

A RECLAIMING FUTURES
NATIONAL FELLOWSHIP REPORT

How to Implement a Model to Get Youth Off Drugs and Out of Crime

by
Reclaiming Futures Project Director Fellowship

TOM BEGICH
BENJAMIN CHAMBERS
ROSE GOLDEN
RAY GOODMAN III
MICHELLE KILGORE
CHARLOTTE MCGUIRE
YOLANDA PEREZ-LOGAN
LIZ SMITH
MARGARET TUMULTY
MARLIES WHITE HAT
and
STEPHEN CARMICHAEL
Leadership Faculty

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RECLAIMING FUTURES

Communities helping teens
overcome drugs, alcohol and crime

This publication was prepared under the leadership of an editorial group made up of the following:

Kristin Schubert
ROBERT WOOD JOHNSON FOUNDATION

John Roman
URBAN INSTITUTE

Dan Merrigan
RECLAIMING FUTURES LEADERSHIP CONSULTANT

Steve Carmichael, Editor
RECLAIMING FUTURES LEADERSHIP FACULTY

**RECLAIMING FUTURES
NATIONAL PROGRAM OFFICE**

Laura Burney Nissen, Ph.D., M.S.W. DIRECTOR

Jim Carlton DEPUTY DIRECTOR

Mac Prichard COMMUNICATIONS DIRECTOR

Dan Merrigan, Ed.D., M.P.H. LEADERSHIP CONSULTANT

Portland State University
527 SW Hall, Suite 486
Portland, OR 97201
(503) 725-8911
www.reclaimingfutures.org

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Reclaiming Futures Project Director Fellowship

TOM BEGICH
Anchorage, Alaska

BENJAMIN CHAMBERS
Portland, Multnomah County, Oregon

ROSE GOLDEN
Chicago, Cook County, Illinois

RAY GOODMAN III
State of New Hampshire

MICHELLE KILGORE
Southeastern Kentucky

CHARLOTTE MCGUIRE
Dayton, Montgomery County, Ohio

YOLANDA PEREZ-LOGAN
Santa Cruz County, California

LIZ SMITH
Marquette, Michigan

MARGARET TUMULTY
Seattle, King County, Washington

MARLIES WHITE HAT
Rosebud, South Dakota

and

STEPHEN CARMICHAEL
Leadership Faculty

Contents

SECTION 1: INTRODUCTION... 1

- An untreated problem... 1
- The Reclaiming Futures Model... 2

SECTION 2: THE PLANNING PHASE... 5

1. Identify the lead organization... 5
2. Develop a common vision, mission, and approach... 5
3. Include partners, the community, and youth... 6
4. Identify a lead champion and select a project director... 7
5. Determine how the project will be governed... 8
6. Communicate, communicate, communicate!... 8
7. Begin to work on sustaining your changes from the beginning... 10
8. Measure your results and utilize the data for decisions... 10

SECTION 3: THE ACTION PHASE: MAKING THE SYSTEM CHANGE ... 12

SECTION 4: IMPLEMENTING THE RECLAIMING FUTURES MODEL... 13

1. Initial Substance Abuse Screening... 13
2. Initial Substance Abuse Assessment... 13
3. Service Coordination... 14
4. Initiation... 16
5. Engagement... 16
6. Completion... 18

APPENDIX... 20

- Project Director Fellowship, Contact Information... 20
- Additional Information... 21
- Reclaiming Futures Screening and Assessment Tools... 22

WHAT ELSE CAN I DO? PROSOCIAL ACTIVITIES... 23

SECTION ONE:

Introduction

One of the most pervasive problems facing youth who enter the juvenile justice system is drug and alcohol abuse. More than two million youth are charged with delinquency offenses each year. Drug treatment is scarce for adolescents in this country. The National Survey on Drug Use and Health reports that 1.1 million youths ages 12 to 17 needed treatment for an illicit drug problem in 2003, but only one in 10 actually received help. Treatment is even less available for adolescents in the juvenile justice system. A 2004 study by the National Center on Addiction and Substance Abuse estimated that fewer than three percent of juveniles arrested who have substance abuse problems receive treatment.

In 1996 the Center for Substance Abuse Treatment (CSAT) funded three five-year demonstration projects focused on providing substance abuse services for juvenile offenders in Eugene, Oregon, Austin, Texas, and Denver, Colorado. These projects developed new treatment resources for youth in the juvenile justice system, created data systems to manage the system changes, and began special court processes such as drug courts, problem-solving courts, mental health courts, and wellness courts.

Based on this work, the Robert Wood Johnson Foundation (RWJF) launched, in 2002, Reclaiming Futures, a five-year initiative that brings problem-solving courts and systems of care together on behalf of substance-abusing youth in the juvenile justice system. The project is being conducted at 10 demonstration sites in Alaska, California, Illinois, Kentucky, Michigan, New Hampshire, Ohio, Oregon, and Washington, and in the tribal nation of Sicangu Lakota on the Rosebud Reservation in South Dakota.

After five years of operation, these sites have much to share about what they learned and how they implemented a system-wide change to improve how youth with alcohol and drug problems are handled in their juvenile justice systems.

The purpose of this report is to provide a road map for communities that wish to help local juvenile justice systems tackle substance abuse and illegal behavior. The report is an attempt to provide a “how to do it” guide for system transformation that includes changes in all the organizations and agencies that seek to provide opportunities for success for our youth and their caretakers and at the same time reduce the rate of juvenile crime.

AN UNTREATED PROBLEM

Imagine that you are not feeling well and you make an appointment with a doctor. The doctor tells you that there is a very serious disease going around that begins with general discomfort, but it can be detected by a painless five-minute screening procedure. If necessary, the risk for this disease can be confirmed by a two-hour assessment, and if diagnosed early, it can be treated successfully in most cases.

Without treatment, the problem can become life crippling and sometimes fatal. It can also severely damage other people’s health.

The doctor decides *not* to proceed with the screening procedure and instead tells you to stop eating unhealthy foods and get more exercise, and wishes you good luck.

What would be your response? Demand the screening? Go to another doctor? Sue the doctor for malpractice if you have the disease and were not screened and treated? Eat better and exercise and hope for the best?

Unfortunately, this describes exactly how too many of our juvenile justice systems in America respond to teens with drug and alcohol problems and their families. Teens with substance abuse and delinquency problems face serious consequences for their lives, their family's lives, their communities, and the lives of their victims. Without treatment their lives and others are often crippled and sometimes end prematurely.

We know that practical, inexpensive screening tools exist to identify substance abuse. There are also proven assessment methods that can confirm drug and alcohol involvement, and treatment programs for adolescents that have been proven to work.

Nevertheless, in countless communities across the United States, our juvenile justice system does not screen, does not assess, and does not provide substance abuse treatment for teens in trouble with the law. Like the doctor in the story above, we ignore proven health care tools and instead tell our teens to go to school, stay out of trouble, and hope that everything will just work out.

THE RECLAIMING FUTURES MODEL

An illustrative model has been developed that identifies the critical stages to implementing successful treatment for teens with substance abuse problems in the juvenile justice system. It consists of six stages that direct how the juvenile justice system, substance abuse treatment providers, and the community (including the families of juvenile justice youth) work together.

Research confirms that the Reclaiming Futures model works. A recent independent evaluation by the Urban Institute and the University of Chicago's Chapin Hall Center for Children found that Reclaiming Futures has improved the coordination and quality of substance abuse interventions for teens involved with the justice system.

The Reclaiming Futures model consists of six elements. The process begins when a youth is referred to the juvenile justice system for a law violation.

- 1. Screening.** The first stage of the Reclaiming Futures model is a screening for possible substance abuse problems using a validated tool. Screening occurs as soon as possible after a youth's referral to the juvenile justice system. The purpose of the screening is to identify a young person with potential substance abuse problems for whom a more detailed assessment would be appropriate. This is the logical beginning for a systematic change in the juvenile justice system. Good screening tools are available that can quickly and reliably identify those youth who need assessment. (A list of screening and assessment tools is included at the end of this report.)
- 2. Assessment.** Youth with possible substance abuse problems are assessed using a validated tool to measure their use of alcohol and other drugs (AOD) and individual and family risks, needs, and strengths. The initial assessment serves two purposes: First, it measures the severity of AOD problems and reveals the strengths and resources the teen and their caregivers can utilize to overcome their problem. Second, it allows you to design the best plan of services for each young person and their caregivers.
- 3. Service Coordination.** Services for teens with AOD problems are coordinated across agency boundaries, involve family members, and mobilize community resources to match the needs and strengths of youth and their families. Beyond clinical treatment, service coordination focuses on engaging the young person in positive prosocial activities with support from natural helpers. This coordination sometimes requires the use of care teams, particularly in the beginning when the service plan is created and responsibilities for implementation are identified.
- 4. Initiation.** Assuring service initiation is a critical element. The standards of the Washington Circle Group define service initiation as at least one service contact within 14 days of an assessment. Teams monitor service initiation, either for each service or all service taken together.

5. **Engagement.** Once treatment and prosocial activities have been initiated for youth and families, they must be effectively engaged. The Washington Circle Group defines engagement as at least three successful service contacts within 30 days of the assessment. Engagement is defined and tracked for each of the individual components of the service plan.
6. **Completion.** The provision of services and activities is tracked to ensure that all the components are completed. Services are gradually withdrawn as the teen achieves greater success and becomes more integrated into positive community life. Completion of juvenile court jurisdiction and treatment agency involvement is determined on an individual basis.

Implementing this model has taught many lessons to the staff, community members, and treatment professionals in each of the Reclaiming Futures sites. The next two sections of this report present those lessons, organized here into the planning phase and the implementation phase. They are applicable to any major system change. We present them in the hope that other communities can benefit from these earlier experiences.

Reclaiming Futures Model

Youth referred to the juvenile justice system for law violations



Youth eligible for treatment or supervision in the community



COORDINATED INDIVIDUALIZED RESPONSE

1 Initial Screening

If possible substance abuse is indicated, refer for Initial Assessment.

As soon as possible after being referred to the juvenile justice system, youth should be screened for possible substance abuse problems using a reputable screening tool.

.....

If no substance abuse is indicated, resume traditional juvenile justice process

2 Initial Assessment

If substance abuse is indicated, refer for Service Coordination.

Youth with possible substance abuse problems should be assessed using a reputable tool to measure their use of alcohol and other drugs (AOD), individual and family risks, needs, and strengths. The primary purpose of an initial assessment is to measure the severity of AOD problems. A second purpose is to shape an informed service plan.

.....

3 Service Coordination

Intervention plans should be designed and coordinated by community teams that are family driven, span agency boundaries, and draw upon community-based resources. Intervention should include whatever mix of services is appropriate for each youth, perhaps including AOD treatment, educational and preventive services, involvement in pro-social activities, and the assistance of natural helpers known to the youth and his or her family.

4 Initiation

Service initiation is a critical moment in intervention. Consistent with the treatment standards of the Washington Circle Group (www.washingtoncircle.org), initiation is defined as at least one service contact within 14 days of a full assessment. Initiation can be measured for the entire intervention plan or for each component of the plan. Service initiation should be monitored whether or not the intervention plan includes formal AOD treatment.

5 Engagement

Youth and families must be effectively engaged in services. Engagement is defined as three successful service contacts within 30 days of a youth's full assessment. Engagement can be measured for each service component or for all elements of the service plan taken as a whole. Engagement should be monitored whether or not the intervention plan includes formal AOD treatment.

6 Completion

Community coordination teams should specify how much of each service plan must be completed in order for the plan as a whole to be considered complete. As appropriate, completion of the service plan should involve the gradual withdrawal of agency-based services and the engagement of youth and families in community resources and natural helping relationships.

COMMUNITY-DIRECTED ENGAGEMENT

Process Measures

Of all youth identified with AOD problems at screening, how many get full assessments?

Of all youth identified with AOD problems at assessment, how many agree to complete an appropriate service plan?

Of all youth who agree to complete an appropriate service plan, how many initiate services as designed?

Of all youth who initiate a service plan, how many become fully engaged in services?

Of all youth engaged in services, how many complete the service plan as designed?

Outcome Measures

Of all youth identified with AOD problems at screening who do NOT get full assessments, how many are successful for at least one year?*

Of all youth who agree to a service plan but FAIL to initiate services as designed, how many are successful for at least one year?

Of all youth who initiate a service plan but FAIL to become fully engaged, how many are successful for at least one year?

Of all youth engaged in services who FAIL to complete the service plan, how many are successful for at least one year?

* Success may be defined in various ways, including the absence of new arrests or new court referrals, no new drug use, reduced drug use, no subsequent referrals for drug or alcohol treatment, or some combination of these measures.

SECTION TWO:

The Planning Phase

Each of the original 10 sites had one year to plan their local Reclaiming Futures projects. A full year may not always be necessary, but it is important to incorporate the following eight items in a coherent plan before beginning services.

1. IDENTIFY THE LEAD ORGANIZATION.

The 10 Reclaiming Futures sites have a variety of lead agencies including courts, probation, substance abuse treatment agencies, and other non-profit agencies. Since the major system change is within the juvenile justice system, it is critical that the courts or probation either lead the change or commit major support and agree to shared decisionmaking processes with whatever other organization takes the lead. The lead organization also needs to involve the community (including families) in building assets for the youth that will support them after they leave treatment and juvenile justice supervision.

Dayton, Ohio

In Dayton we learned the importance of identifying the right lead organization from the beginning with a system change process such as Reclaiming Futures. We started with a local university, which served us well in the proposal and planning years. The university staff was very instrumental in compiling data on the needs, existing resources, effective assessment tools, and treatment models for juvenile justice youth with substance abuse challenges. This helped us discover the service gaps and opportunities for systems reform, treatment improvement, and community engagement.

When it was time to pilot our plan, we ran into governance and implementation challenges since the lead agency did not have primary responsibility for custody and services to the

targeted youth. A decision was made by community stakeholders to designate the juvenile court as the lead agency. The court was the right alternative for institutionalizing strengths practices, natural helping, and other elements of our Reclaiming Futures project.

2. DEVELOP A COMMON VISION, MISSION, AND APPROACH.

It is vital to understand the need for innovation and to plan for the change. Juvenile justice professionals, judges, substance abuse treatment providers, families of juvenile justice youth, and the community should all be engaged in this process. Each must be willing to adapt to work in concert with people who may have different perspectives, values, and priorities. This takes sincere effort. It is natural for people in the initiative to have different beliefs about how to plan, implement, and evaluate change. Communities need to create an atmosphere that accepts that setbacks will occur, are to be expected, and are opportunities to learn. Collaboration takes time and requires the skills of different people with different backgrounds.

Santa Cruz, California

In Santa Cruz, Reclaiming Futures was fully committed to engaging alcohol and drug treatment services into the juvenile justice system for youth who were deep into the system and had a serious offense history. We were able to invite

them in, in large part due to the steering committee’s and management team’s willingness to listen and learn from our alcohol and drug treatment professionals. They helped us learn that relapse is a component of treatment and recovery, and that youth will make mistakes along this path. If our system reform effort was to become successful, we needed to incorporate learning from our mistakes in the same manner that we have come to expect of our youth.

Anchorage, Alaska

In Anchorage the original vision for Reclaiming Futures was to focus on youth at the front end of the system. We initially set unrealistic expectations of how many youth we would serve, and how quickly. As we developed our vision, we narrowed our focus to those within the juvenile justice system, and then realized that a great deal of system change would be necessary to put the pieces in place to serve youth with our new approach. Working together—juvenile justice professionals, judges, substance abuse treatment providers, and other community participants—we came to understand each others’ values and worked to find a common language to accomplish the goal we all knew united us: helping Anchorage teens escape the cycle of drugs and crime.

Dayton, Ohio

Involving our stakeholders in the development of our vision, mission, and approach proved to be very valuable in Dayton. We convened our community stakeholders—including youth, parents, natural helpers, elected officials, juvenile justice, treatment, youth serving agency professionals, along with our judges—in a one-day brainstorming advance. We called it an “advance” rather than a “retreat” because we consider ourselves advancing strengths-based community solutions for juvenile justice youth who have substance abuse problems. Members of our Reclaiming Futures executive committee and community volunteers facilitated it.

OUR VISION: Successful youth contributing to the positive well-being of their community.

OUR MISSION: Creating positive futures with court-involved youth and their families by building community solutions.

This mission statement was written on a large flip chart. At the end of the day everyone signed the flip chart to indicate their agreement and pledged support. The approach we all agreed to was a seamless, integrated, collaborative effort involving the youth, parent, natural helper, and the juvenile justice and treatment professionals in a Circle of Caring as equal partners in service coordination.

3. INCLUDE PARTNERS, THE COMMUNITY, AND YOUTH.

Start with organizations that directly affect the young people you serve and add others as needed and identified. When building these collaborations, include diverse representation from within each organization and culture reflected in your community. In addition to those with decision-making authority in their agencies, line staff also needs to be represented. Buy-in from line staff can make or break a system reform effort. Inviting line staff input will strengthen commitments to change. Necessary people are:

- **Probation officers**—Chief of probation *and* probation line staff.
- **Judges**—In a system reform that involves juvenile justice or probation, it is essential that the judge be involved from the start and support the reform.
- **Substance abuse treatment agencies**—Include all that provide treatment to adolescents or might be interested in doing so, because a range of alternatives is helpful. Specifically include those individuals with the authority to affect community plans and funding.
- **Community advocates**—People who can bring resources together to provide jobs, internships, recreational activities, and other nonsystem support and prosocial connections to the community. (A list of prosocial activities from Santa Cruz is included at the end of this report.)
- **Youth and their families**—They can provide great insight. Some sites have had success with incorporating teens and parents in their teams. If you do involve youth and parents, make sure they are kept informed and receive assistance in understanding the system and its language. They may also need stipends or other financial help in order to attend meetings, especially during work hours.

Dayton, Ohio

It is good to have youth, parents, community advocates, and faith leaders play a prominent role from the very beginning. They must be acknowledged and heard throughout the process. On-going efforts should be made to assure that they understand their roles, responsibilities, and systems jargon as well as the system itself. Using incentives such as a gas allowance, meals, or child-care helped remove barriers to their participation.

Plus, there must be opportunities for the front-line justice and treatment professionals to participate in system change. We found that when we asked line staff opinions about system reform, they were delighted to be asked and had a lot of great ideas.

Chicago, Illinois

Unfortunately, there are areas without adequate treatment services to meet the needs of youth and families. To ensure that there is sufficient availability of adolescent-specific treatment, realignment of funding may need to occur. System-wide collaboration is necessary to avoid duplication of services, influence funding, and develop creative solutions (such as co-locating treatment services at existing community service agencies).

Marquette, Michigan

Partners may come from a variety of sectors including law enforcement, prosecuting and defense attorneys, education, local and state government, faith-based organizations and churches, media, and business. It is important to locate the agencies and coalitions that drive the local and state funding streams, and form a relationship with these potential partners by participating in their coalitions and engaging them in your initiative.

Anchorage, Alaska

Internal communication is key to our success. Allowing line staff to contribute and lead the process, valuing their expertise and passion for the youth we all serve is vital. Relationships cultivate the conversation. The trust that results lays the foundation for true system change to occur. We haven't been as successful in growing our youth and parent voice, but as that voice strengthens, it will be stronger because of what we have learned through developing our internal collaborative relationships.

4. IDENTIFY A LEAD CHAMPION AND SELECT A PROJECT DIRECTOR.

Someone must be in charge if a systems change initiative is to succeed. This can be anyone from the above four groups. Judges often make powerful champions. Also hire or identify a project director. Instituting the changes required to implement the Reclaiming Futures model will be a full-time job for several years. Without the full-time attention of a project director, the initiative will lose focus and direction. Trying to implement this initiative by adding the responsibilities to an existing staff position is not recommended. Some of the key roles and responsibilities of the project director include:

- Lead the effort to create a seamless integrated care system from a formerly fragmented and gap-ridden assortment of services.
- Create readiness and momentum to introduce evidence-based treatment approaches and other treatment improvements in cross-organizational settings, in partnership with a diverse coalition of community stakeholders.
- Monitor, identify, and act upon agency-based or cross-agency communication challenges or conflicts that may impede the desired integration of care.
- Convene, construct, and coordinate input to and activation of cross-agency and community-anchored strategic plans.

Both the lead champion and the project director should have a positive personality, always see the glass as half full, and should enjoy the respect of their peers.

Anchorage, Alaska

System change is a process. The judicial, justice, and treatment representatives remained constant, and this solid team and stability allowed our project to include three different community representatives and project directors at different phases of the Reclaiming Futures process. Each brought skills and abilities at the time they were engaged in the project. Anchorage has enjoyed the benefit of a strong executive committee that has been committed to the long-term process through their work with the Juvenile Justice Working Group, the group that originally gathered to

submit the proposal to the Robert Wood Johnson Foundation. However, we have also learned that different phases in project development require different skill sets. In the end full-time staff were necessary to accomplish the binding together of different agency-driven visions.

New Hampshire

Many champions are necessary for an initiative to succeed. Ideally, leaders and staff from across systems and sectors must understand, advocate for, and support the project. Among these champions, and perhaps the most essential, is a committed, passionate, and goal-oriented project director. The skill set needed for this position may vary, but it should be founded on several key characteristics and abilities. These include a mission-driven visionary, an effective manager of people and process, a skilled communicator, a motivator and relationship builder, a respected and credible spokesperson. The identification and selection of such a person is a critical task early in the project's life cycle. Seek the advice of other respected and knowledgeable leaders about who candidates might be, and from where (private, public, non-profit sectors?) they might come. Be selective! Of your advisors, solicit involvement in the interviewing and hiring process. As a result, their stake in the project's successes and challenges may be strengthened, as will the likelihood of a good hire.

5. DETERMINE HOW THE PROJECT WILL BE GOVERNED.

Determine how decisions will be made and how the initiative will be governed. The importance of shared leadership cannot be overstated. Develop and support a culture of shared decision-making so that when leadership changes occur, such as a judge's rotation or a chief probation officer's replacement, the culture survives. If new leaders emerge, they must be tutored quickly about how business is conducted.

Dayton, Ohio

Change is inevitable in a major systems reform project like Reclaiming Futures. Either you manage change or it will manage you. In Dayton, we had many changes to respond to. The lead agency, the judicial and justice leadership, as well

as the project director all changed within one year. Everyone had to be orientated and motivated quickly. Key to managing these changes for governance was having a set of community-developed and community-adopted by-laws. They became the guidepost for new people. When you have change, you can't wait for it to impact you—you must make it work *for* you. The project director, who is the change manager, must be bold and passionate.

Santa Cruz, California

In Santa Cruz, Reclaiming Futures was designed to address the need for community input, policy decision making, system change management, and focused committee work. Appropriate groups were formed. For example, besides the management team, the community partners group provided input, a steering committee made policy decisions, and five to seven work groups operated at any given time, depending on the project needs and goals. It was important to populate these groups appropriately and provide a certain amount of overlap in their membership to ensure continuity.

Anchorage, Alaska

Finding the right governance structure is a balance of personality and function. Anchorage has tried many different governance structures—from a rather hands-off executive committee to the direct management of key elements of the work by the project members. The most effective governance has been in effect since February 2006 and combines oversight by the members with clear direction provided to the project director. This group reviews activities, highlights areas of promise or concern, and generally prepares for the executive committee meetings by identifying key actions to be accomplished by the executive committee and the project director.

6. COMMUNICATE, COMMUNICATE, COMMUNICATE!

Internal: Once the initiative begins, it can be easy to overlook the need for frequent and unencumbered flow of information. Establishing quarterly training or information-sharing sessions located at a neutral site will bring everyone

together on a regular basis and help keep subcommittees informed about one another's actions. Feeding everyone helps. Be sure to celebrate successes! Cross-systems training is often needed simply to share language and terminology from each system. Note also that, if you will be engaging youth and family at your meetings, you may need to develop a glossary of systems terminology. Interested program sites can go to the Chestnut Website Research tools and choose from the 24-page list of "Acronyms Found in Substance Abuse Treatment Research" to tailor a list for their own site. (Go to www.chestnut.org/LI/ and select Research Tools.)

External: Communicate the accomplishments of the initiative to the local community. This is essential to sustaining reforms. Stories about how the reforms positively affected someone's life go a long way toward building public and internal support. Keep the description of what you are trying to accomplish as simple and consistent as possible. Create an "elevator speech"—a minute or less, 100 to 150 words of simply stated highlights—that the general public can understand and employees and supporters can easily deliver. Use local professional public relations people whenever possible to tell the story and elicit community support. Identify the need in a compassionate way and watch the community support grow. The current support for faith-based programs can be utilized for work with these youth.

Santa Cruz, California

Santa Cruz used a steering committee as a venue for the Youth Involvement Work Group to present its findings on issues or to premiere audio documentaries. An audio documentary on intergenerational drug use told teens' personal stories using a background of contemporary music. Another youth group reported on their community scan of local substance abuse treatment providers. They conducted a survey of clients and staff about what an adolescent might want to know about a treatment facility. Empowering youth to use multimedia enhanced their ability to communicate their insights and recommendations creatively.

Anchorage, Alaska

Anchorage has learned to spend time on internal communications. Having a professional communications consultant is an invaluable way to communicate the need for system change and garner support from people within the system. We are using our communications consultant to establish and train a speaker's bureau to take the Reclaiming Future message to both internal and external audiences. It is important to note that Anchorage feels strongly that youth in recovery are vulnerable, and we all agree that relapse is common. Federal and state laws governing confidentiality hamper our efforts at communication. News media are reluctant to talk about our success unless they can talk with specific individuals. This made it difficult to engage media interest and resulted in few stories about our efforts. To address this, Anchorage is developing a voluntary association of parents and youth who have been through the Reclaiming Futures process with the hope that these people will become leaders in our work and our community and, consequently, will feel more comfortable volunteering to share their stories with the press.

Dayton, Ohio

The way you communicate and to whom you communicate is just as important as how often you communicate. The worst thing that can happen in a system change effort is to have someone say they didn't understand or they didn't know what was going on. You have to keep people on the same page and with the same understanding. That means various methods must be employed for communications because of the diversity of the people involved in systems change and the community in which the change must occur. The project director is key to unified communication. And by that, we mean communication that unifies everyone's awareness and support for the project's mission, approach, goals, objectives, and ultimately for the services and opportunities that substance-using, juvenile justice youth need to be successful.

In Dayton, we used regular telephone contacts, emails, and monthly meetings of the Reclaiming Futures executive committee and subcommittees to keep the leadership of the project informed and engaged. We distributed a monthly newslet-

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ter and held biannual coalitions meetings for community stakeholders. We took advantage of print and electronic media opportunities by regular submission of newsworthy stories or names for volunteer recognition. We also commissioned a community survey of Dayton area citizens' attitudes concerning the treatment of juvenile offenders with chemical dependency. The local newspaper published a major news article about the results.

Marquette, Michigan

When it comes to meetings, we have plenty, but some are more memorable and productive than others. Recently, Robert Brown, Michigan State University Office of Outreach and Engagement, spent an entire morning with a packed room of leaders, practitioners, and administrators to help us explore a framework for building a capable community. A 10' x 6' sticky wall helped to display our many community assets. Each table had several placemats labeled "Idea Espresso Dialogue Café" and featuring graphics of coffee mugs and coffee beans. During 15- to 20-minute brainstorming sessions, participants drank fresh-brewed coffee topped with their choice of whipped cream or syrups and wrote their ideas on their placemats. We have found that the meeting location, table arrangement, snacks, and other incentives are important details to consider when planning meetings for large and small groups.

7. BEGIN TO WORK ON SUSTAINING YOUR CHANGES FROM THE BEGINNING.

Don't wait until several years have gone by to begin thinking and planning for sustainability. Keep in mind that sustainability includes more than sustained funding. Mechanisms to ensure that the adopted innovations stick must also be in place. They include but are not limited to revised job descriptions, indicators of performance evaluation, and appropriate memoranda of understanding that make explicit the terms of agreement. Each site has to define its own performance goals, but they should relate to measuring progress in the core components of the model. Data will be critical both for assuring that appropriate work is occurring with each youth and for assessing the success of the overall project.

Anchorage, Alaska

A key to sustainability in Anchorage is the Anchorage Youth Development Coalition (AYDC) and the relationships that have been established through the AYDC and our other activities. Because we have cultivated an attitude that emphasizes sharing resources in our community through AYDC, we are able to identify those elements of our Reclaiming Futures efforts that are essential to sustain. Further, we are able to integrate these elements with the broader city-wide vision of the AYDC, and to seek funding with the support of a much greater number of entities than normally serve as our partners. The best part is that our efforts began part of a greater community value summed up as, "Youth are more important than roads."

8. MEASURE YOUR RESULTS AND UTILIZE DATA FOR DECISIONS

Measure what now exists before implementing the change so that you can observe and document a before-and-after picture. This will require a data collection system that tracks what happens with each teen and amasses aggregate data for evaluation. It is critical to identify the time frames that occur between events. For example, How long does it take for a youth to move from screening to assessment? By identifying time frames for each step of the process, it is possible to see how well the system works and where youth are falling through the cracks.

In the current 10 sites, this has been a consistent challenge to achieve. Most existing data systems are not set up to identify gaps or delays. Sometimes dates can be added to existing data systems (this is the best solution), but usually that requires creating a separate system with new requirements for data entry (which is never popular). Evaluating the system and managing for results absolutely requires good data about the process, and work on the data collection system should begin as soon as possible. The juvenile justice systems in Lane County, Oregon, and Austin, Texas, have created data collection systems that work to manage the system change. Some sites—Marquette, Michigan, and New Hampshire—have worked to develop report cards that identify outcomes.

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The most important evaluation question should ask whether changes in the service delivery system create improvements in ways that *both* can be measured *and* will have a positive impact on people's lives.

The following list of data elements provides a starting place to evaluate both system change and behavioral change in youth.

1. Name (or some other identifier)
2. Age
3. Sex
4. Date of screening for substance abuse
5. Result of screening
6. Date of assessment for substance abuse
7. Result of assessment
8. Date of service coordination meeting (which is defined by each site)
9. List of services recommended
10. Date services were started
11. Dates services are provided
12. Date services are completed
13. Number of offenses prior to screening
14. Most serious offense prior to screening
15. Number of offenses at completion of services (and at least a 3- and 6-month check)
16. Most serious offense at completion of services (and at least a 3- and 6-month check)

New Hampshire

As demands for outcomes increase, our preparedness and foresight to collect, share, and utilize data in decision-making are crucial. The goals, design, and key partners of your project will affect how data can be maintained and disseminated. Know what you need to measure, and then consider what you want to measure. The Reclaiming Futures model clearly defines the stages through which a youth, family, treatment team, and others must collaborate. You will need to collect basic statistical information on each stage from screening to completion. Having a specific definition of what each stage of the model means in your jurisdiction will help to direct what data should, and can, be collected.

Decide: Do you need or want to show demographic and collective data (e.g., average

age, how many enter and exit, how many screened and assessed, what services referred or provided to each, number of community service hours, etc.)? Do you need or want to show key behavioral outcomes (e.g., number of days clean, number of treatment sessions attended, improvements at school, prosocial engagement and duration, number of days sober, changes in attitudes and perceptions). All of these data are both important and interesting.

Just as important are the capacities to collect, compile, analyze, share, and disseminate this information. Managing this will require input and planning from top-level administrators in the courts, juvenile justice, treatment agencies and providers, schools, and community programs and organizations. Selecting an identified person within the project (ideally paid staff and, therefore, accountable), and securing a competent independent evaluator, are critical to success. Ensure that course corrections and adaptations in processes or policies are data-driven. A data management system should improve efficiency, be user-friendly, be appropriately accessible, provide valuable reports easily, and be coupled with ongoing training and technical assistance for its users.

3

SECTION THREE:

The Action Phase

Making the System Change

The Reclaiming Futures model can be implemented in two ways: Implement all six elements at once, or adopt the model in smaller, more manageable segments.

Although the second option may at first appear more practical, in practice the 10 Reclaiming Futures sites found that it makes more sense to adopt the more comprehensive approach. This is because it can be confusing to treat some teens as Reclaiming Futures youth, while others follow another path. Sites also found it more logical and desirable to make the Reclaiming Futures model apply to all the youth in the juvenile justice system.

If a jurisdiction feels it is more reasonable to start small, here are three approaches to incremental implementation:

1. Implement the entire Reclaiming Futures model, but on a limited, targeted population. This group might be made up of first offenders, or second offenders, or youth at high risk of re-offending, or youth at high risk of institutionalization.
2. Implement one or two elements of the model on the entire population. Those could include using a screening tool, confirming that youth referred to treatment do indeed start services, or finding jobs, internships, or other prosocial opportunities.
3. Limit full model implementation to a select geographical region to demonstrate the effectiveness of the approach. Choose an area in which both treatment resources and community support are available.

4

SECTION FOUR:

Implementing the Reclaiming Futures Model

1. INITIAL SUBSTANCE ABUSE SCREENING—Screen for possible substance abuse problems using a reliable tool. (A list of screening and assessment tools is included at the end of this report.)

- The first issue to decide is which teen receives the screening. Most sites have moved to a process in which *every young person* is asked questions about their use of illegal substances. Many also ask questions about mental health issues, since depression and other mental health issues are often co-occurring with substance abuse.
- Some jurisdictions use specific substance abuse screening tools such as CRAFFT, GAIN Quick (Global Appraisal of Individual Needs), and MAYSI-2 (Massachusetts Youth Screening Instrument, Version 2). Other jurisdictions include substance abuse questions as part of an instrument that evaluates risk to re-offend.
- Screening must be done early in the process. Sometimes juvenile justice intake staff does this; often substance abuse treatment providers are given space at the juvenile justice center to conduct the screening.
- Juvenile court staff need to use the screening results to assess the severity of the problem and to make appropriate referrals to community resources.
- A jurisdiction instituting the Reclaiming Futures model should evaluate available tools and select one that has been tested for reliability and validity.
- Defense attorneys may object to any questioning of their clients before a court plea. Many state laws allow juvenile justice personnel to provide an assessment to the court to help with decisions regarding detention or sentencing.
- Some jurisdictions use the screening tool with minor offenders as a way to notify parents that

their child may need assessment and treatment, but are careful to do so in a way that will not increase the youth's involvement in the juvenile justice system.

2. INITIAL SUBSTANCE ABUSE ASSESSMENT—Measure the severity of the problem, and identify the strengths and resources the teen and families have to overcome their problem.

- Assessments may be done either within the juvenile justice system by juvenile justice staff or by contracted specialists, or at a community treatment agency. Regardless of where the assessment takes place, it is critical that the staff performing the assessment have the required training and background to conduct the assessment.
- Getting youth to the assessment can be a problem. It is generally more effective to have the assessment conducted at the juvenile justice agency as soon as possible after the screening, and ideally, this should occur within a few minutes after the screening.
- Having a data management system to confirm that screenings and assessments are occurring is an important part of evaluating the system and of case management.
- The GAIN is the most comprehensive tool available, effective for both screening and assessment of both mental health and substance abuse problems in adolescents. It is very well researched and extensively tested, and it is the instrument required for obtaining federal funds from the Center for Substance Abuse and Treatment. Other valid and reliable assessment tools exist as well. The instruments used by each Reclaiming Futures site are listed at the end of this report.

4

- Site project directors should understand the importance of the GAIN and the requirements for its successful use. Implementing a comprehensive instrument like the GAIN takes significant staff training, funding, and quality assurance. It is not a simple task. Many of the 10 RF sites attempted to use the GAIN, and many experienced difficulties in its universal and complete implementation.
- Most instruments focus on the deficits of a youth and family. It is important to also assess strengths that can be utilized to help the youth and family succeed. The Youth Competency Assessment (YCA) is one tool developed for youth in the juvenile justice system. (The YCA Trainers' Guide is available at www.npcresearch.com, select Publications & Resources, then Materials.)

Seattle, Washington

The GAIN is a complicated assessment instrument, and its implementation was a difficult and long process. It began with a very collaborative subcommittee made up primarily of treatment professionals. We staffed this subcommittee with a vice president from a youth-serving agency, who served as the chair. When we began no one wanted a standardized assessment. The first person we sent to training was a probation officer; this was the loudest person and the most skeptical, but she also had the most influence on others. When she came back from the training and was sold on GAIN, others came on board. This took 12 to 18 months. It was determined that the GAIN needed to be placed in the King County treatment programs, so then others had to get training, which cost a lot of money. In the end, we had to pay for a full-time person to support the GAIN and provide money for a full-time information systems person to be able to respond to providers' software needs. The technology fears were one of the hardest barriers to overcome with many of the providers, so the administration and training support along with technical support was critical to the success of its implementation. The providers can now be supported and learn as they go. The GAIN has now been implemented countywide.

Portland, Oregon

What helped us implement the GAIN was that we had a clinician who was also a manager to champion the effort. The manager had an interest and belief in the tool and could talk to clinicians about it in a way that made sense to them. The tool was developed by researchers, so someone needed to be able to translate its value for clinicians. He also had the administrative authority to make it happen. Another fortunate coincidence was the timing, which allowed us to hire new clinicians who had no prior experience with assessments, and so had no investment in the old way of doing them.

3. SERVICE COORDINATION—Develop a plan, assign responsibility, assure implementation.

- The Reclaiming Futures model has several elements of service coordination and case management:
 - Substance abuse treatment for adolescents that is based on researched evidence of effectiveness.
 - Mobilizing community resources to match the needs and strengths of youth and their families. This includes using assessment data in a timely way.
 - Positive prosocial activities and support from natural helpers or mentors.
- The use of coordinating teams is time intensive and is not required for every teen so long as someone is identified to coordinate the services and assure accountability to the plan.
- Make sure one person is responsible for each case plan. Often this is the probation officer.
- It is helpful to establish and have someone monitor minimum standards for all elements of the service plans developed in the service coordination stage.

Anchorage, Alaska

As part of our initial assessment process, we identified through a long process those six elements that really appear to be the core elements of a youth served through Reclaiming Futures. These elements are: (1) an individualized service plan; (2) formalized case management; (3) increased court review; (4) periodic treatment team meetings; (5) prosocial opportunities and natural

4

helpers; and (6) youth participating in specific evidence-based practices or programs. We have developed a way to incorporate these data points into a broader web-based tracking, communication, and data system, which will further enhance our ability to track our successes, modify our assessment and other processes, and ensure that we are actually seeing meaningful change in Reclaiming Futures youth.

Santa Cruz, California

Wraparound is a process that involves youth and families in the design and delivery of services that best meet the needs identified by the family. A high degree of care is taken to ensure that these services are: inclusive, family driven, culturally competent, delivered (whether in the community or in the family home), offer nontraditional methods (such as natural helping), and respectful of the family's values and level of functioning. Two important tenants of Wraparound are: (1) We stick with a family through time and trouble. (2) From the family's perspective, "No meetings are held about us, without us."

Portland, Oregon

Our youth of color who are at high risk to re-offend are provided with a multidisciplinary team process called Communities of Color. A lead community-based agency, Self Enhancement Inc. (SEI) or Latino Network, oversees the process, bringing the right people to the table; the juvenile probation officer, the youth, and (usually) a family member attend an initial case planning meeting. Other system partners can include representatives from alcohol and other drug treatment, mental health, Oregon Youth Authority, Department of Human Services (foster care), youth employment services, schools, the case manager, and mentors. Most of the partners provide access to needed resources (such as connection to assessments, advocacy with a school, and so forth). The case manager will meet with the family throughout the youth's probation, develop connections to positive activities, and troubleshoot as needed (take the teen to lunch, get groceries for a destitute family, among other activities) The probation officer executes the plan in concert with the

youth's Communities of Color case manager and other professionals as needed; progress reviews are held at intervals of several months and as needed.

Marquette, Michigan

The supports on a care and coordinating team are ideally those people who are naturally involved in the youth's life—a teacher, coach, priest or minister, employer, neighbor, friend, relative—people who will continue to remain involved and provide support once a youth completes his or her probation and treatment goals.

Southeastern Kentucky

The State Interagency Council (SIAC) has approved a one-page, multiple-agency release of information form for the Kentucky IMPACT program (serving youth with severe emotional disabilities). This release was adopted by Reclaiming Futures and is used to allow intragency involvement in the referral process and service team planning. When it comes to sharing data, the necessary policy or procedural changes need to be described, defined, and supported by agencies at the state level. Local participants, by and large, understand and desire the kind of changes described by the model. Because of HIPAA, other regulatory interpretations, and changes in the leadership positions, the local staff are reluctant to go out on a limb without written procedures.

Portland, Oregon

Our juvenile department didn't have the authority to require treatment providers to share information because they contracted with a different county department. We had to convince them that it was a good thing to do, but we couldn't require them to participate. The model helped show them how little we knew about how kids were doing in the system. But it will be necessary to go back to them and share the data we've collected, so they remain invested.

The Sovereign Tribal Nation of Sicangu

Lakota, Rosebud, South Dakota

This is our crowning jewel. We have a wonderful team that gathers weekly before they see the youth. Sixteen people from treatment, court, juvenile detention, transitional living, tribal

4

education, and other areas come together to review the progress of the child. We share client issues and progress and can hold each other accountable. About six months ago, one person suggested that we invite an adolescent to tell us what might work. That person came with his counselor and gave his thoughts on the process. We listened and then together crafted an individual contract for him. He successfully completed it and graduated. Since then at least one caregiver or youth comes to the meeting and provides their feedback on this process. Sometimes we have to explain the severity of the situation their children are in, but other times parents and youth shed light on the issues they are facing in terms of housing, gangs, and so on. In addition, when we work as a team, we can see gaps in the system and work to close them. This weekly team meeting is sustainable after grant funding terminates.

Dayton, Ohio

Service plan coordination for juvenile justice youth in Dayton is achieved through an integrated collaborative group called the Circle of Caring. Led by the probation officer, the circle includes the youth and the parent as true partners with the probation officer, treatment counselors, and the volunteer natural helper in developing, coordinating, and monitoring an individualized success plan. Executing a release of information facilitates information sharing among parties.

4. INITIATION—Begin the service plan.

- Many young people are lost in the system at this point. Services are identified, but the teen and family never initiate the contacts.
- Special assistance is often needed to assure that initiation actually occurs. This may include assistance in transportation, reminder phone calls, and the provision of incentives.

Portland, Oregon

The family advocacy coordinator associated with our Felony Drug Diversion Program assists the juvenile probation officer in making sure youth and families *do* initiate service. The **family advocate** solves whatever logistical problems arise, such as transportation barriers and insurance.

Our **treatment expediter** does similar kinds of troubleshooting, primarily around identifying youth and family insurance and expediting the youth's initiation of treatment. One difference between her position and the family advocate is that she is available for all youth on probation, rather than just the Felony Drug Diversion Program. She also has quality assurance duties that track youth initiation, engagement, and completion, which is one way to address our service coordination.

Marquette, Michigan

Often times, youth are involved in multiple systems including child welfare, community mental health, or special education. Typically each of these systems has agency-specific service plans. Care coordinators should do their best to make certain that goals, objectives and community-based referrals and supports resonate similarly across these systems.

5. ENGAGEMENT—Actively utilize services.

- Engagement should be defined and tracked for each individual component of the service plan.
- No-shows need to be communicated to juvenile justice promptly. Use of email may be the most effective method for quick communication.
- Both treatment engagement *and* other case plan elements need to be tracked (prosocial activities, mentoring, school attendance, etc).
- Be sure to support the positive behaviors and activities the youth had in their life before entering this initiative.
- The encouragement of the judge can contribute greatly to the youth being engaged in prosocial activities.

Anchorage, Alaska

Anchorage has been facilitating the Anchorage Mentoring Alliance, a group of mentoring agencies and programs that provide mentoring resources to Anchorage youth. Developing the capacity of the existing mentoring agencies and programs is a long-term and sustainable goal for the Anchorage community and serves as a model for resource sharing. Further, by actively working through regular solicitation

4

of community support, public outreach and presentations, and through other activities, Anchorage has begun to receive support in the form of in-kind services, places of employment willing to open their doors to youth and coordination of youth job opportunities. These elements are tracked as one of our essential components of Reclaiming Futures.

The Sovereign Tribal Nation of Sicangu Lakota, Rosebud, South Dakota

Utilizing mentors and natural helpers is difficult here. Transportation and the cost of federal background checks are major barriers. To get around this and make the mentor effort sustainable, we have identified community elders and role models of all ages who are willing to come on a Thursday during Wellness Court and share something with our youth. Generally they work in a tribal program, own a business, are knowledgeable about Lakota culture, or have a particular skill to share. The youth also learn about the life challenges they face and how they cope. It's not individual mentoring, but it expands their social network and gives youth positive examples from their community.

Portland, Oregon

For prosocial activities in particular, we've built new partnerships for our youth: for example, Big Brothers/Big Sisters, community organizations like Friendly House, music organizations like Ethos, and fitness organizations like Street Yoga. Another partner, Write Around Portland, encourages self-expression through writing in 10-week workshops held at a local alternative high school and at treatment programs like the secure Residential Alcohol and Drug (RAD) unit. Participation in the workshops is highly valued by youth.

Chicago, Illinois

In response to preliminary evaluation data regarding engagement success, our core treatment partner in our pilot area implemented home visits to ensure the completion of assessments and improve treatment engagement and attendance. The home visits were done in combination with probation visits to maintain service continuity.

Marquette, Michigan

Many jurisdictions use graduated responses including incentives, rewards, sanctions, and logical natural consequences to encourage positive behavior and choices as part of the case plan. Positive changes in the adolescent's functioning, however small, need to be recognized by the care team as quickly as possible and rewarded tangibly or intangibly or both.

Seattle, Washington

We had to learn how to engage the community. This was helped through the mentor program, which also allows mentors to affect the way business is done in the court. When the request for proposals for a mentor coordinator went out (a \$50,000 annual investment), it went to both treatment agencies and faith-based organizations. Only one group applied, a faith-based coalition. The original mentor coordinator, Michael Jackson, is a local football star and helped develop a base of men to serve as mentors. We have 30 mentors, which is really all that a single coordinator can manage. This partnership has been an essential avenue into the community.

Portland, Oregon

It is difficult to distinguish between court-ordered community service and general positive connections to the community. We've had trouble explaining to the probation officers our desire to provide these kids with some fun and with connections to the community that aren't court-ordered. We've also had issues identifying options, dealing with liability concerns, and getting the kids actually to show up. Transportation, clothes, and general lack of motivation the day of the event are also factors. This takes more energy for a probation officer than can be sustained over time. It requires reminder calls and literally showing up at the youth's doorstep the day of the activity. Nonetheless, we've managed to do a couple of things:

1. Wrap this around a treatment program, so this responsibility doesn't have to fall on the probation officer.
2. Bring services to the youth, as with our 10-week Write Around Portland classes in

4

a secure residential treatment program and in a local alternative high school, or with yoga classes in a treatment program.

Dayton, Ohio

Mobilizing community volunteers to enable juvenile justice youth to be engaged in positive activities was a key element of Dayton's Reclaiming Futures program. We developed a natural helpers program. Natural helpers are caring individuals who provide support and encouragement to youth and families and who may connect them with opportunities and services to bring about positive life changes. Volunteers are recruited, screened, trained, and supported in a match with a youth and their family.

Volunteers are recruited through professional, civic, and faith organizations as well as from the community at large through speaking engagements and written appeals. They are also recruited by the word-of-mouth of individuals who have enjoyed and seen the fruit of their natural helping experience.

The judges and the Reclaiming Futures executive committee decided the faith community would and should be a best source for natural helpers. The Reclaiming Futures leadership thought, and it turned out to be true, that a faith leader reaching out to people of faith was the best method to recruit natural helpers. A faith-based outreach champion was recruited to spearhead the effort. The champion set up a committee that developed a faith-based outreach plan. The plan included targeting faith-based organizations geographically based on the source of youth referrals coming into the court system. This approach is in keeping with our value that everyone shares responsibility for youth success and strong families. In addition, it dispelled the myth that juvenile crime is an inner-city problem. Many of the suburban faith and community leaders responded positively to get involved.

6. COMPLETION—The end of formal services.

- Services can be gradually withdrawn as the youth achieves greater success and becomes more integrated into positive community life.
- Completion of juvenile court jurisdiction and treatment agency involvement may occur at different times with different adolescents.

- Some community support and certainly prosocial activities will be ongoing and never “completed.”

The Sovereign Tribal Nation of Sicangu Lakota, Rosebud, South Dakota

When youth complete their Wellness Court plan or individual plan, they write a letter to petition to graduate. The Wellness Court meets every Thursday and starts with a prayer and a Lakota honoring song, and then someone will give a talk of encouragement. Each graduate is then wrapped in a star quilt or Pendleton blanket, which is theirs to keep. Everyone congratulates the graduates with a handshake and a hug, and all share a group meal. It is not only a celebration for the youth and families but also for the community. After the youth completes aftercare and court jurisdiction, they are given the opportunity physically to burn their records.

Portland, Oregon

Juvenile and court staff will sometimes disagree with treatment providers about what constitutes completion in treatment. It's inherently confusing, because the process of overcoming addiction is not absolute, but characterized by stops and starts. We do have and use guidelines—probation expects payment of 100 percent restitution (by state law) and a percentage of case plan goals; treatment providers (also by statute) expect two-thirds completion of case plan goals and clean urine analysis for 30 days.

However, probation and treatment are founded on different philosophies, and the implications of this can lead to frustration among system partners. For this reason, it's critical for both partners to acknowledge (and remind staff in subsequent trainings) that their philosophies are different, and to emphasize common ground and regular communication in the handling of cases. In general, probation and court staff, charged with enforcing the law and keeping the community safe, will want a clear-cut result—either the youth is clean and sober, or he isn't. Treatment staff, more familiar with the vagaries of addiction, often subscribe to a harm-reduction model, in which documenting a youth's substantial progress (cutting back on use, or switching to less harmful substances) toward sobriety is sufficient in some circumstances.

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Chicago, Illinois

We use the Robert Wood Johnson Foundation's Paths to Recovery definition for engagement: youth who have completed two appointments beyond assessment are considered to be engaged in treatment. Treatment completion is determined on a case-by-case basis. Factors considered in determining successful completion include reduction in usage and improvement in life domains as measured through reassessment. Some youth may remain on probation after treatment is completed with the goal of strengthening connections to existing community supports. Based on requests from youth, treatment alumni groups have also been offered to further ensure goal maintenance.

MARQUETTE, MICHIGAN— An adolescent's description of completion

Reclaiming Futures' Project WEAVE has had a huge impact on my life over the past five years. From the beginning, I was always interested in participating in the youth advisory committee, but where I stood in my life at the time and where I am now, a youth advisor, I had no idea how much of an impact it would have on me, let alone what we have done for the community. When I first started the Youth Advocacy Committee (YAC) as a youth member, I was still going through substance abuse and mental health treatment, still on probation, and still living in foster care. Just being involved with Project WEAVE has brought me so far in my life.

The YAC is comprised of teenagers with juvenile justice and substance rehabilitation experience. Learning how to help others like myself, and wanting to be sure our voices were being heard, pulled me further and further down the road in life to where I stand today. I feel that if we keep joining together as a community and caring about our family and friends, we will accomplish our goal of increasing public awareness of the effects of substance abuse and promoting healthy prosocial activities for positive youth development.

The YAC was successful in securing over \$15,000 in grant funding over five years. Projects focused on creating awareness about teen substance use and abuse through billboards, cinema advertising, public service announcements, a traveling banner, and teen-oriented activities.

—Amber Dollar served as a member of the Youth Advisory Committee for four years. She completed her terms of probation and substance abuse treatment. She now serves as the youth advisor.

Appendix

PROJECT DIRECTOR FELLOWSHIP, CONTACT INFORMATION

Our project directors have experience in all aspects of this document and beyond. Feel free to use the information provided to contact them and learn more about their experience.

Anchorage, Alaska

Tom Begich

Phone: 907.440.8523

Email: tbegich@ak.org

Chicago, Illinois

Rose Golden

Phone: 312.433.6527

Email: rmgold@cookcountygov.com

Dayton, Ohio

Charlotte D. McGuire

Phone: 937.496.6737

Email: m McGuire@mcoho.org

Marquette, Michigan

Liz Smith

Phone: 906.225.0224

Email: projectweaveglrc@hotmail.com

Portland, Oregon

Benjamin S. Chambers

Phone: 503.725.8955

Email: bchamber@pdx.edu

The Sovereign Tribal Nation of Sicangu

Lakota, Rosebud, South Dakota

Marlies White Hat

Phone: 605.856.8203

Email: marlies.whitehat@sintegleska.edu

Santa Cruz, California

Yolanda Perez-Logan

Phone: 831.454.3845

Email: prb285@co.santa-cruz.ca.us

Seattle, Washington

Margaret Soukup

Phone: 206.263.8958

Email: margaret.soukup@metrokc.gov

Southeastern Kentucky

Michelle Kilgore

Phone: 606.436.5761

Email: mkilgore@hotmail.com

New Hampshire

Ray Goodman

Phone: 603.658.2770

Email: rgoodman@new-futures.org

ADDITIONAL INFORMATION

The judges from the 10 Reclaiming Futures sites have written a National Fellowship Report, *A Model for Judicial Leadership: Community Responses to Juvenile Substance Abuse*, describing the importance of the initiative and the role of the judges in beginning and implementing the program. It is available at www.reclaimingfutures.org, select Resources, then Our Publications.

Other Reclaiming Futures fellowship reports available on the web site include:

- *Improved Care for Teens in Trouble with Drugs, Alcohol, and Crime: Reclaiming Futures Treatment Providers Advocate for Change* is a step-by-step guide to developing collaborative strategies for individual treatment providers and agencies.
- *Juvenile Probation Officers Call for a New Response to Teen Drug and Alcohol Use and Dependency* shares lessons and recommendations from the process of changing systems to address more effectively teen alcohol and drug use and related crime.
- *Moving Toward Equal Ground: Engaging the Capacity of Youth, Families, and Communities to Improve Treatment Services and Outcomes in the Juvenile Justice System* makes the case for involving families and community members as essential in the juvenile justice system through the Reclaiming Futures model.

Additional material about the elements of Reclaiming Futures, including the National Program Report, *The Reclaiming Futures Initiative: Improving Substance Abuse Interventions for Justice-Involved Youth*, is also available.

RECLAIMING FUTURES SCREENING AND ASSESSMENT TOOLS

SITE	SCREENING TOOLS	ASSESSMENT TOOLS	ADMINISTERED BY
ANCHORAGE, AK	<ul style="list-style-type: none"> • CRAFFT • Alaska Screening Tool 	<ul style="list-style-type: none"> • Personal Experience Inventory • Bio-psycho-social 	<ul style="list-style-type: none"> • CRAFFT Screening: Juvenile justice staff • Alaska Screening Tool: Treatment providers • Assessment: Treatment providers
CHICAGO, IL	<ul style="list-style-type: none"> • GAIN Q • MAYSI-2 	<ul style="list-style-type: none"> • GAIN I • YASI 	<ul style="list-style-type: none"> • Screening: Juvenile justice staff • Assessment: Treatment providers • Risk Assessment: Juvenile justice staff
DAYTON, OH	<ul style="list-style-type: none"> • CRAFFT • Behavioral Health Screen 	<ul style="list-style-type: none"> • Solutions for Ohio Quality Improvement and Compliance (state requirement) 	<ul style="list-style-type: none"> • Screening: Juvenile justice staff • Assessment: Treatment providers
SOUTHEAST KENTUCKY	<ul style="list-style-type: none"> • CRAFFT • GAIN Q 	<ul style="list-style-type: none"> • YCA • Bio-psycho-social 	<ul style="list-style-type: none"> • Screening: Courts and treatment providers • Assessment: Juvenile justice staff, treatment providers
MARQUETTE, MI	<ul style="list-style-type: none"> • MAYSI-2 • CAFAS 	<ul style="list-style-type: none"> • T-ASI • Anishnabek Cultural Assessment 	<ul style="list-style-type: none"> • MAYSI-2: Juvenile justice staff • CAFAS, T-ASI: Treatment providers
NEW HAMPSHIRE	<ul style="list-style-type: none"> • GAIN SS 	<ul style="list-style-type: none"> • GAIN I 	<ul style="list-style-type: none"> • Screening: Juvenile justice staff • Assessment: Treatment providers
PORTLAND, OR	<ul style="list-style-type: none"> • Oregon Juvenile Crime Prevention 	<ul style="list-style-type: none"> • GAIN I 	<ul style="list-style-type: none"> • Screening: Juvenile justice staff • Assessment: Juvenile justice clinicians, treatment providers
ROSEBUD, SD	<ul style="list-style-type: none"> • GAIN Q 	<ul style="list-style-type: none"> • ASI-Accucare • SASSI • Beck Depression Scale 	<ul style="list-style-type: none"> • Screening: Court staff • Assessment: Treatment providers
SANTA CRUZ, CA	<ul style="list-style-type: none"> • CRAFFT • GAIN SS • Washington State Risk Assessment Pre-Screen 	<ul style="list-style-type: none"> • GAIN I • Washington State Risk Assessment (long form) 	<ul style="list-style-type: none"> • Screening (all): Juvenile justice staff • GAIN I: Treatment providers • Washington (long form): Probation
SEATTLE, WA	<ul style="list-style-type: none"> • CRAFFT 	<ul style="list-style-type: none"> • Drug Grid • Clinical Psycho Social Assessment 	<ul style="list-style-type: none"> • Screening: Juvenile justice staff, mental health staff • Assessment: Mental health staff

What else can I do?

skateboard	make stained glass	learn something new	paint your room
ride a hot air balloon	jog	help clean the house	go to a carnival
start a journal	go to a concert	get a haircut	study for your driving test
go to the Boardwalk	collect baseball cards	go to a sporting event	work at a craft
go out to eat	try karate classes	draw	go to the aquarium
attend a car show	go to Great America	learn to take pictures	swim
go to an air show	learn to cook	go boating	walk the dog
sunbathe	write a song	paint a picture	play a video game
go to the movies	try paintball	make a scrapbook	use a computer
box	ride a bike	try jet skiing	go to a teen center
watch airplanes	go kayaking	play football	go to the park
play ping pong	go surfing	read a newspaper	wash the car
rent a movie	go rock climbing	organize your closet	do yoga
play pool	join a youth group	exercise	skim board
visit caves	write a letter	skydive	walk on the beach
make or decorate pottery	get a makeover	rearrange your room	go crab fishing
walk around the mall	get ice cream	make candles	play fuz ball
go bungee jumping	play roller hockey	run an errand for someone	make smoothies
write a story	read a book	play softball	volunteer for a beach
go to car races	do your nails	get a job	clean-up
watch TV	go roller-blading	try new foods	make popcorn
take flying lessons	barbeque	play cards	hike in the redwoods
ride the bus around	find a hobby	help a neighbor	play frisbee
go to the driving range	look at the stars	go dancing	learn to make jewelry
watch the news	play racquetball	write rap music	visit the tide pools
talk on the phone	go on a picnic	attend a play	make a sandcastle
learn about computers	go skiing	bathe a pet	take a video class
lift weights	play tennis	try a new dance	make a video
go to a zoo	go horseback riding	take a class	write a poem
sing	play volleyball	be in a play	learn to meditate
scuba dive	visit grandparents	learn archery	give yourself a facial
go to a coffee house	swing on the swingset	go fishing	take a hot bath
do aerobics	go to Raging Waters	play basketball	do crossword puzzles
go to a museum	play miniature golf	travel	learn kick boxing
play soccer	go to the library	play golf	download music
ride go carts	pick flowers	take an art class	visit waterfalls
ride a motorcycle	take a nap	join a sports team	get a library card
play a board game	walk	go camping	do homework
do gymnastics	mow the lawn	plant flowers	go to AA/NA meeting
play baseball	put up new posters	go to batting cages	go to Mystery Spot
make a pizza	start a collection	play laser tag	
play a musical instrument	listen to music	bow	



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Route 1 and College Road East
P.O. Box 2316
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www.rwjf.org



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Washington, DC 20037
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RECLAIMING FUTURES
School of Social Work
Portland State University
P.O. Box 751
Portland, OR 97207-0751
tel: (503)725.8911
www.reclaimingfutures.org



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Portland, OR 97207-0751
www.pdx.edu



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**CHAPIN HALL CENTER
FOR CHILDREN**
University of Chicago
1313 East 60th Street
Chicago, IL 60637
tel: (773)753.5900
www.chapinhall.org