a range of experiential education programs are available to provide students with the hands-on experience to become strong, valued, dedicated, and most of all, passionate future workers committed to the children and families that comprise the youth justice system. This encompasses a variety of activities where students are actively engaged in the learning process, working closely with faculty and/or staff to deepen their understanding of a juvenile justice related topic and to build skills and competencies that lead to personal and professional success.

Through the following objectives, we will seek to measure, among others, the number of students seeking youth justice internships, co-ops, service learning courses and research mentored opportunities; the number of agencies becoming experiential education sponsors; and the number of students graduating with a concentration in Juvenile Justice and Delinquency Prevention.

Objective #1

Expand Internship Opportunities for University of New Haven Students

Internships are credit-bearing and take place in professional settings in a student's field of interest. They are assessed by a faculty member and supervised by an employer who is not a faculty member. The student may work with practicing professionals, complete a project, work in a consulting capacity, and/or observe employees. The student may or may not be paid for this experience. Key to this form of experiential learning is some type of guided reflection to support the integration of theory and practice, explore career options, or foster personal and professional development.

An increased number of students completing their internships will be accomplished through:

- Outreach to all parties, students, faculty and sponsors, at the beginning of the new academic year about experiential education opportunities
- Update and improve the TYJI website information with experiential education opportunities
- Extend information on TYJI social media platforms
- Conduct a TYJI Experiential Education Open House
- Develop survey instruments for use by students and internship sponsors to evaluate the internship experience in order to identify new opportunities for improvement
- Develop metrics to track and evaluate growth beginning with baseline of current internships

Recruit additional community partners by:

- Identifying local organizations through ongoing programs and meetings

- Broadening our base by attending more community partnership meetings (regional LIST meetings, etc.)
- Hosting an annual open house for prospective partners/stakeholders
- Working with Experiential Education faculty and staff to identify gaps in existing partnerships
- Creating and maintain a database of JJ focused sites and contacts
- Reporting on Progress

Through this project, our anticipated outcomes are to 1) increase students' knowledge on juvenile justice opportunities and careers within the Juvenile Justice field, 2) strengthen relationships between our existing community partners and the broader UNH campus community, 3) diversify existing University relationships so that they expand beyond the Probation and Department of Correction, and 4) become an information hub and resource for referrals for Juvenile Justice students to specific placements based on their interests.

Internships will be sought to support Research, Communications, JJPOC and Education and Training.

Project Lead: Manager of Education and Training

Staff Support Required: Director of Development and Communications, Director of Research, Director of Experiential Education, Director of Youth Justice Initiatives, other staff as needed.

Objective #2

Recruit new private organizations for partnership for Academic Service Learning

Academic Service Learning opportunities are an out-of-classroom community service experience/project attached to a course or a separate credit-bearing experience. The location may be the broader community outside the university or one embedded in co-curricular activities. In these experiences, students participate in an organized service activity that meets identified community needs and reflect on the service activity to better understand course content and gain a broader appreciation of the discipline and an enhanced sense of civic responsibility. Currently, the Clifford Beers Clinic, a New Haven based program offering mental health and other services to children and families, is a co-sponsor of a service-learning course in cooperation with the TYJI.

Project Lead: Director of Experiential Education

Staff Support Required: Director of Research, HCLC Faculty/Department Chairs

Objective #3

Increase Co-operative Education Opportunities

Co-Ops are a professional program in which students gain practical and relevant work experience over a term that reflects their chosen concentration. Students are paid for this experience and usually spend the entire semester in employment away from campus. The purpose of these programs is to build student's career skills and knowledge and experience with workplace practices and ethics. Strategies include:

- Developing new informational materials that fully describe all aspects of the experiential education programs for students and potential sponsors interested in youth justice work
- Continuing relationships with the City of New Haven, through its police, legal and service agencies, the Connecticut Junior Republic, Community Solutions Inc., and the Community Partners in Action
- Establishing new relationships to attain commitment for Cooperative Education opportunities

Project Lead: Director of Experiential Education

Staff Support Required: Director of Development and Communications, Director of Research, HCLC Faculty/Department Chairs

Objective #4

Increase Opportunities for Faculty-Mentored Research

Faculty-mentored research is a faculty or student initiated research project in which the student works closely with a faculty member from their academic program to systematically engage in the research, testing, and analysis process. Students may function as research assistants and collaborators on faculty projects. Currently, many students in the PhD, Masters and Bachelors programs are engaged with the various research projects undertaken by the TYJI in cooperation with the state Juvenile Justice Policy and Oversight Committee.

The Director of Research, through her faculty role, will engage students in research by:

- Directing TYJI Student Researchers
- Advising SURF Projects
- Advising Undergraduate Theses
- Advising Masters Theses
- Serving on Masters Theses Committees
- Advising PhD Dissertations
- Serving on PhD Dissertation Committees

Students will also have the opportunity to present research findings at local, regional, and national criminal justice/criminology conferences. In addition, TYJI's Director of Research will establish at least one Ph.D Fellowship focused on youth justice during the 2020 – 2021 academic year.

Project Lead: Director of Research

Objective #5

Promote and Support Campus Leadership opportunities

Students participate in a structured campus leadership role, under direct guidance and mentorship from faculty or staff, to deliver on-campus or community-based programming or initiatives, or to serve in a supervisory capacity over their peers. This will be a new activity for the TYJI, initiated and led by one of our student workers:

- Support and promote the creation of a new entity on campus, the Juvenile Justice Club. It's goals is to engage with local youth serving organizations, sponsor relevant panel discussions on campus and obtain leadership roles in the club to allow for the development of advocacy and reform promoting skills.

Project Lead: Manager of Education and Training

Staff Support Required: Director of Experiential Education (Faculty sponsor), Director of Research, Director of Youth Justice Initiatives

Objective #6

Increase Experiential Graduate Assistantships

Graduate students work with faculty or administrative departments, receiving direct hands-on experience and skill development in areas specific to their academic course of study. Each academic year, the TYJI will engage graduate students to:

- Assist with the Leadership Development Program,
- Attend work groups of the Juvenile Justice Policy and Oversight Committee
- Provide support for the Restorative Justice Practices Project

- Assist with communications strategies

Project Lead: Director of Experiential Education

Staff Support Required: Director of Youth Justice Initiatives, JJPOC Project Coordinator, Restorative Justices Practices Project Manager, Director of Development and Communications

B. Advocate for Juvenile Justice Education

Objective #1

Work to expand cutting-edge youth justice curriculum content and learning opportunities for students

Some of these activities include:

- Provide resources to at least 2 instructors teaching JJ Courses between 2019 - 2021 (Juvenile Justice Systems, Working with CJ Clients, Child and Family Interventions)
- Launch at least 2 new JJ Courses in 2019 – 2020 (Exploring Delinquency, Seminar in Youth Justice, Kalief Browder Course)
- Support the adoption of at least 2 High Impact Practices (HIP)—by offering academic service learning and writing intensive courses—into existing courses, such as Juvenile Justice Systems and Child and Family Interventions, over the course of the three years.
- Coordinate one Study Abroad Trip for students during the 2020 – 2021 academic year.
- Develop promotional materials on the University of New Haven's student engagement to be shared with other universities nationally.

Project Lead: Director of Research

Staff Support Required: Director of Experiential Education, HCLC Faculty, Director of Development and Communications

C. Engage More Students in Youth Justice Events on Campus

Objective #1

Target students, faculty and even community members to attend and participate in youth justice learning and discourse opportunities

Student Events that further the knowledge base of youth justice and juvenile justice subject matter and reform efforts, statewide and nationally will establish the TYJI's presence and visibility on campus as collaborators, supporters, sponsors/hosts of events, programs and conferences. This ongoing project will target audiences of students, faculty, staff, administration, stakeholders and the community and be accomplished through the following strategies:

- Engaging and establishing relationships with students enrolled in the Juvenile Justice concentration
- Emailing students enrolled in the Juvenile Justice concentration to introduce the TYJI
- Sharing of information and event notification through internal communication and external marketing efforts
- Co-hosting Juvenile Justice focused student events on campus and open to all students and faculty

- Identifying faculty, staff, advisors or student clubs/orgs for possible opportunities for collaboration on student events and programs (For example: Myatt Center On Diversity, Institute of Social Justice, 1+Nonprofit Institute, etc.)
- Developing a plan for ongoing engagement for interested students (after events and programs)

Project Lead: Manager of Education and Training

Staff Support Required: Director of Development and Communications, Office Manager, Director of Youth Justice Initiatives, and other staff as needed, HCLC faculty, other faculty/staff.

X. GOAL #5 - BECOME A VALUED CONTENT EXPERT AND RESOURCE IN THE FIELD OF YOUTH JUSTICE IN THE STATE AND NATION

The Tow Youth Justice Institute will become a model of best practices by expanding communications of knowledge and resources in the juvenile justice field to and with key stakeholders in the state and nation.

Project Lead: Director of Development and Communications

Staff Support Required: Director of Youth Justice Initiatives, JJPOC Coordinator, Manager of Education and Training, Restorative Justices Practices Project Manager, Director of Research, Director of Experiential Education, Contractual

PROJECTS

A. Development

Development objectives for the TYJI will allow for completion of the new five goals for 2019 – 2021. Development measures will change each year to reflect the other institutional objectives and funding needs.

Objective #1

Establish new funder relationships for operational and project support

Based on the topics/projects requiring funding, we will seek foundations to provide support in these areas:

- Research is done through the foundation directory and other sources. Networking and referrals will also help identify potential collaborations. Continued contact with the University of New Haven's Development Department helps coordinate foundation requests. Utilizing the database of major donors offers the opportunity to see new potential foundations.
- Meetings and phone calls to establish contact. Relationships are being developed and we will set development goals and goals for the number of new foundation relationships established.
- Develop ongoing communication plans for each foundation. As we come to understand the goals and visions for each foundation, we provide content through our publications and continual contact.
- Identify foundations to support research studies completed by the Director of Research.
- Secure funders for other TYJI projects and program, including the Police Leadership Training Program.

At least 2 -3 new funders to leverage the Tow Foundation investment will be secured by 2021.

Objective #2

Utilize connections and knowledge of Advisory Council members to advance TYJI mission and goals

A great asset to the TYJI are the Advisory Council members. The foundations, organizations and other juvenile justice stakeholders locally and nationally who are members of the Advisory Council have provided access to connections, resources and funding for TYJI initiatives. A survey has been developed and as the next years progress we will continually look to engage the members in different ways and provide exposure and recognition of their efforts. We will also:

- Continue to increase and diversify the Advisory Council memberships to reflect the changing environment in the juvenile justice field.
- Engage council members in deeper conversations around future direction of the institute.

Objective #3

Continue relationship development with funders that attended the briefing February 14, 2017

- Eight foundation representatives attended a Funders Briefing and 13 foundations were invited. Relationships have been established with 6 of the 8 in attendance. Work is being done to make connections with the other foundations in conversations with funders about initiatives that may be of interest
- Understand the work of other foundations through the organizations they fund.
- Explore opportunities for collaborations for project funding.
- Consider holding a second Funders' Briefing

Objective #4

Connect with other organizations funded by the Tow Foundation to explore mutual interests

The Tow Foundation has a breadth of knowledge and grantees in their juvenile justice focus area. Meetings with other grantees may provide new insight into aspects of JJ not yet considered or provide expertise or vast knowledge in new best practices. An example of this is a project being considered to bring an arts-based approach to juvenile justice. Conversations with the Manhattan Theatre Club provided ideas for the development of future projects.

Objective #5

Implement and manage Office of the Juvenile Justice and Delinquency Program (OJJDP) and other federal grants.

TYJI received \$431,000 from the OJJDP Program for a RED Reduction Program, Community-Based Diversion Implementation, and Evaluation. This Cooperative Agreement with the OJJDP was awarded in October 2018 however, it will be implemented in 2019 – 2021.

Objective #6

Explore other Sources of Funding

As an Institute of the University of New Haven, we will explore other viable sources of fundraising including online giving, endowment funding, and fellowships.

B. Communications

Objective #1

Develop Marketing campaigns for the following:

- Support the work of the JJPOC and its four goals for 2019 - 2021
 - Develop communications to rollout the goals outlined in the 2019 – 2021 Strategic Plan
 - Develop communications to facilitate understanding of the 2019 JJPOC Legislative Recommendations
 - Support other JJPOC work such as events, forums, and other communication needs
 - Develop communications to support new JJPOC workgroups and raise awareness of their work, including the new Integrating Community Expertise Committee and the Education Committee.

- Transforming Youth Justice Leadership Development Program
 - Support recruitment of the leadership program each year including application development, content creation and website/social media updates
 - Assist with the development and implementation of the Alumni Network Communication Plan
 - Create materials as needed for sessions and graduation
- Research
 - Develop packaging of research studies
 - Identify best communication vehicles for each report to provide understanding to the JJPOC, general public, partners/collaborators, agencies and other organizations
- Student Events and Student Leadership
 - Create materials and communications to support outreach on campus for student events and student leadership, including the new JJ Club.
 - Develop outreach to universities in the country to demonstrate our model for student engagement
- Police Leadership Training Program
 - Create recruitment materials, application, brochure
- Support Restorative Justice Practices Project through needed communication vehicles

Objective #2

Become a respected content expert

This will be accomplished through:

- Attending several key JJPOC workgroup meetings to discuss how communications can support their goals.
- Continuing to identify key issues for briefs
- Collaborate with community organizations on content
- Begin surveying on quality of communication to ascertain whether our communications are accomplishing what JJPOC and others need and to achieve positive responses to our communication surveys for each target audience
- Becoming networked with national juvenile justice organizations through:
 - Cross-communicate by sharing content for their newsletters, blogs, social media and websites.

Objective #3

Become a resource for community partners to gain knowledge about changes in the juvenile justice system

Through the TYJI's multiple program and myriad of collaborators, it holds a breadth of knowledge to be shared with others. We will:

- Ensure website is up to date with resources, reports, research, and content.
- Create outreach plan to community organizations to determine their content needs.
- Partner with community-based programs and advocates to raise awareness of common goals and objectives to provide resources they may need.
- Survey partners on satisfaction of our role.

Objective #4

Become a voice to support JJ reform in our state and beyond

- Work with state advocates, JJPOC members and community partners on pressing issues that need attention
- Assist with media responses to negative and uninformed purveyors of content

Objective #5

Expand and diversify communications through multiples channels

The communication vehicles implemented and currently being utilized are detailed on page 15. To better support the increase and expansion of our work and capacity, additional, impactful communication vehicle need implementation including:

- Blogs
- Videos
- Podcasts/Webinars
- Website Updates
- Op-Ed
- Ted Talk
- Research Studies/Reports Executive Summaries
- Recap of JJPOC monthly meetings – news briefs
- State and National JJ Organizations' Newsletters
- Strategies for staff – sharing content, tagging, etc.
- TYJI Mobile App

A podcast plan is currently being developed by two student interns.

Objective #6

Provide visibility and recognition for Partners in our youth justice journey

Create a plan to express gratitude for relationships with:

- Funders
- Partners and collaborators
- The HCLC and the University of New Haven
- JJPOC members
- Students

Objective #7

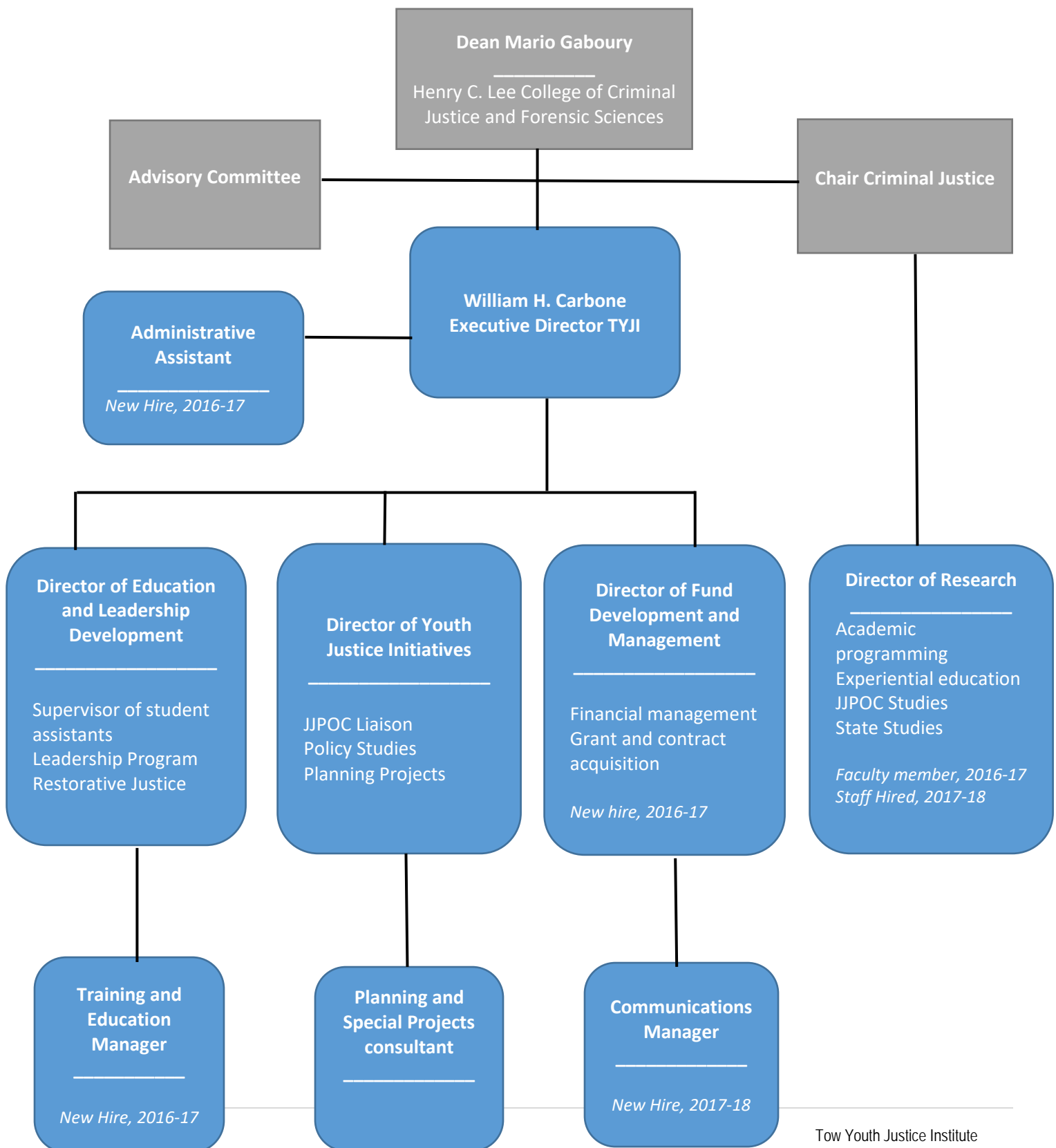
Engage the general public through communications on critical JJ topics

This will be accomplished through:

- Public forums and events
- Various other communication vehicles mentioned above

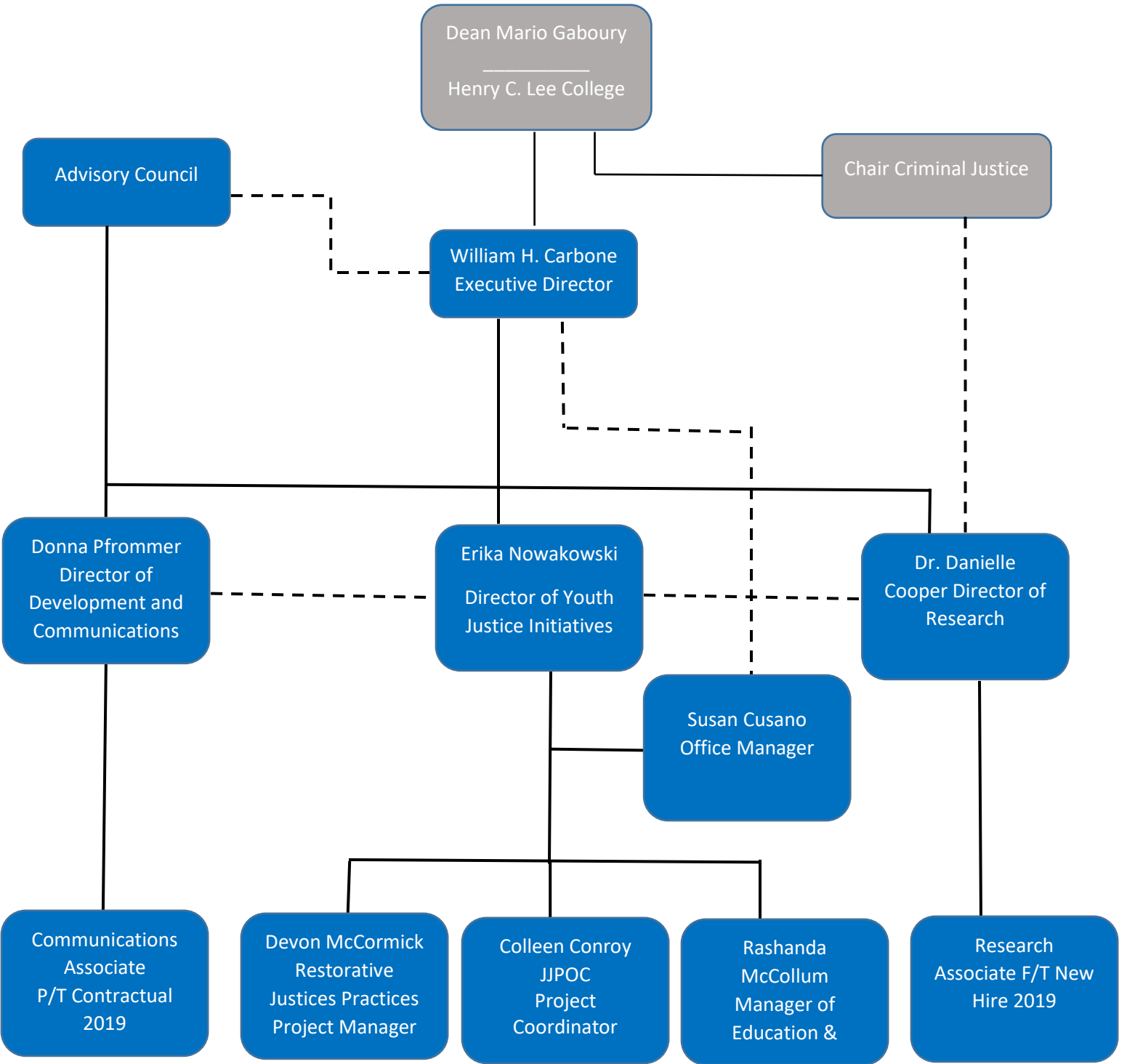
XI. ORGANIZATIONAL STRUCTURE

The organizational chart identified in the original 2015 – 2018 Strategic Plan is below.



Based on the expanded and detailed work of the TYJI, a new organization chart is being proposed. This will support the needs based on the level of activity now and going forward.

TOW YOUTH JUSTICE INSTITUTE STRUCTURE 2019 – 2021



XII. CONCLUSION

After three years, the Tow Youth Justice Institute has become a force for good. A change agent. A strong university, state and private partnership to effect juvenile justice reform. A model for other states to follow. A nationally recognized institute utilizing best practices to achieve its goals and strategies. A research-based Institute leading the way to promote the use of effective, data-driven practices, programs and policies related to youth justice. *And we are a talented team of professionals passionate about youth justice and making positive changes to the juvenile justice system in Connecticut.*

Our new vision and values will be a guide for how we accomplish our goals and objectives for the next three years. As a team, we are excited about our progress so far and where we are headed. This Strategic Plan was developed by the staff of the TYJI over the past nine months. As we expanded staff, we incorporated their fresh thinking and ideas. Our new goals for 2019 – 2021 not only reflect the expansion and deepening of our original goals but also new areas of focus that will significantly contribute to Connecticut's reforms and raise the awareness of issues that contribute to them.

We are proud of our successes and look forward to working with all stakeholders aligned in the same mission of youth justice reform. We are grateful for the significant investment of the University of New Haven, the Tow Foundation and the following funding partners.

THE TOW FOUNDATION



University of New Haven



The Community Foundation
for Greater New Haven



Child Health and
Development Institute
of Connecticut, Inc.



Hartford Foundation
FOR PUBLIC GIVING



LONE PINE FOUNDATION, Inc.

SINGER FOUNDATION

