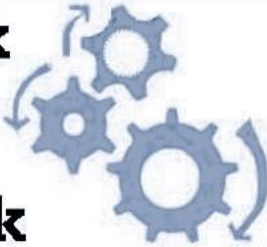


**New York
Reentry Education
Network**



**Strategies for
Engaging Students
Involved with the
Criminal Justice System**

June 2012

***Working together to
expand access and improve educational outcomes
for individuals involved in the criminal justice system.***

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	1
NOTE TO FIELD	2
PROGRAM OVERVIEW OF NYREN SERVICE PROVIDERS	5
NYREN MEMBER PROFILES	12
Center for Alternative Sentencing and Employment Services	12
College and Community Fellowship	14
College Initiative	16
CUNY Catch at LaGuardia Community College	18
The Doe Fund	20
The Fortune Society	22
Friends of Island Academy	24
Future Now at Bronx Community College	26
Getting Out and Staying Out (GOSO)	28
NYC Justice Corps	30
The Osborne Association	32
The Police Athletic League (PAL)	34
SOURCES	36

ACKNOWLEDGEMENTS

The New York Reentry Education Network (NYREN) extends its appreciation to Amelia E. Thompson of the Prisoner Reentry Institute at John Jay College of Criminal Justice and Aviva Tevah of the New York City Office of Human Capital Development (formerly the Mayor’s Office of Adult Education) for their leadership in assembling this guide of services and key strategies implemented by its members. The NYREN also extends its gratitude to Susan Sturm and Cheryl Wilkins of the Center for Institutional and Social Change at the Columbia Law School; and Katy Taylor of the New York City Office of Human Capital Development for their support and contributions.

NOTE TO FIELD

Dear Colleagues,

Our work demonstrates that investing in quality education services makes a significant difference in reducing the likelihood of recidivism among individuals returning from incarceration. In short, education works. It creates new and transformative trajectories for individuals, families and communities involved with the criminal justice system. For this reason we are excited to offer this guide as the beginning of what we hope will be an ongoing conversation. As part of a growing professional network focused on enabling access to quality education and success for people with criminal justice backgrounds, we know that by learning from one another and connecting our efforts, students who are involved with the criminal justice system can succeed. For those of us who directly provide education and related services to students who have been or are involved with the criminal justice system, we know the job of being an educator and/or program administrator requires a holistic approach. This guide was developed to foster knowledge-sharing and collaboration among educators, program administrators, academics and policymakers committed to improving educational attainment among reentering students.

The New York Reentry Education Network (NYREN) is a group of leaders and organizations in New York City dedicated to increasing educational access and success for people with criminal justice backgrounds. NYREN includes our community based organizations providing services to the reentry population, city and state government partners involved in adult literacy, education and corrections including the New York City Department of Education, New York City Department of Corrections, and New York City Department of Probation, and representatives from higher education institutions. The NYREN participants share information, mobilize around significant common issues, engage policy leaders in their work, and undertake collaborative projects. As members of the NYREN, the programs and organizations featured in this guide are committed to:

- 1) **enabling people with criminal justice records to receive quality education appropriate to their needs and aspirations so that they become fully engaged and productive members of their communities;**
- 2) **making education a core component of the reentry policy, strategy and practice in New York; and**
- 3) **shifting public priorities and resources from incarceration to educational access and success for communities most affected by mass incarceration.**

These programs provide a range of education services, including Adult Basic Education, GED, and college preparation courses and support. Additionally, they offer a broad spectrum of other services such as workforce development, vocational training, mentorship, leadership development, substance abuse and housing services. In this guide, we offer what we hope are portable strategies to assist practitioners and policymakers in helping students with criminal justice histories reach their highest potential. We invite you to offer feedback and share insights from your work in designing and/or delivering educational services to reentering students. We look forward to continuing this conversation as we collectively learn and advance the field together.

- The New York Reentry Education Network

INTRODUCTION

Over the past decade, the work of the organizations composing the New York Reentry Education Network shows that multi-level access to education is extremely important for those who are engaged in the process of returning home to rebuild their lives after involvement with the criminal justice system. A substantial body of research shows that education constitutes an effective strategy for reducing recidivism, increasing employment, and enabling successful reintegration for people with criminal records.¹ Research shows that:

- Educational attainment is associated with increased human capital, skill development and literacy, which is in turn associated with increased income and positive community engagement as well as decreased incidence of crime.²
- Education is increasingly required for jobs and post-secondary education is required for most life sustaining jobs.³
- Education provides an effective means of overcoming the stigma associated with criminal records.⁴

These benefits include reducing the considerable social and financial costs to localities and states around the country grappling with soaring rates of correctional expenditures and budget cuts in key social services (The Pew Center, 2009). Without quality education, people with criminal justice backgrounds are more likely to find themselves in dead-end jobs, unemployed, and/or back in prison (Sturm, Wu & Skolnick 2010).

Current research shows populations under correctional supervision in state and federal prisons, local jails and under probation in the community demonstrate significantly lower educational attainment levels than individuals 18 years old and older in the general population (Harlow, 2003). It is estimated that 40% of state prison inmates, 47% of individuals in local jails and 31% of probationers had not achieved a high school diploma as compared to 18% of the broader population who had not obtained secondary educational credentials (Harlow, 2003). Additionally, it is widely accepted that youth in the juvenile justice system are two or more years behind their peers in basic academic skills (Osher, 2008). The connection between low educational attainment and the likelihood of involvement in the criminal justice field is undeniable.

However, knowledge gaps stymie efforts to reap the full benefits of providing education to people with criminal justice records. Many individuals involved in the criminal justice system, and service providers who work with them, lack information about available and effective educational and support services (Brazzell, 2009). Despite persistent information gaps, researchers have found the most effective educational programs for individuals involved with the criminal justice system focus on individual rehabilitation through skills building, cognitive

¹ The following section draws on the research and analysis in "Community Renewal Through Reentry Education Network Development," a Ford Foundation Proposal Narrative submitted by Susan Sturm for the Center for Institutional and Social Change at Columbia Law School in collaboration with the New York Reentry Education Network. The proposal was funded to build the collective impact of the NYREN.

² Bazos, A., & Hausman, J. (2004). Correctional Education as a Crime Prevention Program; Gaes, G. G. (2008). The Impact of Prison Education on Post Release Outcomes. Retrieved from <http://www.urban.org/projects/reentry-roundtable/roundtable10.cfm>.

³ Hilliard, T. (2011). Mobility Makers. New York: Center for an Urban Future; The Pew Charitable Trusts. (2010). Collateral Costs: Incarceration's Effect on Economic Mobility. Washington D.C.: The Pew Charitable Trusts.

⁴ Gaes, G. G. (2008). The Impact of Prison Education on Post Release Outcomes. Retrieved from <http://www.urban.org/projects/reentry-roundtable/roundtable10.cfm>; Pager, D., Western, B., & Sugie, N. (2009). Sequencing Disadvantage: Barriers to Employment Facing Young Black and White Men with Criminal Records, *Annals of the American Academy of Political and Social Science* (Vol. 623, pp. 195-213); The Pew Charitable Trusts. (2010). Collateral Costs: Incarceration's Effect on Economic Mobility. Washington D.C.: The Pew Charitable Trusts.

development and behavioral change (Brazzell, 2009), and prioritize the integrity of program implementation and provision of services (MacKenzie, 2008). Additionally, community based organizations play a key role in providing and aligning the services needed to increase educational access and success for people with criminal justice records. Community based organizations are particularly effective when these organizations can work collaboratively with government actors with shared goals (Sturm, Wu, and Skolnick 2011). Given the significant role of educational attainment in reducing criminal justice reinvolvement and increasing individuals' capacity to successfully reenter, educators, policymakers, and criminal justice professionals could benefit from information enabling them to align practices, reallocate and leverage resources, and expand program impact.

This guide is intended to provide readily accessible information about educational services available in New York City to support educational access and success for people with criminal justice backgrounds. It distills and shares information about program design and implementation among community based organizations within the New York Reentry Education Network. The guide highlights documented outcomes and key programmatic elements to retain and advance students who have often had largely negative experiences in the academic setting. Counseling, peer support and mentoring and recruitment, intake and orientation structures are among the noted strategies discussed. Other featured strategies include professional development for staff and retention and reengagement policies.

This guide presents information provided by a subset of the NYREN community based partners, who provided descriptions of their most significant programs, outcomes and strategies relating to education for people with criminal justice histories. It will be updated as we receive new information from current and new NYREN members. It is not intended to serve as an evaluation of the programs listed. By offering tangible examples of these programmatic elements, this guide is intended to build bridges of knowledge among practitioners and inform the continuous development of educational programs for reentering students.

The guide begins with a program overview of the current NYREN members that provide educational and support services, including a checklist of the strategies featured in the member profiles, and an overview of the eligibility and scope of services of NYREN service providers. It then provides an overview of the featured profiles and strategies. Finally, the guide provides information about the outcomes, mission, scope and services, and contact information for a number of community based organizations currently comprising the NYREN.⁵

For more information about this guide or NYREN, email atevah@ohcd.nyc.gov.

⁵ This guide focuses on NYREN members who are community based service providers. It does not include information about NYREN's other members which include governmental organizations, higher education institutions, and individuals.

PROGRAM OVERVIEW OF NYREN SERVICE PROVIDERS

CONTACT INFORMATION	ELIGIBILITY	SERVICES
<p>Center for Alternative Sentencing and Employment Services: Court Employment Project (CEP) 346 Broadway, New York, NY 10013 (212) 732 – 0076 / www.cases.org</p>	<p>Youth who would receive a jail or prison sentence without the intervention of an alternative to incarceration program. Eligible youth are ages 16 – 19 who are incarcerated at intake, or were incarcerated at any point between felony arraignment and intake.</p>	<p>Basic Literacy, GED (also a testing site), Computer Training, Tutoring, Visual Arts, and College Transition services. Mental Health and Substance Abuse Counseling. Career Exploration including Work Readiness and Paid Internships.</p>
<p>Center for Employment Opportunities (CEO) 32 Broadway, 15th Floor, New York, NY 10004 (212) 422-4430 / www.ceoworks.org</p> <p style="text-align: center;">--</p> <p>The CEO Academy 975 Kelly Street Bronx, NY 10459 (646)-393-4400 / www.ceoworks.org</p>	<p>Must be 18+, on parole, reside in the 5 boroughs, and be ready to work.</p> <p style="text-align: center;">--</p> <p>Anyone 18 and older who has a criminal record and has been working in an unsubsidized job for at least 3 months.</p>	<p>Transitional Employment, Job Placement, Parenting Skills, Benefits Assistance, Life Skills Education, GED, and Certification Training Opportunities including Customer Service, OSHA, Forklift, Construction, and Sanitation.</p> <p style="text-align: center;">--</p> <p>Free Hands-On Training at Hostos CC or LaGuardia CC, with Nationally Recognized Certificates for Plumbing, Electricity, and Carpentry Trades. Job Placement Assistance, Post-Placement Services.</p>
<p>College and Community Fellowship 475 Riverside Dr. Suite 1626 New York, NY 10115 (646) 380 – 7777 www.collegeandcommunity.org</p>	<p>Women and girls with criminal justice involvement and a GED or HS Diploma.</p>	<p>College Transition Services in the form of College Orientation, Application Assistance, FAFSA Assistance, Academic Support, Support Groups. Stipend Available upon Completion of 12 Credits and 2.5 GPA.</p>
<p>College Initiative 29-76 Northern Boulevard Long Island City, NY 11101 (212) 691-7554 / www.collegeinitiative.org</p>	<p>New York City residents with criminal justice involvement and a GED or HS Diploma.</p>	<p>College Access and Support Services: Orientation, Academic and Financial Aid Counseling, Mentoring, Tutoring, Student Advocacy, and College Prep.</p>
<p>CUNY Catch at LaGuardia Community College 31-10 Thomson Avenue Long Island City, NY 11101 (718) 482-5326 www.lgcc.cuny.edu/cuny_catch</p>	<p>Incarcerated and at-risk youth ages 16-21 who hold less than a Bachelor’s Degree, and read at least at an 8th grade level.</p>	<p>Pre-GED, GED, Computer Skills, and College Transition Services including Student Advocacy.</p>
<p>The Doe Fund, Inc. (Ready, Willing, and Able) 232 E.84th Street, New York, NY 10028 (212) 628-5207/ www.doe.org</p>	<p>Parolees and other formerly incarcerated individuals 18+, referred through Department of Homeless Services.</p>	<p>Housing, Paid Transitional Work, Case Management, Pre-GED, GED, Life Skills, Vocational Training and Job Placement.</p>
<p>Fortune Society 29-76 Northern Boulevard Long Island City, NY 11101 (212) 691-7554 / www.fortunesociety.org</p>	<p>Anyone 17 and older who has had involvement with the criminal justice system.</p>	<p>Basic Literacy, GED and Computer Classes, Daytime and Evening Classes, Hard Skills Training Opportunities, Benefits Assistance, Mental Health and Substance Abuse Services, Housing Services, Job Readiness and Job Placement Program.</p>

<p>Friends of Island Academy 255 W. 36th Street, Suite 610 New York, NY 10018 (212) 760 – 0755 / WWW.freindsny.org</p>	<p>Youths ages 16-19 who have had involvement with the criminal justice system.</p>	<p>Pre-release Services for Sentenced Adolescents on Rikers Island; Post-Release Services including Case Management, Counseling, Education (GED Prep), Employment, Young Fatherhood, Advocacy, and Youth Leadership Training.</p>
<p>Future Now at Bronx Community College 2155 University Avenue Bronx, NY 10453 (718) 289-5852 / www.bcc.cuny.edu/futurenow</p>	<p>Youths ages 17 – 24 who are at-risk and/or have been involved with the criminal justice system.</p>	<p>Pre-release Services on Rikers Island in the form of Outreach and Recruitment. Post-release Services include Pre-GED and GED classes, Vocational Training, College Transition Services including College Prep and Peer Mentoring, and Assistance Enrolling at CUNY. Support and Coaching During First Three Semesters in College.</p>
<p>Getting Out Staying Out (GOSO) 91 East 116th Street, New York, NY 10029 (212) 831-5020 / www.gosonyc.org</p>	<p>Men ages 16-24 who have been incarcerated.</p>	<p>Pre-release services on Rikers Island in form of Outreach and Mentoring. Educational Support and Referrals, Transportation Assistance, Employment Assistance, Personal Counseling, Financial Counseling, Life Skills Support, Mental Health, Housing referrals.</p>
<p>NYC Justice Corps 1409 Fulton Avenue, Bronx, NY 10456 (347) 329-4004 / www.nycjusticecorps.org</p>	<p>Youths ages 18 - 24 who reside in target communities, are on probation or parole, released from jail or prison within the last year, or have participated in an alternative-to-incarceration (ATI) program within the last year.</p>	<p>Educational and Internship Placements and Counseling, Community Service and Leadership Development, Job Training with Stipend for Participation as Corps Member.</p>
<p>The Osborne Association 175 Remsen Street Suite 800 Brooklyn, NY 11201 (718) 637-6560/ www.osborneny.org</p>	<p>Anyone 18 + who has had involvement with the criminal justice system, and children and families of incarcerated individuals.</p>	<p>Court Advocacy Services, Drug Treatment, ATI, Health Services, Vocational Training, Jail- and Prison- Based Parenting and Family services, Jail- and Prison- based Employment Training and Life Skills, Support Services for Children and Families of Incarcerated Parents.</p>
<p>Police Athletic League (Juvenile Justice and Reentry Services) 441 Manhattan Avenue, New York, NY 10026 (212) 665- 8699 x 213/ www.palnyc.org</p>	<p>Youths ages 16-19 that are presently or have previously been involved with the criminal court system.</p>	<p>Pre-release Discharge Planning Services (Goal Planning and Life Skills Workshops). Post-release: Life Skills, Case Management, Job Readiness, Education, Vocational, and Employment Referrals, Mentoring, Academic Tutoring, and Recreational Opportunities.</p>

	CASES	CCF	CEO	College Initiative	CUNY Catch	Doe Fund	FRIENDS	Fortune	Future Now	GOSO	Justice Corps	Osborne	PAL
AGES SERVED													
Under 16													•
16	•	•			•		•	•		•			•
17	•	•		•	•		•	•	•	•			•
18	•	•	•	•	•	•	•	•	•	•	•	•	•
19	•	•	•	•	•	•	•	•	•	•	•	•	•
20	•	•	•	•	•	•	•	•	•	•	•	•	•
21	•	•	•	•	•	•	•	•	•	•	•	•	•
22	•	•	•	•	•	•	•	•	•	•	•	•	•
23	•	•	•	•	•	•	•	•	•	•	•	•	•
24	•	•	•	•	•	•	•	•	•	•	•	•	•
25		•	•	•	•	•	•	•	•	•	•	•	•
Over 25		•	•	•	•	•	•	•	•	•	•	•	•
REQUIREMENTS													
GED or Diploma		•		•									
Referral from Probation / Parole			•								•		
Referral from DHS (Residential)						•							
Must Live in Specific Zip Code											•		
Men Only						•				•			
Women Only		•											
LOGISTICS													
Daily/Very Regular Attendance Expected	•		•		•	•		•	•		•	•	•
Services Primarily By Appointment		•	•	•	•		•		•	•		•	
Drop-ins Acceptable			•	•	•		•	•	•	•	•		•
Available After 6pm	•	•		•		•	•	•					•
Available on Weekends						•	•						
Mandated Participation	•		•			•		•				•	•
Voluntary Participation	•	•	•	•	•	•	•	•	•	•	•	•	•
Spanish-Speaking Staff	•		•		•	•		•	•	•	•	•	•
On a College Campus				•					•				
EDUCATIONAL SERVICES ON-SITE													
Basic Literacy						•		•			•		
Pre-GED	•		•		•	•	•	•	•		•		
GED Prep	•		•		•	•	•	•	•		•	•	
GED Exam	•				•								
College Prep Classes	•			•	•				•				
College Application + Financial Aid Assistance	•	•		•	•	•	•	•	•	•			•
Subject-Specific Tutoring	•	•		•	•	•	•	•	•	•			•
Educational Counseling	•	•		•	•	•	•	•	•	•	•		•
Trade/ Job- Specific Training	•		•		•	•		•	•		•	•	
Educational Referrals with Follow Up and Support	•	•		•	•	•	•	•	•	•	•	•	•
Career Exploration	•	•	•	•	•	•	•	•	•	•	•	•	•
EMPLOYMENT SERVICES ON-SITE													
Resume + Interview Skills	•	•	•		•	•	•	•	•	•	•	•	•
Interview Clothes	•		•			•				•	•	•	•
Intensive Work Readiness Training	•		•		•	•		•			•	•	•
Internship Placement Assistance	•	•			•	•	•	•	•	•	•	•	•
Job Placement Assistance	•	•	•		•	•	•	•	•	•	•	•	•
Transitional Employment			•			•		•			•	•	•
HEALTH SERVICES													
Case Management/Counseling	•	•	•	•	•	•	•	•	•	•	•	•	•
Psychiatrist Available								•		•			
Substance Abuse Counseling	•							•				•	•
Anger Management Counseling					•		•	•		•		•	•
Healthcare Access/ Support					•	•	•			•		•	•
OTHER													
Peer Mentoring		•		•	•	•	•		•				
Coaching (Non-Peer)				•		•	•			•		•	•
Financial Literacy Services		•	•	•	•	•	•	•	•	•		•	•
Metrocard Assistance	•	•	•	•	•	•	•	•	•	•	•	•	•
Parenting Skills			•		•	•	•	•		•		•	
Recreational Opportunities	•	•			•	•	•					•	•
Computer Skills	•		•		•	•		•	•			•	•
Leadership Training	•	•		•	•	•	•	•			•		•
Community Service/ Engagement Element	•	•			•	•	•	•			•	•	•
Housing Assistance	•	•			•	•		•			•	•	•

Center for Alternative Sentencing and Employment Services (CASES)

OUTCOMES

GEDs Earned	<ul style="list-style-type: none"> • 191 GEDs earned since CASES became a GED testing site in 2005.
Post-Secondary Achievement	<ul style="list-style-type: none"> • Since beginning the post-secondary initiative in April 2011, 47 students have received academic and/or financial aid counseling and 22 have enrolled in college.
Low Rate of Recidivism	<ul style="list-style-type: none"> • In 2011, only 15% of CEP graduates (who all have felony convictions to enroll in program) were reconvicted within two years of graduation.

MISSION AND SERVICES

The Center for Alternative Sentencing and Employment Services (CASES) seeks to increase the use and understanding of sanctions that are fair, affordable and consistent with public safety.

CASES youth programs include the Court Employment Project (CEP), Civic Justice Corps (CJC), the Young Adult Justice Scholars program (JS) and Choices Alternative to Detention program. CEP is an alternative-to-incarceration program for youth ages 16-19 facing felony charges. Over the years, CASES has continuously innovated and expanded the programming offered to include GED-preparation and testing, clinical services, the Career Exploration Program which trains young people for 10 week paid internships, job development and a post-secondary initiative to help enroll and increase retention and degree attainment rates for CASES youth.

CJC serves young people ages 18 and over with recent involvement in the juvenile justice system. The goal of the program is to provide young people with the opportunity to repair the harm they may have caused to their communities and reestablish community trust while reengaging with education and developing basic work readiness skills. JS is a six-month program serving young men and women ages 16-24 that have been court-involved within a year prior to program enrollment. The goal is to reduce recidivism while supporting positive educational outcomes for participants. Both CJC and JS programs offer education classes,

community service and service learning projects, career development classes, and paid internships.

KEY STRATEGIES

✓ **Professional Development for Staff**

CASES' approach recognizes the importance of strategies that increase young peoples' connections to positive, supportive relationships and challenging, meaningful experiences. Staff members apply youth development principles by focusing on young people's capacities, strengths and developmental needs—not solely on their problems or risks. Youth experience this from intake to exit, beginning with court staff members who present the diversion option to youth as an opportunity for self-improvement and achievement, and ending with case coordinators who help participants develop and follow-through on plans to continue community based services once they leave the program. All staff members that have contact with participants are trained in motivational interviewing techniques that help participants make positive changes in their lives while developing positive attitudes towards setting and achieving short- and long-term goals. Motivational interviewing is an evidence-based counseling approach that emphasizes the advisor's role in facilitating participant-driven behavioral change.

✓ **Instruction and/or Curriculum; Leadership and Youth Development**

In 2011, CASES engaged the Youth Development Institute, a New York City-based nonprofit organization that applies the most promising youth development research and practices, in a technical assistance project to integrate their balanced literacy model into existing academic classes. This model combines high-quality academic instruction with the application of youth development principles. Students are taught phonics, comprehension, vocabulary, and writing in a way that addresses a variety of learning styles and skill levels. Each class is structured using a predictable set of rituals and routines that consist of independent reading, read/think aloud exercises, focused lessons, daily word study and instructor-facilitation group discussions.

CONTACT INFO

www.cases.org

346 Broadway
New York, NY 10013
(212) 732-0076

Court Employment Project: cepref@cases.org
Justice Scholars or Civic Justice: Lfaro@cases.org

College and Community Fellowship

OUTCOMES

Program Retention	<ul style="list-style-type: none">• Five year program retention rate of 92%.
Post-Secondary Achievement	<ul style="list-style-type: none">• In the past twelve years, students have earned 191 college degrees: 35 Associate's, 105 Bachelor's, and 50 Master's Degrees and 1 Ph.D.
Low Rate of Recidivism	<ul style="list-style-type: none">• In the past ten years of operation, CCF students have only had an approximate 1% redivism rate (national three year post release rate is 67%).

MISSION AND SERVICES

College and Community Fellowship's (CCF) mission is to eliminate the individual and social barriers to education and civic participation of women with criminal convictions and their families.

CCF's extensive multi-faceted support network includes academic support services (mentoring, tutoring, tuition support, and academic counseling); career development services; public speaking opportunities; and other activities that nurture participants' stability and leadership potential. When appropriate, referrals are made to partner organizations to assist students in meeting non-academic needs that, if unmet, might adversely impact their performance in school.

Through program activities, CCF addresses the educational, economic, and civic participation needs of women with criminal convictions in the New York metropolitan area, working in concert with other organizations to enhance their successful re-entry.

KEY STRATEGIES

✓ **Retention and Reengagement Policies**

CCF's service continuum starts with pre-release outreach/recruitment and follows students through degree completion. This comprehensive process has produced a five year program retention rate of 92%. Students remain engaged in the program through community meetings, academic counseling appointments and special events. Counselors make diligent efforts to make contact and reengage students to ensure their persistence even in moments where they are most likely to disengage.

✓ **Counseling, Peer Support and Mentoring; Leadership and Youth Development**

Counselors work intensively with students to assist with transition to college. In addition to the guidance provided by the counseling staff, CCF provides financial support through its tuition assistance program for students who qualify and peer support through its student led support group. Students have access to former students who have successfully returned home, persisted in education and are continuing their pursuit of higher education. CCF believes that the hard work, commitment, and dedication of its current fellows are the best models to offer to other students who are starting the process of reconnecting to education. Additionally, CCF students play a key role in building momentum around the importance of providing increased access to higher education for people currently incarcerated. In partnership with The Fortune Society's David Rothenberg Center for Public Policy, CCF is spearheading the Education from the Inside Out Campaign, a nonpartisan collaborative of advocates whose mission is to remove barriers to higher education facing students in prison, and has received support from more than 500 individuals and organizations nation-wide.

CONTACT INFO

www.collegeandcommunity.org

475 Riverside Drive, Suite 1626

New York, NY 10115-0038

(646)380-7777

College Initiative

OUTCOMES

<p>College Retention</p>	<ul style="list-style-type: none"> • 82% retention rate for the first cohort of students in peer mentoring program through their first year of college. To date more than 100 active mentees.
<p>College Graduation Rate</p>	<ul style="list-style-type: none"> • Over 100 degrees have been conferred on CI students, who graduate at a higher rate (22%) than the general CUNY population (18%) and the population of GED holders (6-12%).
<p>Post-Secondary Enrollment</p>	<ul style="list-style-type: none"> • 129 students received academic and financial aid counseling and completed enrollment in 2011.

MISSION AND SERVICES

The mission of College Initiative is to create pathways from criminal justice involvement to college and beyond and to establish and support communities invested in their own success. College Initiative is a community of successful, positive and supportive students, alumni and staff dedicated to creating pathways from criminal justice involvement to college and beyond.

College Initiative is open to men and women in New York City who have the aspiration to succeed in college and a GED or high school diploma and some form of criminal justice involvement.

College Initiative offers a network of support to meet its mission including: correspondence with those preparing for release; academic and personal assessment of college readiness; tutoring and a structured in-house and on-campus college preparation support; academic and financial aid counseling and referrals to other reentry services; scholarships and a structured peer mentoring program. The College Initiative’s student-designed mentoring program has been nationally recognized and used as a model in reentry and educational settings.

KEY STRATEGIES

✓ **Partnerships with Educational and Non-Educational Providers**

The College Initiative’s partnership with Hostos Community College allowed the design and implementation of a summer college preparation intensive, now entering its third

year. The program offers 90 hours of academic remediation in preparation for City University of New York (CUNY) placement exams as well as 30 hours of non-academic preparation. For this work, CI has partnered with supervision agencies, social service organizations and others to provide workshops that address the most common issues around college success for the population and prepares them in a holistic way for their college careers.

- ✓ **Counseling, Peer Support and Mentoring; Leadership and/or Youth Development**
College Initiative uses a collaborative and evolutionary approach to program design and leadership development that captures the collective intelligence and experience of its community of students. For example, CI's peer mentoring program was designed by a group of senior students to match incoming students with a mentor who has at least two semesters of college experience, a GPA of 3.0 or higher and has completed a rigorous 15-week training. Mentors work with students for the first two semesters of their college careers. This approach has almost doubled the semester-to-semester retention rate.

- ✓ **Instruction and Curriculum**
College Initiative's in-house college preparation program offers three tiers of math instruction and three tiers of reading comprehension and writing instruction. The tiered system was designed to accommodate the wide range of academic experiences students bring to the program. Students are placed in tiers based on their readiness assessments. Each tier is a discrete six-week course and the tiers cover basic literacy and numeracy up to preparation for the CUNY placement tests. The model takes best practices from successful and innovative GED-to-college transition programs to create a learning-conducive environment for students returning from incarceration.

CONTACT INFO

www.collegeinitiative.org

29-76 Northern Boulevard
Long Island City, NY 11101
(347) 669-2864

CUNY Catch

LaGuardia Community College

Division of Adult & Continuing Education

Center for Community Education

OUTCOMES

Program Enrollment	<ul style="list-style-type: none">• 243 Enrolled in program year 2010-2011.
GED Pass Rate	<ul style="list-style-type: none">• 110 GEDs attained: 83% GED passing rate in program year 2010-2011.
Post-Program Placement	<ul style="list-style-type: none">• 98% college and job/internship placement for program 2010-2011.

MISSION AND SERVICES

The mission of the Center for Community Education is to provide literacy education, career and college preparation and vocational training and support services to young adults living in or making a transition from a variety of institutional settings including jails and public schools. CUNY Catch is one among a network of programs based at the Center accomplishing this goal.

CUNY Catch places young adults leaving the custody of the New York City Department of Correction into post-discharge educational services.

This program provides outreach and career counseling at Rikers Island Correctional Facility and post-release aftercare at LaGuardia including pre-GED and GED classes, college preparation and assistance with vocational training, job placement and internships through college resources and assistance from Henkel's & McCoy. CUNY Catch, initiated in 1992, is recognized for its strong case management approach and service model. The Early, Beneficial and Continual model has been emulated by the New York City Department of Correction and New York State Education Department. Additionally, the provision of post-secondary education, career development, and viable employment options are expected to assist in breaking the cycle of repeat incarceration.

KEY STRATEGIES

✓ **Participant Recruitment, Intake and Orientation**

An in-depth program orientation and interview ensures that applicants understand the program goals, the structure of incentives, and the level of commitment that will be required to succeed. After an intake interview with the client and guardian, staff members administer an academic assessment to place clients in pre-GED or GED classes. At the end of the intake process, students participate in orientation activities, a three-day period that prepares students for CUNY Catch programming. At this point, students complete self-assessments of their values, talents and career goals. This phase of the program is essential in helping students make connections between their aspirations and CUNY Catch's ability to help them achieve their short and long-term academic and professional goals.

✓ **Counseling, Peer Support and Mentoring**

CUNY Catch offers an extensive array of services including comprehensive counseling and referrals, paid internships, prep for college enrollment, and job readiness exercises. Case managers establish and maintain relationships with clients and their families from program intake through program completion. The role of case managers is critical to the success of CUNY Catch students. Case managers are responsible for monitoring and evaluating students' attendance, class participation and their academic progress through weekly teacher meetings and individualized sessions with clients.

CONTACT INFO

www.laguardia.edu/cunycatch

CUNY Catch at LaGuardia Community College

31-10 Thomson Avenue Room C-232

Long Island City, NY 11101

(718) 482-5326

sanf@lagcc.cuny.edu

jchiarkas@lagcc.cuny.edu

The Doe Fund

OUTCOMES

<p>Engagement in Education</p>	<ul style="list-style-type: none"> Nearly 40% of clients are engaged in ed services since these services were expanded in 2010.
<p>Program Performance</p>	<ul style="list-style-type: none"> 70% increase in GEDs attained between 2010 and 2011.
<p>GEDs Earned</p>	<ul style="list-style-type: none"> Since 2010, 38 clients have achieved their GED.

MISSION AND SERVICES

The Doe Fund's mission is to develop and implement cost-effective, holistic programs that meet the needs of a diverse population working to break the cycles of homelessness, addiction, and criminal recidivism. All of The Doe Fund's programs and innovative business ventures ultimately strive to help homeless and formerly incarcerated individuals achieve permanent self-sufficiency.

The Doe Fund provides robust supportive services to homeless and formerly incarcerated individuals with a focus on helping clients establish and maintain sustainable housing and employment. Of more than 1,000 clients annually, nearly 69% are formerly incarcerated. The Doe Fund's *Ready, Willing & Able* program was created in 1990 to provide holistic, residential, job readiness training to individuals on the path to self-sufficiency. The Doe Fund's programs have expanded to include: a) services for individuals with HIV and AIDS; b) a number of permanent affordable housing projects; and 3) services for individuals involved with the criminal justice system. The Doe Fund also recently developed the capacity to provide a range of educational services including literacy, pre-GED, and GED, and services to help clients enroll in higher education.

KEY STRATEGIES

✓ **Counseling, Peer Support and Mentoring**

Mentoring plays a key role in helping trainees establish meaningful relationships with staff who serve as credible messengers to help trainees move toward achieving success in the classroom and in the marketplace. Most of the staff members are former program participants (trainees) who have successfully completed the program. In this way, mentoring is interwoven into programming at every department and level through peer-

to-peer discussions and individual caseload meetings. The first 30 days of programming are critical; this period includes a wide variety of interactive orientations developed to facilitate effective relationship-building between them and staff.

✓ **World of Work Connections and/or Community Service Opportunities**

The Doe Fund trains participants in soft and hard skills that allow them to obtain and retain employment – a goal that is further strengthened through educational advancement. Through the Community Improvement Project participants practice transferable work skills and civic engagement. For example, participants are paid to clean the streets of New York City and through these assignments, hone skills associated with punctuality, relating to supervisors and reliability. To develop and enhance personal management skills and employability, The Doe Fund also offers classes in computers, financial management, and vocational training. The culture of lifelong learning prepares trainees to make connections between their academic success and likelihood of gaining employment.

CONTACT INFO

www.doe.org

232 East 84th Street
New York, NY 10028
(212) 628-5207

Barbara@doefund.org

The Fortune Society

OUTCOMES

GEDs Earned	<ul style="list-style-type: none"> • 31 students earned GEDs in FY2011, which was over 50% of those who entered the program testing above 6th grade levels in both reading and math.
Educational Attainment	<ul style="list-style-type: none"> • 116 students served in FY2011 either improved a grade level on standardized tests or passed the GED.
Employment Placement	<ul style="list-style-type: none"> • 391 participants in Fortune's employment program were placed in permanent full-time jobs in 2011.

MISSION AND SERVICES

The Fortune Society’s mission is to support successful reentry from prison and promote alternatives to incarceration, thus strengthening the fabric of our communities. Fortune works to create a world where all who are incarcerated or formerly incarcerated can become positive, contributing members of society.

Fortune offers an array of educational services to address the literacy needs faced by individuals with criminal records, including the barriers they face to accessing post-secondary education and securing employment. Fortune provides small group instruction in reading, writing, and math, from basic literacy to GED, and also offers training in green construction.

KEY STRATEGIES

✓ **Instruction and/or Curriculum**

Fortune’s education program is grounded in a core belief in the dignity and potential inherent in every human being. Instruction and curriculum are guided by the notion that all students have the capacity for self-directed, independent learning and that they should be actively involved in setting the course and direction of their education. Students bring a wealth of life experience and knowledge to the learning process, so, in a very important sense, everyone is a teacher and learner in the classroom. Fortune’s instructional methodology is informed by several key ideas: (1) that learning has to be an active, not passive, experience; (2) that students learn best when they are studying things that interest them; (3) that students develop skills by using them in real situations (contextualized

learning rather than workbook education). Specifically, Fortune's teachers develop project-oriented, thematic curriculum around the issues and themes students bring to class. Within this structure, teachers incorporate a balanced literacy model and help students learn to use specific reading strategies, such as predicting, mobilizing background knowledge, and goal oriented reading.

✓ **Professional Development for Staff; Leadership and/or Youth Development**

Fortune's classes are taught by full-time teachers who work collaboratively with other Education staff to plan and improve instruction. The whole Education staff meets regularly to plan programming. Teachers meet bi-weekly to present their class work to each other and discuss teaching and learning. They read and discuss articles from the field. Since September 2010, the staff has worked with the Youth Development Institute to learn and master the balanced literacy framework. That effort has included regular work with a literacy coach, video-taping of classes, and in-person observation. Many of the teachers also participate in the Math Exchange Group, a city-wide organization of adult education teachers who meet monthly to discuss the teaching of mathematics.

✓ **Wrap-around Services and Peer Support**

Fortune uses a holistic, one-stop model of service provision that includes programs in: education; employment and skills training; family support for mothers, fathers and expectant parents; Alternatives to Incarceration (ATI), health services for those who are HIV positive, mental health, housing services, substance abuse treatment, transitional services for people coming out of Rikers Island (R.I.D.E.); and lifetime aftercare. The programs are tightly linked, so that participants in the education program can easily access other services, if needed. All participants receive a comprehensive intake and assessment upon entry into Fortune and are immediately referred to the Single Stop program to help them access any benefits, such as Medicaid or Food Stamps, to which they are entitled. Most of Fortune's program staff are either formerly incarcerated themselves or in recovery from substance abuse. Fortune actively recruits staff with this life experience because we believe strongly in the concept of peer support. Students feel comfortable sharing their experiences with people they can relate to and emulate.

CONTACT INFO

www.fortunesociety.org
29-76 Northern Boulevard
Long Island City, NY 11101
(212) 691-7554

Friends of Island Academy

OUTCOMES

Low Rate of Recidivism

- During our 22-year history the rate of recidivism for active Friends' youth members averaged 20%; for youth active in the most recently completed fiscal year, it was 20%.

Program Retention

- Average length of active engagement among youth who were active in FY 2011 is 15 months.

Positive Youth Development

- On average, 85% of youth engaged for a minimum of 6 months advance in at least three of the following domains from their baseline at intake: education, health and wellbeing, employability, or community engagement.

MISSION AND SERVICES

The mission of Friends of Island Academy (FOIA) is to reduce future criminal justice involvement by engaging and sustaining youth involvement with FOIA for the long term in productive and pro-social ways and in a nurturing, safe environment that provides the concomitant benefit of caring adults and peer leaders.

Friends of Island Academy was founded in 1990 to anchor, support and realize the positive potential of young people newly released from custody in New York City. Friends' maintains a daily presence on Rikers Island and close connections with the Departments of Correction, Education and Probation to identify young people early on as they rebuild their lives. Young people become youth members of Friends and are guided by individualized goals in education, employment, health and well-being, as well as opportunities for youth leadership and arts and recreation.

KEY STRATEGIES

✓ Participant Recruitment, Intake and Orientation

Friends of Island Academy begins its outreach with potential participants who are still incarcerated at Rikers Island as well as through referrals from teachers and Probation Officers. Staff members conduct workshops and provide one on one private sessions at East River Academy at the Rose M. Singer facility and at Eric M. Taylor Center. This

personal connection strengthens the likelihood that individual youth will seek services upon their release because they have forged a relationship with staff while on the inside.

✓ **Wrap-around Services**

Friends engages young people on Rikers Island and in the neighborhoods where our youth members live, leveraging the support of family and local resources. Advocacy staff members serve as a common thread, providing services and referrals along five domains: education, employment, health and well-being, community engagement, and arts and recreation. Youth advocates develop close relationships with young people in order to capitalize on their strengths and attend to their needs. Long-standing working relationships with the Department of Education staff, teachers, and GED providers allow Friends to make effective referrals and ensure student success. Beginning in July 2012, Friends will connect all sentenced 16-year olds discharged from Rikers to high school by providing neighborhood and school-based advocacy for enrollment, engagement and retention. Tutoring, advocacy, and college preparation assistance take place onsite.

✓ **Counseling, Peer Support and Mentoring; Leadership and/or Youth Development**

Youth become members of Friends and derive a sense of belonging fostered by advocacy staff and youth/peer leaders. This sense of belonging is a protective factor and promotes long-term retention which, in turn, helps mitigate negative behaviors and minimize longer-term recidivism. For example, Youth Leadership is an eight-week training program designed to empower youth to engage other at-risk peers to begin the journey of self-reflection, taking responsibility for their actions, thinking critically and working towards overall personal achievement.

CONTACT INFO

www.friendsny.org

255 West 36th Street, Sixth Floor
New York, NY 10018
(212) 760-0755

Future Now at Bronx Community College

OUTCOMES

GED Pass Rate	<ul style="list-style-type: none">• 87% passing GED rate for all participants.
Post-Secondary Enrollment	<ul style="list-style-type: none">• 90% of all GED graduates transition to college.
College Retention	<ul style="list-style-type: none">• 64% one-year college persistence rate.

MISSION AND SERVICES

The mission of Future Now at Bronx Community College (BCC) is to empower out-of-school and formerly incarcerated youths, by facilitating the most effective support systems which will allow them to complete their high school education requirements, transition into college, and graduate in a timely manner with a college degree. Our goal is to ensure that ALL of our students become self-sufficient leaders, who in turn will become powerful role models for our current students, and positive contributors to themselves, their families, and their communities.

Future Now at Bronx Community College services 17-24 year olds in New York City who are pursuing their GED and enrollment at Bronx Community College. Future Now offers free GED preparatory classes through the New York City Department of Education's GED PLUS Program for students ages 17-21. Free college enrollment and ongoing support upon completion of the GED are also provided. Services include college preparatory classes, peer mentoring, internships and individual tutoring through the Robin Hood Foundation.

All students who successfully enroll into college become immediate members of IMPACT (Improving My Progress at College Today), a striving student-led organization that provides peer support to students while they complete their college education. In partnership with Henkels and McCoy, Future Now offers free computer assembly and application training; national certification in customer service; career counseling; and work readiness training.

KEY STRATEGIES

✓ **Participant Recruitment, Intake and Orientation**

Future NOW is committed to delivering information to students in the most integral, respectful, genuine and consistent way possible. Future NOW recruits participants by traveling to Department of Education school sites in correctional facilities on Rikers twice a week as part of an early engagement process. Meeting the students while they are still incarcerated increases the likelihood of a continued relationship after release. In fact, on average 100 students arrive at Future Now in the community from Rikers Island school sites every year. Once released, these students are greeted by the same counselor they met in jail. Upon arrival to Future Now, participants are assessed academically and are introduced to a 12-step guide for successfully completing the GED and enrolling into college. All participants are required to take part in orientation, where they meet the entire Future Now staff and co-design the rules and regulations of the program.

✓ **Counseling, Peer Support and Mentoring; Leadership and/or Youth Development**

IMPACT (Improving My Progress at College Today) is student-led and organized peer mentoring and leadership program established in 1997 by a group of Future Now's GED graduates. These students wanted to improve themselves as well as their surrounding communities by strengthening program retention and college enrollment. IMPACT has been a very effective resource that has encouraged the organization as a whole to engage students as partners toward achieving programmatic and individual goals and objectives. All IMPACT peer mentors have graduated with a GED from Future Now, are currently attending college and have returned to the program. Peer mentors assist new cohorts of students in successfully attaining their GED, enrolling in college and graduating with an Associate Degree in a timely manner. We believe that our peer mentoring program plays a major role in our GED graduate rate, transition to college, and college persistence outcomes.

CONTACT INFO

www.bcc.cuny.edu/futurenow

Bronx Community College
Gould Residence Hall
5th Floor 2155 University Avenue
Bronx, New York 10453-2895
(718) 289-5852

Getting Out and Staying Out

OUTCOMES

Low Rate of Recidivism	<ul style="list-style-type: none">• To date, GOSO program participants demonstrate an 18% recidivism rate.
Post-Incarceration Engagement	<ul style="list-style-type: none">• In 2011, 104 individuals arrived at GOSO's community office who had enrolled in the program while incarcerated at Rikers Island.
College Retention	<ul style="list-style-type: none">• To date, GOSO has an 86% retention rate (completion of semester) for participants enrolled in college.

MISSION AND SERVICES

Getting Out and Staying Out is dedicated to drastically reducing the recidivism rate of 16-24 year old men through purposeful education and directed employment.

Getting Out Staying Out (GOSO) engages young men (16-24 year olds) who are incarcerated in the development of a reentry plan to outline their goals upon release. GOSO provides ongoing mentoring and support to assist clients in achieving education and employment-related milestones. To enhance access to education services post-release, GOSO identifies and provides connection to appropriate education referrals. Participants also complete a job readiness curriculum and receive referrals for employment. In the fall of 2011, GOSO launched pilot mentoring and internship projects for college students.

KEY STRATEGIES

- ✓ **Counseling, Peer Support and Mentoring**
GOSO identifies potential clients while they are incarcerated or through a referral by a community partner. Staff immediately begins working with the participant on developing his educational and employment plan. GOSO career managers assist clients in applying for GED classes, college or vocational training, and track students' attendance and

performance after enrollment. As a team, GOSO staff members provide ongoing educational and career counseling, goal-setting and assisting clients in navigating post-release supervision, as necessary. GOSO places high-performing college students in internships to explore career options and provide them with a stipend. In addition, mentoring services provides participants with key access to individuals who have achieved success in their chosen field. Connections to staff members and mentors provide the bridge to help GOSO students make strides toward academic success and remaining free from involvement in the criminal justice system.

✓ **Partnerships with Educational and Non-Educational Providers**

GOSO has developed strong partnerships with community organizations throughout New York City in order to connect clients to services which are vital to a successful reentry. These partnerships include healthcare providers, workforce development organizations, educational providers, government agencies and legal advocacy organizations. Relationships are developed collaboratively and with service providers who serve clients with competency and respect. Services are provided both at GOSO' office and at a partnering location in the community. These partners play key roles in helping individuals who are committed to their educational goals stay on track by helping them address other key social service needs.

CONTACT INFO

www.gosonyc.org

91 East 116th Street
New York, NY 10029
(212) 831-5020

NYC Justice Corps

OUTCOMES

Educational Attainment	<ul style="list-style-type: none">• 70% of participants placed in onsite Adult Basic Education services achieved literacy gains last year.
Service Learning Program Retention	<ul style="list-style-type: none">• 75% of participants complete service-learning program component.
College and Job Placement	<ul style="list-style-type: none">• To date 21 college enrollments and 180 job or vocational placements.

MISSION AND SERVICES

The NYC Justice Corps brings young adults involved with the criminal justice system together with their communities to identify and address unmet community needs. Through meaningful and reparative service to their communities, internships and job and educational opportunities, the NYC Justice Corps provides Corps members with practical skills, social support and leadership training. By actively partnering with the NYC Justice Corps, communities own the success and reintegration of their young people. The NYC Justice Corps aims to improve the education and employment outcomes of Corps members, keep them out of the criminal justice system and support community development in specific New York City communities.

The NYC Justice Corps engages young adults in comprehensive youth development services for up to a year. Corps members engage in orientation, educational classes and job readiness training designed to prepare them for the world of work. After completing extensive community projects, Corps members enter public and private-sector internships that provide them with marketable job skills, work histories and access to robust professional networks. Corps members receive stipends and wrap-around case management while enrolled in the Justice Corps. Following graduation, Corps members are placed in college, vocational training and employment opportunities and engage in ongoing alumni services.

KEY STRATEGIES

- ✓ **Leadership and/or Youth Development; World of Work Connections and/or Community Service Opportunities**

During the Community Benefit Phase, Corps members engage in community needs assessments and develop project ideas to improve their local communities. They present

project ideas to a Community Advisory Board comprised of local business, social service, elected and faith-based leaders. This phase of the program facilitates leadership development and engages Corps members in service-learning that connects academic content to meeting real, defined community needs. Completed projects have included the restoration of food pantries, churches, family shelters and day care centers, and the weatherization of public housing facilities. After completing work on service projects, Corps members transition onto internships. During this phase, participants who have attained their high school diploma or GED are provided the opportunity to complete vocational training programs meant to enhance their expertise in a range of vocational areas including computer repair, electrical engineering, plumbing and carpentry. While the participants engage in each phase, they receive educational services that include Adult Basic Education, GED instruction, college prep courses. Thus, each participant is engaged in academic learning and hands-on training throughout the program which helps them make closer connections between classroom-based concepts and the world of work.

✓ **Academic Assessment Structure**

Many young adults who are involved with the criminal justice system have been exposed to the Test of Adult Basic Education (TABE) on countless occasions. For some young adults, this high level of exposure attributes to an “over-TABEd” phenomenon which may cause them to lack motivation and interest in performing to their highest ability on the TABE. In an effort to expand options for assessing Corps members’ educational levels upon entry, NYC Justice Corps sites have the option to administer an assessment tool developed by Comprehensive Adult Student Assessment Systems (CASAS), the most widely used competency-based assessment system in the United States designed to assess the relevant real-world basic skills of adult learners. This assessment option was introduced to support the effective delivery of educational programming.

CONTACT INFO

www.nycjusticecorps.org

1409 Fulton Avenue
Bronx, NY 10456
(347) 329-4004

The Osborne Association

OUTCOMES

<p>Economic Independence</p>	<ul style="list-style-type: none"> • Average starting wage for graduates of Green Career Center in 2011 was \$12 per hour.
<p>Educated Parents</p>	<ul style="list-style-type: none"> • 240 men and women successfully completed the parenting education program in prison or jail in program year 2010, representing an 82% completion rate.
<p>Work-Readiness Program Retention</p>	<ul style="list-style-type: none"> • Over 500 people completed work-readiness training in calendar years 2010 and 2011, an 84% completion rate.

MISSION AND SERVICES

The Osborne Association offers opportunities for individuals who have been in conflict with the law to transform their lives through innovative, effective, and replicable programs that serve the community by reducing crime and its human and economic costs. Osborne offers opportunities for reform and rehabilitation through public education, advocacy, and alternatives to incarceration that respect the dignity of people and honor their capacity to change.

Founded in 1931 by prison reformer Thomas Mott Osborne, the Osborne Association pioneers innovative in-prison and reentry programs that provide currently and formerly incarcerated individuals with educational services related to: *parenting, healthy relationships, health education and STD prevention, culinary arts, computer literacy, training in the green jobs industry and in janitorial maintenance services, work readiness and career development, and GED preparation.*

Incarceration of an individual also deeply affects children and loved ones, therefore Osborne’s Children and Youth Services helps young people achieve their potential through counseling, support groups, mentoring, tutoring, supervised visiting, assistance in accessing higher education, and peer-led development activities. In addition, Osborne serves women with partners who are currently or formerly incarcerated. Through free weekend retreats for women partners, we provide health education and support for women experiencing a very emotionally and economically taxing experience. Osborne also offers health education for women who take Osborne-sponsored bus trips to see their partners imprisoned upstate (these trips are often prohibitively expensive) through Osborne’s “Get on the Bus Program.”

KEY STRATEGIES

✓ **Family Services**

Osborne is committed to providing services to all individuals within the context of family (however that is defined by the individual), thus we try diligently to serve not just individuals, but family members and loved ones of those impacted by incarceration, which means providing educational services for children, partners and caretakers, and family members. This family-centered approach to educational services helps clients feel fully supported throughout the reentry experience and improves their likelihood of resilience in educational services and at various points throughout the reentry experience.

✓ **Wrap-Around Services; and World of Work Connections**

Osborne takes a holistic approach to service provision referring participants to a range of other services at Osborne that may be helpful. This wrap-around approach keeps individuals connected to Osborne as they gain the tools and encouragement they need to live crime-free, productive, *and* educated and enlightened lives. For example, Osborne's Workforce Intensive program is primarily employment-focused, with job placement and retention services for program graduates. However, case managers believe deeply in the role of formal education in successful reentry, and when appropriate, they work with participants to make appropriate educational referrals to GED, college access, and vocational training programs. These wrap-around supports help move Osborne clients toward achieving their educational and overall reentry goals.

CONTACT INFO

www.osborneny.org

Administrative Site

809 Westchester Avenue

Bronx, NY 10455

(718) 707-2600

Brooklyn, NY

175 Remsen Street, Suite 800

Brooklyn, NY 11201

(718) 637-6560

Beacon, NY

380 Main Street, Suite 201

Beacon, NY 12508

(845) 440-7924

Poughkeepsie, NY

25 Market Street, 6th Floor

Poughkeepsie, NY 12601

(845) 345-9845

info@osborneny.org

The Police Athletic League Juvenile Justice and Reentry Services (JJRS)

OUTCOMES

Post-Incarceration Engagement	<ul style="list-style-type: none"> January through June 2011, RISE program engaged 100 youth at the NYC Department of Education sites on Rikers Island. 40 youth were enrolled in RISE post-release in this period.
Youth Employment	<ul style="list-style-type: none"> Employed 100 juvenile and criminal justice involved youth in 2011 in the city's Summer Youth Employment Program vulnerable youth contract.
RISE Program Expansion	<ul style="list-style-type: none"> Expanding to include a comprehensive workforce development component which will feature job readiness training, a paid internship, paid externship, job placement and retention services.

MISSION AND SERVICES

The Police Athletic League (PAL), together with NYPD and the law enforcement community, supports and inspires New York City youth to realize their full individual potential as productive members of society. Rather than provide direct educational services, the Juvenile Justice and Reentry services department works as a liaison to refer and support youth involved with the justice system to appropriate educational services.

The Police Athletic League serves New York City boys and girls with recreational, educational, cultural and social programs to build for the future with a place to learn, grow and dream. Juvenile Justice and Reentry Services (JJRS) offers both preventative and intervention-modeled programming for youth ages 12 to 21 who are involved or at high risk of involvement with the criminal justice system. JJRS programs include In-Step, the In-School Training and Employment Program, A2G (a partnership with the Manhattan District Attorney's office and the Department of Education to work with young people who are struggling in school by offering case management and academic tutoring), Youth Link, and RISE. Youth Link and RISE aim specifically to reduce the risk of recidivism among juvenile delinquents, previously incarcerated youth, and youth on probation in NYC with an array of services including individual counseling, group workshops, court advocacy, academic support, anger management, drug & alcohol awareness, gang prevention, job readiness, job retention, budgeting, and parenting skills.

KEY STRATEGIES

- ✓ **Counseling, Peer Support and Mentoring; Leadership and/or Youth Development**
The PAL Juvenile Justice and Reentry Services programs use a strong youth development model. The youth services are strength-based and reliant on counselors developing a strong positive bond with the youth served. PAL deals almost exclusively with youth who are mandated to participate in the programs. Even so, graduates of the program continue to participate years after they have completed mandated services. Part of the strength-based approach allows participants not only fulfill their court/probation mandates but also to figure out which goals are important in their lives. Counselors provide life skills through individual and group sessions both as a counselor and a mentor. A unique aspect of PAL's support services is its work with youth to address specific street life behaviors including gangs, violence, and drug-related activity. PAL's staff members are culturally competent and develop programming that reflects that expertise.

- ✓ **Instruction and Curriculum**
PAL uses life skills curricula that is recognized and applauded in the field of youth services. PAL's curriculum addresses issues of self-esteem, conflict and violence, anger management, school engagement, emotional and leadership development. The "Making It" curriculum addresses issues of healthy transitioning into adulthood for youth engaged in street life. The curriculum stresses the use of youth culture to help young people make positive choices. One exercise called "Hip Hop chairs", allows youth the opportunity to develop critical thinking skills in analyzing the messages they receive from popular music.

CONTACT INFO

www.palnyc.org

Police Athletic League
Juvenile Justice and Reentry Services
441 Manhattan Ave
New York, NY 10026
(212) 665-8699 ext. 213

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June 2012