

Section 2:

Positive Youth Justice

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The principles of Positive Youth Development (PYD) are grounded in the philosophy that youth are assets and resources to the community, and that with the right programs, opportunities, supports, and services youth can develop to their full potential. According to the PYD principles, positive development requires youth to experience:

- Safety and structure
- A sense of belonging and membership
- Self-worth and the ability to contribute
- Self-awareness and the ability to reflect and assess
- Independence and control over one's life
- Lasting relationships with pro-social and caring adults
- Competence and mastery

Measuring Progress through PYJ

“While recidivism is important, it should not be the only standard used to monitor the effectiveness of juvenile corrections systems. These systems should also be measured on how well they help delinquent youth achieve progress toward success in adulthood. How much academic progress do youth make while confined in youth facilities or enrolled in court-sanctioned programs? What percentage of previously confined youth reenroll in school and remain to graduation? How many are placed into jobs, and become steady workers? How much progress do youth make in overcoming behavioral health problems and reducing symptoms of mental illness?”

—Dick Mendel. (2011). *No Place for Kids: The Case for Reducing Juvenile Incarceration*. Baltimore, Maryland: Annie E. Casey Foundation.

Family Involvement in Case Planning

“Best practices for assessment call for the engagement of the child or youth, family, and others as partners in a team process to gather information, plan, and make decisions.

The assessment process should integrate the family support team to gather and analyze information from all possible sources, including the child, family, foster parents, the family’s natural helping system, key professional stakeholders, and service providers.”

—Center for Juvenile Justice Reform.
(2009). *Supporting Youth in Transition to Adulthood: Lessons Learned from Child Welfare and Juvenile Justice.*

While PYD is broadly focused on the developmental needs of young people generally, Positive Youth Justice (PYJ) focuses on the specific developmental needs of young people involved in the juvenile justice system. The PYJ model adapts the traditional 40 developmental assets identified through PYD, honing them to six core developmental domains:

- **Work:** Work experience, apprenticeships, employment readiness, income and independence
- **Education:** Literacy, credentials, learning skills, career planning
- **Health:** Physical activity, diet and nutrition, behavioral health, lifestyle and sexuality
- **Relationships:** Communication skills, conflict resolution, family systems, intimacy and support
- **Community:** Civic engagement, community leadership, services, responsibility
- **Creativity:** Personal expression, visual arts, performing arts, language arts

The PYJ framework, which was published in 2010 by a team of researchers led by Dr. Jeffrey Butts at the John Jay College of Criminal Justice in New York City, also establishes two key assets for court-involved youth: (1) learning/doing; and (2) attaching/belonging.¹

DYRS has focused on aligning its programs and accountability mechanisms to the PYJ framework. These strategies are aimed at reducing the likelihood of re-offending and aiding with successful transition into the community. DYRS is committed to meeting the developmental needs of youth, building on youth assets and potential, utilizing youth as resources, and creating partnerships with youth to generate positive, sustaining change—all while engaging parents and families, promoting intergenerational connectivity, reducing the likelihood of re-offending, and aiding with successful community reintegration.

The agency provides a number of programs and supervision services grounded in the principles of PYJ. These strategies include:

- **DC YouthLink:** DYRS committed youth placed within the community are linked to service providers who offer comprehensive services including mental and behavioral health care, supervision, academic tutoring, mentoring, work-force training, and community service.
- **Family involvement in case planning:** DYRS tailors each youth’s placement and service plan to the youth’s individual needs, risks, strengths, and assets. To assist in the development and implementation of a youth’s rehabilitative plan, DYRS convenes Youth Family Team Meetings (YFTMs), whose participants may include DYRS staff and providers, parents, families, mentors, teachers, and other adults involved in the youth’s life.

- **Educational support:** Youth in secure placements attend school onsite. Youth placed within the community receive academic tutoring and educational assessment and placement services.
- **Workforce training and job placement:** New Beginnings provides youth with onsite employment readiness and vocational training. Youth placed within the community receive workforce training, job coaching, and assistance with placement in internships, long-term employment, occupational training, post-secondary education, and enrollment in the military.
- **Physical, mental, and behavioral health care:** Youth in secure placements receive onsite medical and dental services and mental and behavioral health counseling. Youth in the community are linked to clinicians and behavioral health specialists that provide individual counseling, family therapy, and substance abuse counseling.
- **Promoting creativity, family connections, and community engagement:** DYRS works to include families in the case planning and implementation process, encourages family participation in programming at New Beginnings, and facilitates positive interactions between youth and their families. The agency also helps link youth to programs and services that help them develop their creativity and sense of community.

Overview of Section

This section presents information about the DYRS programs and services aimed at promoting PYJ. This section includes the following information:

- ▲ PYJ initiatives and accomplishments during FY2011
- ▲ PYJ programming and outcomes for community-based youth
- ▲ PYJ programming and outcomes at DYRS secure facilities
- ▲ Looking forward to 2012



Positive Youth Justice: FY2011 Initiatives and Accomplishments

In FY2011, DYRS launched a number of initiatives aimed at promoting PYJ. Recent initiatives and accomplishments include:

Work

- **Increased focus on workforce development:** In 2009, DYRS received a \$6.1 million grant from the Department of Labor (DOL) to expand the educational, workforce training, and employment opportunities for youth returning to the community. In FY2011, the DOL grant funds helped DYRS double the number of staff to assist youth with job coaching, career planning, and job readiness skills. Since receiving the grant in 2009, DYRS' Office of Education and Workforce Development (OEWD) has served 355 committed youth.
- **Increased the number of youth linked to job readiness training through DC YouthLink:** In FY2011, DC YouthLink helped connect 200 youth to job readiness training in the community. This is an increase from FY2010, when 67 youth were connected to such services.
- **Partnered with Sasha Bruce Youthwork to offer a comprehensive occupational skills training program:** This program includes work readiness training, occupational training that leads to industry-recognized credentials, placement in relevant training opportunities, and referral for unsubsidized employment. Examples include training in construction, welding, office, and customer service skills.
- **Received a three-year grant to develop a career-focused mentoring program:** In partnership with the Institute for Educational Leadership, DYRS and DC YouthLink received a three-year grant for over \$600,000 from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to develop DC RAMP, a career-focused mentoring program to be implemented at New Beginnings and within the community.
- **Established a partnership with the District's Department of Employment Services:** Through this partnership, DYRS is participating in the planning and design of the revamped Youth Investment Committee of the District Workforce Investment Council.
- **Connected youth with disabilities to workforce programming:** DYRS has created a partnership with the DC Department of Disability Services' Rehabilitation Services Administration to connect youth with disabilities to workforce programming.

Education

- **Received recognition for the education program at New Beginnings:** The *Jerry M.* education evaluator found the Maya Angelou Academy at New Beginnings to be in compliance with the *Jerry M.* Consent Decree and recommended the filing of a joint motion to vacate the indicator regarding education at New Beginnings. She described the program as one of the best she had seen in a youth center, deeming the school's turnaround "remarkable." In FY2011, the program hired a new reading specialist and created an awaiting placement enrollment process manual.
- **Improved academic transition services:** Using the DOL grant funds, DYRS was able to double the number of staff who provide academic support and placement services to youth who have recently returned to the community. DYRS also established a partnership with the DC Public Schools (DCPS) to ensure that youth receive an educational assessment prior to release from a secure facility and are quickly referred to schools upon return to the community.
- **Enhanced services at the Maya Angelou Young Adult Learning Center (YALC):** In FY2011, DYRS and the See Forever Foundation implemented an enhanced workforce programming and integrated learning program at YALC. This school-based workforce development program supports students' academic goals by offering GED preparation, while providing hands-on employment training and practical work experience. During the 2010–2011 school year, YALC served 134 youth, 14 students earned GEDs, and three earned high school diplomas.
- **Increased the number of youth linked to educational support services in the community:** In FY2011, DC YouthLink connected 265 youth to education services such as academic tutoring. This is an increase from FY2010, when 93 youth were linked to such services.
- **Helped youth enroll in post-secondary education programs:** During FY2011, 22 DYRS youth were enrolled in post-secondary education programs, including colleges and universities, community colleges, and technical schools.

Health

- **Increased the number of youth connected to health services within the community:** In FY2011, DC YouthLink helped connect 190 youth to health services within

the community. This is an increase from FY2010, when 79 youth were connected to such services.

- **Targeted health education and wellness at New Beginnings:** Sasha Bruce Youthwork administered a four-week program educating youth at New Beginnings on sexual health issues. New Beginnings also hosted a 'Winter Olympics' in which youth competed against each other in a variety of physical challenges, with the top finishers receiving medals.

Relationships

- **Increased the number of youth connected to relationship support services in the community:** In FY2011, DC YouthLink connected 517 youth to services that promote positive relationships, such as mentoring. This is an increase from FY2010, when 221 youth were connected to relationship-building services.
- **Increased family participation at New Beginnings:** Over 30 families participated in an Award Assembly/Open House at New Beginnings, the largest family participation ever for a New Beginnings event.

Community

- **Provided community service opportunities for youth at New Beginnings:** Youth at New Beginnings, alongside DYRS staff, performed landscaping work for senior citizens in Ward 5.

- **Provided programs at New Beginnings to promote leadership and community awareness:** New Beginnings hosted a number of individuals and organizations who gave workshops, made presentations, and conducted field trips relating to issues such as positive decision making and African-American history.
- **Organized a basketball team at New Beginnings:** This successful team, which competes in the DC Charter School League, has been helpful in promoting positive community interactions and assisting with behavior modification.

Creativity

- **Promoted creativity through innovative programming at New Beginnings:** During the past year, youth at New Beginnings had the chance to rehearse a play with the Shakespeare Theater and participate in an Authors in Schools program. New Beginnings also continued its offering of creativity programming such as The Beat Within, the Theatre Lab, and Awards ceremonies.
- **Linked youth in the community to creativity programming:** DC YouthLink helped connect youth to community-based programs aimed at fostering creativity and positive expression.
- **Formed a band and choir for youth at the Youth Services Center (YSC).**



General Promotion of PYJ

- **Gender-specific programming:** DYRS secured funding to pilot a University-Based Girls Program, which is a local, staff-secure residential treatment and reentry initiative for committed young women aged 15 to 20. DYRS is expanding its services to young women through this and other initiatives.
- **Developed PYJU:** The agency is developing a PYJ ‘University’ to train all DYRS staff and community partners in the principles of PYJ.
- **Launched PYJ-focused outcomes analysis for DC YouthLink:** DYRS published the first ever DC YouthLink Quarterly Performance Reports, providing a level of data on community-based services for committed youth that is unprecedented among state-level juvenile justice agencies nationwide.
- **Implemented reforms to promote improved service delivery at New Beginnings:** The facility restructured its housing unit to enhance therapeutic services, expanded incentives for positive behavior, and increased the number of volunteer vendors.



Positive Youth Justice in the Community

Youth placed within the community receive a number of programs and services, grounded in PYJ principles, that are aimed at reducing re-offending and promoting successful community reintegration. This section highlights DC YouthLink, the DYRS Office of Education and Workforce Development, and the Maya Angelou Academy Young Adult Learning Center, three programs within the community that are responsible for connecting youth to support services.

DC YouthLink



In FY2010, DYRS and the DC Children and Youth Investment Trust Corporation collaborated to launch the DC YouthLink initiative (formerly the Lead Entity/Service Coalition Initiative). DC YouthLink is a coalition of community-based organizations that provide a network of resources, services, supports, and opportunities in community-based settings for committed

youth and their families. The services offered by DC YouthLink providers, which are based on needs identified in each youth's Individual Development Plan (IDP), are designed to promote and sustain successful community reintegration. From traditional services such as mentoring and supervision, to development opportunities such as recreation, tutoring, leadership development, and workforce training, DC YouthLink services address the holistic needs of youth and their families.

Through the DC YouthLink initiative, DYRS has partnered with two community-based organizations, the East of the River Clergy-Police Community Partnership (ERCPCP) and the Progressive Life Center (PLC), to provide fiscal management, coordination, and oversight of a network of approximately 40 local providers. ERCPCP serves District youth in Wards 7 and 8 and Prince Georges County; PLC serves District youth in Wards 1-6 and Montgomery County. DC YouthLink works in partnership with government agencies such as DCPS, the Department of Health, Department of Mental Health, the Addiction Prevention Recovery Administration, and the Department of Employment Services to help ensure DYRS youth access and maximize readily available services.

DC YouthLink Enrollment Data FY2010-FY2011

		FY2011		FY2010		Total	
		#	%	#	%	#	%
Enrollments	DC Youth Link	685	-	594	-	921	-
	ERCPCP	458	67%	391	66%	617	67%
	Progressive Life Center	254	37%	222	37%	357	39%
Gender	Boys	603	88%	538	91%	818	89%
	Girls	82	12%	56	9%	103	11%
Age at Enrollment	12	1	0%	1	0%	2	0%
	13	4	1%	6	1%	10	1%
	14	10	3%	24	4%	33	4%
	15	37	9%	55	9%	92	10%
	16	61	15%	125	21%	186	20%
	17	101	25%	148	25%	248	27%
	18	92	23%	135	23%	224	24%
	19	65	16%	78	13%	141	15%
	20	39	10%	28	5%	65	7%

Among the initiative's key accomplishments have been:

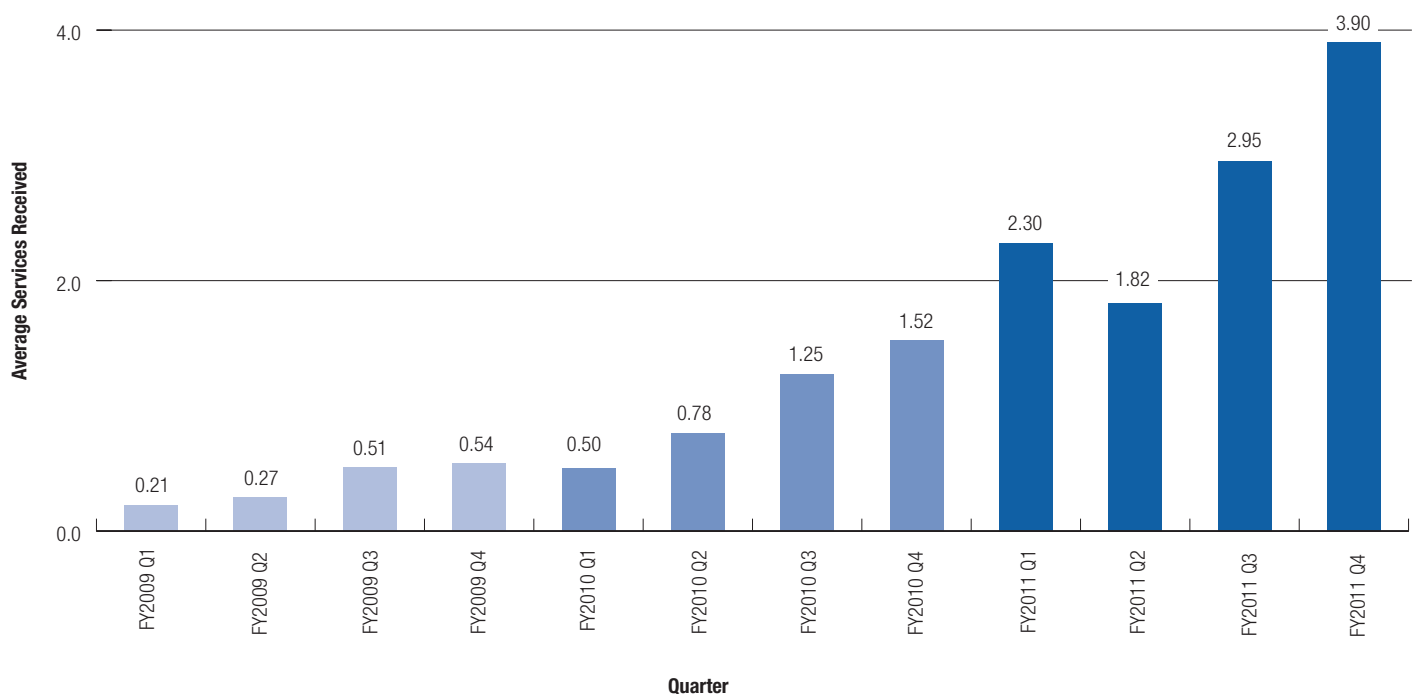
- **Connected hundreds of youth to services upon return to the community:** In the past two fiscal years, 921 young people have been connected to a service through DC YouthLink as part of their community-supervision plan. Among the hundreds of youth connected to services in FY2011:

- 512 youth were connected to a mentor
- 265 youth were connected to an educational support program, such as tutoring

- 200 youth received job readiness training
- 95 youth were connected to a structured physical activity program
- 50 youth were connected to community-based substance abuse treatment

Youth in the final quarter of FY2011 were being linked to twice as many services as their predecessors a year before, and eight times as many services as the youth in the fourth quarter of FY2009.

Average Services Received by Discharged Youth FY2009-FY2011



DC YouthLink Service Connections by Type of Service FY2010-FY2011

	FY2011		FY2010		Total	
	# of youth	% of youth	# of youth	% of youth	# of youth	% of youth
Youth Linked to Services, by Type						
Relationships	517	75%	221	37%	596	65%
Work	200	29%	67	11%	221	24%
Education	265	39%	93	16%	322	35%
Health	190	28%	79	13%	221	24%
Creativity	12	2%	10	2%	17	2%
Community	3	0%	2	0%	5	1%
Average Services Per Enrollment	2.9	-	1.4	-	2.5	-

- **Additional service providers are working with DYRS youth:** Prior to DC YouthLink, community-based services were delivered almost exclusively by three providers, using the Intensive Third-Party Monitoring (ITPM) approach. Since the launch of the DC YouthLink initiative, community-based services for DYRS youth are being delivered by approximately 40 providers, with over a dozen categories of service.
- **More cost-effective service delivery:** Shifting to the DC YouthLink model has enabled DYRS to reduce the costs of serving some youth. For example, as part of this initiative, the city has reduced spending on ITPM services from \$70 to \$35 per day.
- **More effective connections between supervision and services:** DC YouthLink is designed to strengthen the supervision of youth by better marrying the case plans and supervision strategies developed by DYRS Case Managers with the services delivered to these youth. Representatives from the Lead Entities now participate in the planning sessions with youth, their families, their Case Managers, and other stakeholders to identify the kinds of services a youth should receive upon return to the community.

DC YouthLink's quarterly reports, which provide additional information about the program, are available on the DYRS website at <http://dyrs.dc.gov/DC/DYRS/About+DYRS/Who+We+Are/Reports+and+Publications>.

DC YouthLink Hours of Engagement per Youth each Week FY2011

	# of youth
Hours of Engagement per Youth each Week	6.0
Relationships	4.1
Work	3.6
Education	5.5
Health	4.1
Creativity	6.7
Community	-

Community-Based Service Offerings

Relationships

Family Support/Reunification
Functional Family Therapy
Mentoring
Multi-systemic Therapy
Wrap Around Services
Youth Parenting Classes

Work

Job Readiness

Creativity

Arts Enrichment

Community

Civic Engagement

Health

Physical Activity
Anger Management
Mental/Behavioral Health
Respite Care
Substance Abuse Out-Patient

Education

Academic Support
GED Preparation
Tutoring



Learning from What Works: **WrapAround Milwaukee**

DC YouthLink was modeled after the WrapAround Milwaukee program, which has been recognized as among the most successful youth development interventions of the last 25 years. Winner of the 2009 Harvard Kennedy School Innovations in Governance Award, WrapAround was praised for the way it “breaks through rigid program silos and delivers cost effective and higher quality care...The program champions a unique approach to care where one size doesn’t fit all. In honoring Wraparound, we hope other states will learn from the program’s innovation and adopt similar practices to ensure improved care of at risk youth.”

Initiated in 1995, WrapAround’s primary focus is to serve children and adolescents who have serious emotional disorders and who are identified by the child welfare or juvenile justice system as being at immediate risk of residential or correctional placement or psychiatric hospitalization. It was launched expressly to develop community-based services that would prevent the need for costly, disruptive out-of-home placements for at-risk youth.

Wraparound Milwaukee has also organized an extensive provider network of 204 agency and individual providers that can offer an array of over 80 services to families. Over the 17 years since its launch, the initiatives key outcomes have included:

- Average cost per month for a youth 60% lower than a stay at a correctional facility or CBRF
- Average Milwaukee population in CBRFs dropped from 375 to 90 youth; large drop in DOC population resulting in closure of two state facilities, reduction in psychiatric inpatient beds from over 250 to 50 beds
- Improved functioning of youth at home and in school based on CBCL (Achenbach) administered at enrollment and discharge
- Permanency—75% of youth were in permanent setting with parent, relative, adoptive resource or subsidized guardianship

Office of Education and Workforce Development

The DYRS Office of Education and Workforce Development (OEWD) creates and implements programs, grounded in PYJ principles, to support the agency's goal that committed youth be productively engaged. To achieve this goal, OEWD strives to provide committed youth with the appropriate services, supports, and opportunities within the community that promote education, workforce development, and employment. Achievement of OEWD goals has been accelerated by the receipt of one of only five DOL Young Offender State/Local Implementation Grants awarded nationwide.

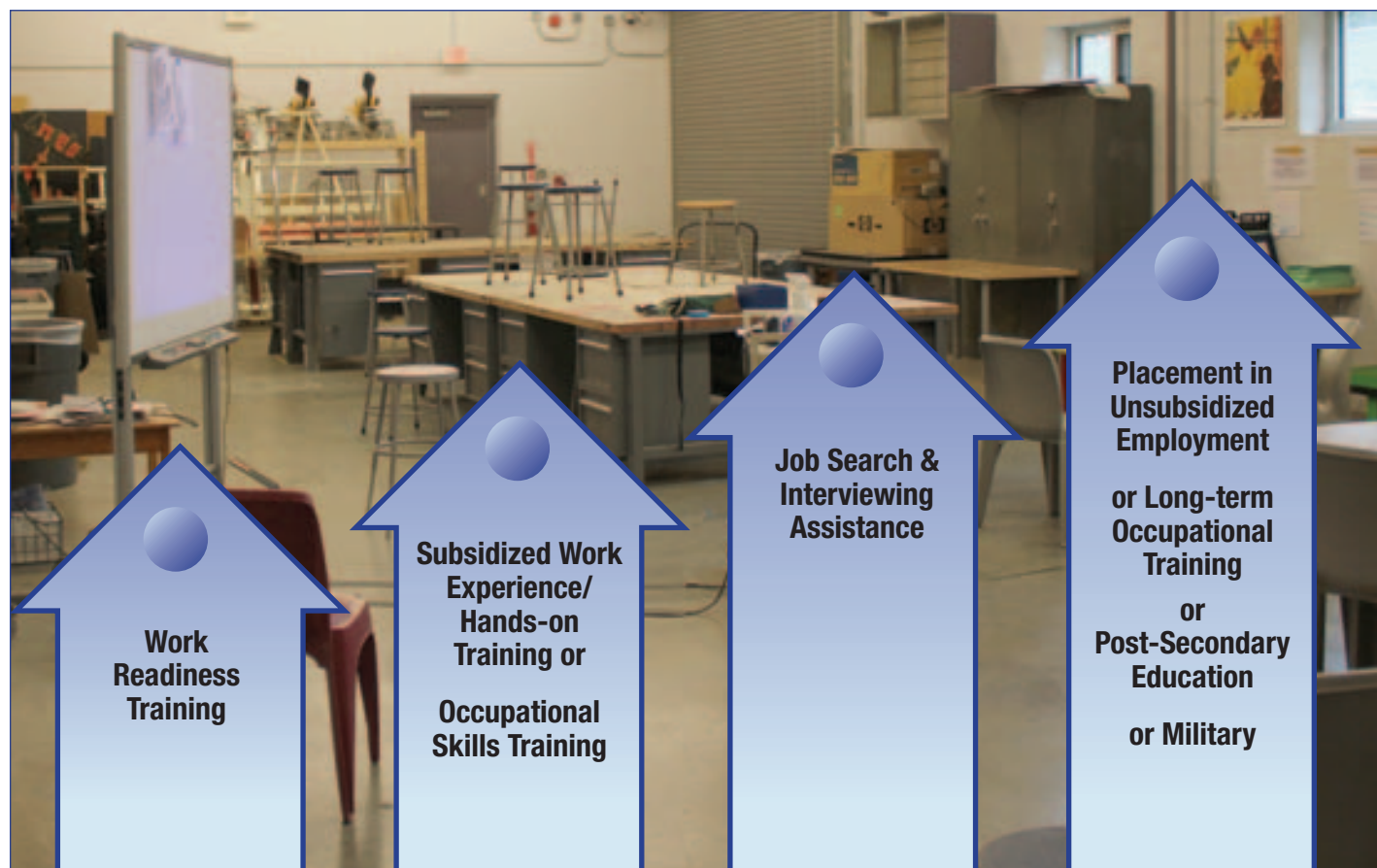
By the Numbers:

With help from the DOL grant, OEWD served 355 committed youth between 2009 and December 2011. In that time, OEWD has accomplished the following achievements:

- Provided work readiness training to 234 youth.
- Placed 184 committed youth into subsidized paid internships and provided follow up assistance and support as needed (e.g., transportation assistance, clothing support, counseling, etc.).²
- Assisted 28 youth with securing unsubsidized employment upon successful completion of internships by developing relationships with employers and assisting youth in negotiating the employment process.
- Helped 16 youth enter post-secondary school.
- Supported 44 committed youth in obtaining GEDs.
- Supported 34 committed youth in obtaining high school diplomas.

OEWD Workforce Development Model

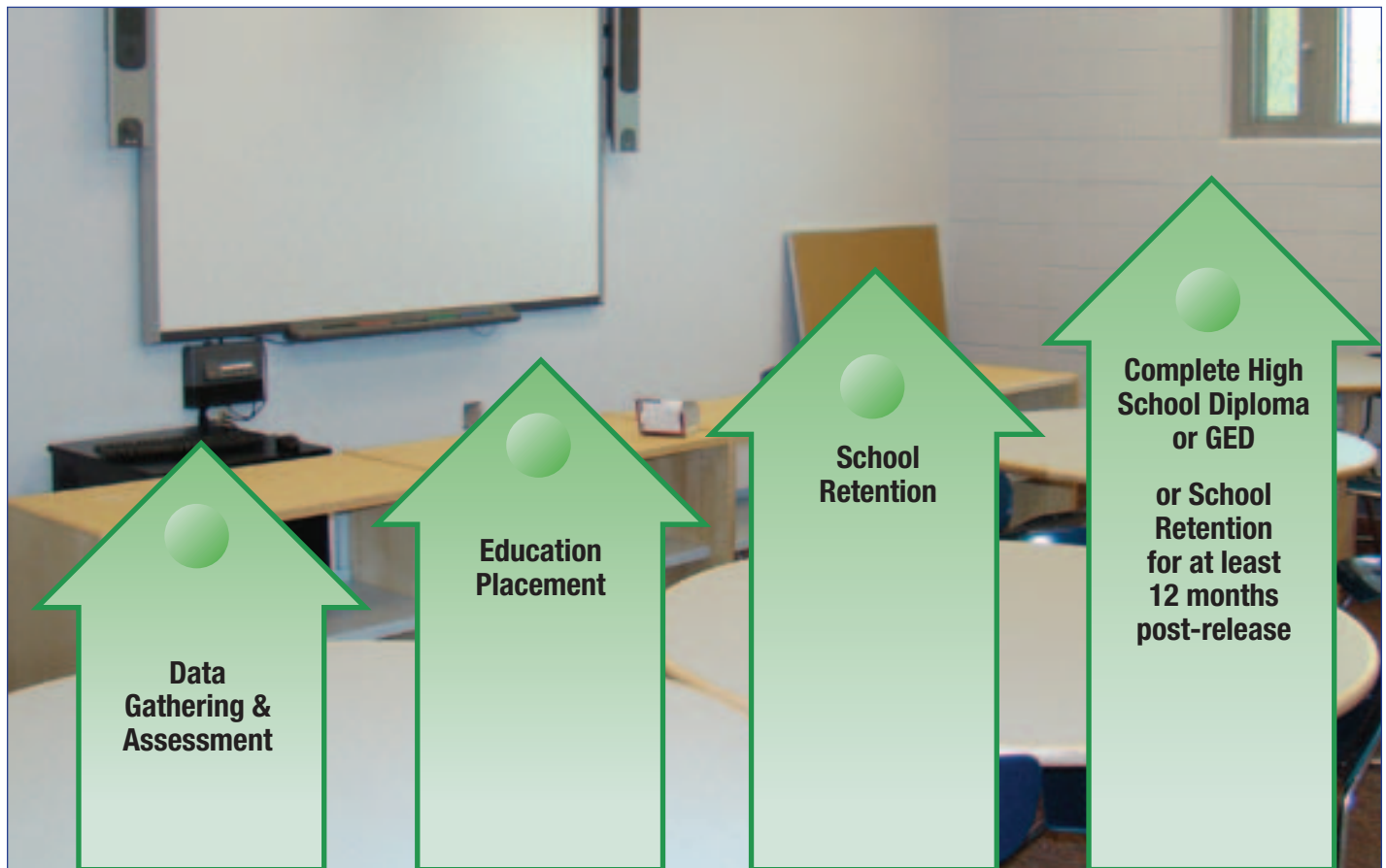
Targets Youth 18 and Older Who Are Returning from Out-of-Home Placements



- Provided intensive in-school support services for 75 committed youth, in partnership with the DCPS Office of Youth Engagement and Office of Special Education. Worked directly with principals, counselors, registrars, and teachers to ensure that committed youth are successful academically and are retained in school.
- In partnership with the See Forever foundation, provided educational programs for 31 youth, 24 of whom obtained a high school diploma or GED.
- Provided work readiness and occupational/apprenticeship skills training to 46 youth in partnership with the Sasha Bruce Youth Build. Training specialized in barbering, construction, hospitality, welding and home health aide.
- Enrolled 11 youth in the University of the District of Columbia/Community College High Tech Training Program to obtain certification and training in copper cable installation.

Education Placement & School Retention Model

Targets Youth 17 and Younger Who Are Returning from Out-of-Home Placement



The Maya Angelou Academy Young Adult Learning Center

The Maya Angelou Academy Young Adult Learning Center (YALC) is a community-based program operated in partnership between DYRS and the See Forever Foundation, a nonprofit organization that manages the Maya Angelou Public Charter Schools in the District. In FY2011, YALC changed its mission from a drop-in, transition center to a fully-integrated program that blends educational services with workforce programming. YALC is a school-based program that supports students' academ-

ic goals by offering GED preparation courses and support; at the same time, students receive hands-on employment training and practical work experience.

During the 2010-2011 school year, YALC served 134 youth in the community. Fourteen current and former YALC students obtained GEDs, and three students obtained high school diplomas.

YALC Outcomes for 2010-2011 School Year

Total # of Students Served	134
# of Students in GED Program	101
# of HS Students	33
GED Graduates	10
Former Students Getting GED	4
HS Diplomas	3

Higher Education

During FY2011, there were 22 DYRS committed youth enrolled in post-secondary education programs including universities and colleges, community colleges, and technical schools.



Positive Youth Justice in DYRS Facilities

Recognition for the Maya Angelou Academy at New Beginnings

- In Spring 2011, the Maya Angelou Academy earned full accreditation by the Middle States Commission on Higher Education. The report referred the Academy as a “model” school, one of the best it had seen.
- The Jerry M. education evaluator referred to the Academy as one of the best programs she had seen in a youth center, deeming the school’s turnaround “remarkable.”
- The Academy has been featured in *Education Week*, *The Washington Post*, and leading education journals.

Youth placed at YSC and New Beginnings receive a number of services and programs aimed at promoting PYJ and successful community reintegration. Programming in the DYRS facilities includes educational services, mental and physical health care, workforce training, and transition services. This section highlights the Maya Angelou Academy at New Beginnings and presents recent data concerning PYJ indicators at DYRS facilities.

The Maya Angelou Academy at New Beginnings

Educational programming at New Beginnings is provided at the onsite Maya Angelou Academy. The Academy is operated by the See Forever Foundation, a nonprofit organization that manages the Maya Angelou Public Charter schools in the District.

Upon entering New Beginnings, the average Academy student has earned only three high school credits and tests at the fourth- to fifth- grade level in English and math. Nearly 50% of Academy students have special needs, and most have experienced multiple failures in traditional school.

To address these deficiencies, the Academy strives to:

- Provide a safe, nurturing, and mutually respectful environment that motivates and prepares each student to fulfill his academic or career potential
- Help students make measurable academic improvements and progress toward a high school diploma or GED
- Help students enjoy school and learn to be successful in school
- Make learning relevant and interesting
- Engage students’ creativity and talents
- Help students see their own potential and tackle skill deficits
- Provide caring, positive feedback and guidance
- Improve students’ chances of staying in school or work upon return to the community
- Support students who are enrolled in college by hiring on-campus tutors, assisting with class scheduling, and communicating with students’ professors

The Academy Structure

- An Individual Learning Plan designed for each student based on assessment tests, prior educational reports, and discussions with academic officials and behavioral specialists
- Small classrooms with a student:teacher:special education case manager ratio of 10:2:1
- Short, thematically-based units designed for immediate reinforcement and gratification
- Incentives to reinforce positive behavior and academic commitment
- Classrooms equipped with Smart boards, Internet, and video streaming

- Differentiated instruction based on individual needs and circumstances
- Awards celebrations at the completion of each unit that include student-led showcases
- Parental participation through the receipt of regular progress reports, parent days, invitations to awards ceremonies, and a 'Back to School' night held in the community
- Continued work with students up to 120 days after leaving New Beginnings
- Progress measured through ongoing assessment tests in math and reading and progress reports sent to students and families every 30 days

The Academy Curriculum

- Courses in English, math, social studies, and science that are aligned with standards set forth by the DC Office of the State Superintendent of Education. Students must receive a C- (70–72%) or higher to earn credit for a course.
- Required craftsmanship/artisanship course in which students learn marketable skills that build on creativity, such as graphic design, digital media, and pre-carpentry
- SAT prep and online college courses funded by the Academy
- GED prep courses that include tutoring, SAT prep, financial aid, and career workshops
- Social skills courses
- Workforce development skills training, including resume and portfolio building, mock interviews, and informational interviews with community leaders
- Transition planning to provide help with school placement, employment, and post-secondary education upon release
- College tours and school/site visits

Academic Achievement Results

Young men's academic skills improve dramatically faster at New Beginnings' Maya Angelou Academy than they ever had before. The average student arriving at the Academy is 17 years old and performs at a fifth-grade level. During the 2010–2011 school year, students improved their reading and math scores by an average of approximately 1.3 grade levels—a pace of learning approximately three times faster than they had experienced before entering.

Academic Improvements for Maya Angelou Academy Students 2010–2011 School Year

	2010–2011 School Year
Average Annualized grade improvement (Reading)	1.33
Average Annualized grade improvement (Math)	1.35
High School Credit Accumulation (as a % of possible credits)	0.84
Diplomas or GEDs earned	14

The Benefits of Education

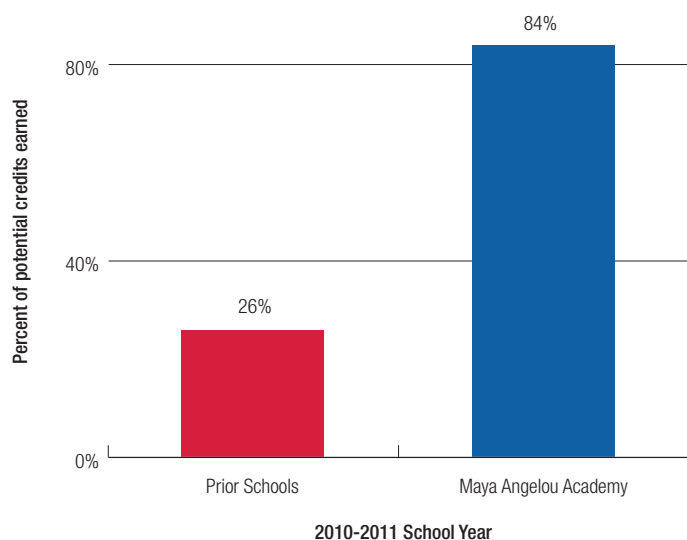
“School can give adolescents who face multiple risk factors a place in which to excel socially and academically. Achievement in school and the approval of teachers provide the recognition so important to adolescent development—recognition some adolescents do not receive from other sources. Encouragement from teachers can give young people the confidence to seek continued educational or job skills training . . . Extracurricular activities in art, music, drama, school publications, and the like give adolescents an opportunity to participate in constructive group activities and achieve recognition for their efforts. Studies have found that recognition for or involvement in conventional activities—whether family, school, extracurricular, religious, or community—is a protective factor against antisocial behavior.”

—*Youth Violence: A report from the Surgeon General*. (2001). Washington, DC: Office of the Surgeon General, U.S. Department of Health and Human Services.

This improvement in academic performance is also reflected in the young men's high school credit accumulation. During the 2010-2011 school year, students earned an average of 84% of potential credits. Before coming to the Academy, students earned an average of 26% of potential high school credits.

For 14 students, this academic growth culminated in obtaining a high school diploma or a GED either while at the Maya Angelou Academy, or soon after leaving while attending classes at YALC. An average of 3.5 former Academy students were enrolled in college per semester between Fall 2010 and Spring 2012.

Credit Accumulation Ratio: Comparison of MAA to Prior Schools



PbS & PYJ at DYRS Facilities



DYRS evaluates PYJ outcomes at the two secure facilities it operates— New Beginnings and YSC – by benchmarking performance against similar facilities nationwide using Performance-based Standards (PbS), an evaluation tool developed by the Council of Juvenile Correctional Administrators (CJCA).

New Beginnings

Between April and October of 2011, New Beginnings substantially improved the rate of face-to-face contact that youth had with their parents. In both reporting months, facility staff had higher rates of contact with youth's parents than the national average for like facilities.

Youth Services Center

Between the two reporting months, YSC demonstrated marked improvement in the number of young people whose records indicated that they received math and reading tests. YSC was also in line with the national average for detention facilities in terms of the contact that young people have with their parents while they are at the facility.

PbS Relationship-Focused Outcomes for New Beginnings 2011

	Apr-11		Oct-11	
	New Beginnings	Like Facilities Nationwide	New Beginnings	Like Facilities Nationwide
Percent of youth who have ever had in-person contact with parents or guardians while in facility	44%	69%	77%	72%
Percent of youth who report that they have had phone contact with parent or guardian	96%	94%	84%	97%
Visitation per 100 person-days of youth confinement	0.06	0.08	0.16	0.08
Rate of contact between facility staff and youth family in the last full month (including phone, email and/or visit)	7.00	4.50	5.86	4.53

PbS Relationship- and Education-Focused Outcomes for YSC 2011

	Apr-11		Oct-11	
	YSC	Like Facilities Nationwide	YSC	Like Facilities Nationwide
Percent of youth whose records indicate that they received a math test	50%	81%	83%	73%
Percent of youth whose records indicate that they received a reading test	47%	86%	80%	87%
Percent of youth who have ever had in-person contact with parents or guardians while in facility	62%	46%	63%	38%
Percent of youth who report that they have had phone contact with parent or guardian	100%	93%	96%	90%
Visitation per 100 person-days of youth confinement	0.10	0.13	0.08	0.08

Looking Forward to 2012

In FY2011, DYRS made significant progress in expanding and improving its PYJ initiatives. Over the coming fiscal year, DYRS will continue to advance PYJ principles in all DYRS activities, targeting the following areas for improvement:

- ▲ Enhancing job preparedness for older committed youth
- ▲ Strengthening youth linkages to school when they return to their communities after residential placement
- ▲ Expanding substance abuse and mental health opportunities for DYRS young people

Through each of these endeavors, DYRS is committed to promoting PYJ to improve the lives of the District's court-involved young people, and in so doing strengthening the community today and into the future.

Endnotes

- 1 Butts, Jeffrey A., Gordon Bazemore, and Aundra Saa Meroe (2010). *Positive Youth Justice: Framing Justice Interventions Using the Concepts of Positive Youth Development*. Washington, DC: Coalition for Juvenile Justice.
- 2 On-site training and subsidized opportunities are made possible by partnerships with the Office of the Mayor, Department of Consumer and Regulatory Affairs, Department of Parks and Recreation, Department of Transportation, and Department of Public Works.

