Juvenile Justice

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Introduction

This annotated bibliography was developed in an effort to provide current and useful information to professionals working in and with the juvenile criminal justice system. Relying on a best practices approach, this information will enable corrections staff to make better informed decisions about the safety, security, treatment and care of juvenile offenders by providing academic, cultural and legal perspectives of the issues that make this group unique.

We invite contributions to this list, as well as additions submitted material to the NIC Library, such as articles and training resources.

Juvenile Justice: General

"Adolescent Brain Development" (2015). Washington, DC: Campaign for Youth Justice. Accessed May 16, 2017.
http://www.campaignforyouthjustice.org/images/factsheets/Adolescent%20Brain%20Development%202015.pdf.

> "Adolescence is a period of physical, mental, and emotional development, generally occurring between the ages of 12 and 18, often accompanied by distinct behavioral changes. Neuroscience research shows that there are physical differences between the brains of adults and youth" (p. 1). This brief describes these differences.

Altschuler, David, and Shay Bilchik. "Critical Elements of Juvenile Reentry in Research and Practice" (2014). Lexington, KY: Council of State Governments Justice Center. Accessed May 16, 2017. *http://csgjusticecenter.org/youth/posts/critical-elements-of-juvenile-reentry-in-research-and-practice/*.

> "The research on "what works" with youth involved in the juvenile justice system has grown substantially in the last two decades. Taking account of this new research, a number of states and jurisdictions have made significant changes to their juvenile justice policies and practices. To further this pursuit, this article offers guidance that draws from the most recent research and promising practices based on the new evidence. This article focuses primarily on juvenile justice policies and practices for youth returning to their communities from out-of-home placements (e.g., secure confinement, residential placements)" (website).

Beck, Allen J., and Romana R. Rantala. "Sexual Victimization Reported By Juvenile Correctional Authorities, 2007–12" (2016). Washington, DC: U.S. Bureau of Justice Statistics (BJS). Accessed May 16, 2017. *http://www.bjs.gov/index.cfm?ty=pbdetail&iid=5560*.

> This report "presents national estimates of nonconsensual sexual acts, abusive sexual contacts, staff sexual misconduct, and staff sexual harassment reported by correctional authorities in state juvenile correctional systems and local and private juvenile correctional facilities from 2007 to 2012. The report also examines substantiated incidents, including characteristics of victims and perpetrators, location, time of day, nature of injuries, impact on the victims, and sanctions imposed on the perpetrators" (website).

Bonnie, Richard J. , Robert L. Johnson, Betty M. Chemens, and Julie Schuck, editors. *Reforming Juvenile Justice: A Developmental Approach*. Washington, DC: National Academies Press, 2012. Accessed May 16, 2017. *https://www.nap.edu/catalog/14685/reforming-juvenile-justice-a-developmental-approach*.

> "Recent research on adolescent development has underscored important behavioral differences between adults and adolescents with direct bearing on the design and operation of the justice system, raising doubts about the core assumptions driving the criminalization of juvenile justice policy in the last decades of the 20th century" (p. 1). The

main focus of this book is on how the juvenile justice system can increase the accountability of justice-involved youth while decreasing the amount of reoffending by these youth.

Brown, Sarah Alice, Donna Lyons, and Anne Teigen. "Trends in Juvenile Justice State Legislation 2011-2015" (2015). Denver: National Conference of State Legislature Criminal Justice Program, and Washington, DC: Models for Change. Accessed May 16, 2017. *http://www.ncsl.org/research/civil-and-criminal-justice/trends-in-juvenile-justice-state-legislation-2011-2015.aspx*.

> "Juvenile justice policies require balancing the interests of public safety, accountability and rehabilitation. The challenge for state lawmakers is to develop policies that seek to disrupt the pathways that youth follow into the justice system. In the past five years, juvenile justice reform legislation in the United States has grown at a remarkable pace. The reforms reflect an interest in developmentally appropriate approaches to more evidence-based and cost-effective alternatives to incarceration" (p. 1).

Butts, Jeffrey A. "Strengthening Youth Justice Practices with Developmental Knowledge and Principles" (2014). *PYJ Briefing Paper.* New York: John Jay College of Criminal Justice Research and Evaluation Center, and New York: Positive Youth Justice (PYJ). Accessed May 16, 2017. *https://positiveyouthjustice.files.wordpress.com/2014/11/pyjbriefingpaper.pdf.*

> "For the developmental approach to become more than an abstract framework or a philosophical perspective, practitioners need concrete policies and procedures that align youth justice with the science of adolescent development. This briefing paper describes the Positive Youth Justice model and assesses its potential as a tool for strengthening reform" (p. 1).

Cavanagh, Caitlin. "The Impact of Family Involvement on Youths' Success" (2015). *PbS Performance-based Standards.* Braintree, MA: PbS Learning Institute, Inc. Accessed May 16, 2017. *http://pbstandards.org/cjcaresources/274/ImpactFamilyYouthSuccess.pdf*.

> "The present report focuses on two critical outcomes for incarcerated youth: educational growth, and familial preparedness for reintegration into the home ... Educational growth within the facility and preparedness for reintegration are critical for ensuring a youths' transition to a gainful, prosocial future. Facilities are encouraged to involve families in a youth's care by creating bi-directional channels of communication, facilitating visits, respecting parents' input into their child's care, and engaging parents in the treatment plan process" (p. 1, 3).

Celeste, Gabriella. "Getting It Right: Realigning Juvenile Corrections in Ohio to Reinvest in What Works" (2015). Cleveland: Case Western Reserve University Schubert Center for Child Studies. Accessed May 16, 2017. *http://schubert.case.edu/publications/research-and-policy-reports/getting-it-right-realigning-juvenile-corrections-in-ohio-to-reinvest-in-what-works/.*

> "Ohio is at the forefront of national juvenile justice reform and realignment efforts and serves as a model for other states looking to "rightsize" their own institutional footprints

by moving away from costly correctional placements to more effective, community-based options" (p. 1) "This brief documents the major strategies, events and conditions that created this fundamental and ongoing shift in how young people who enter the juvenile justice system are treated" (p. i).

Chinn, Karen, and Kim Godfrey, editors. "Council of Juvenile Correctional Administrators Toolkit: Reducing the Use of Isolation" (2015). Braintree, MA: Council of Juvenile Correctional Administrators (CJCA), and Washington, DC: Center for Coordinated Assistance to States (CCAS). Accessed May 16, 2017. *http://cjca.net/index.php/resources/cjca-publications/107-toolkit/751-cjca-toolkit-for-reducing-the-use-of-isolation*.
> "A response to behavioral problems in many facilities has been reliance on isolation for acting out youths who are mentally challenged, chronically violent, or gang involved. Instead of being used as a last resort to protect youths from self-harm, hurting others or causing significant property damage that is terminated as soon as a youth regains control, isolation too often becomes the behavior management system by default. Research has made clear that isolating youths for long periods of time or as a consequence for negative behavior undermines the rehabilitative goals of youth corrections ... CJCA presents this Toolkit to help its members and the field reduce the use of isolation and ultimately better help youths in juvenile facilities become successful members of the community" (p. 5).

"Complex Trauma: In Juvenile Justice-Involved Youth" (2017). Los Angeles and Durham, NC: National Child Traumatic Stress Network (NCTSN) Complex Trauma Treatment Network. Accessed May 16, 2017.
http://www.nctsn.org/sites/default/files/assets/pdfs/complext_trauma_facts_jj_youth.pdf.
> "This 7-page fact sheet delineates the path from complex trauma exposure to involvement in the juvenile justice system; describes the "survival-oriented coping" that youth adopt to manage their lives; and explores the many challenges these youth face in managing their emotions, physical responses, and impulses."

"Criminal Justice Information - Victims, Juveniles, Incarcerated & Accused: Juveniles" (2017). *Resource Guides*. White Plains: Pace Law School Library. Accessed June 16, 2017. *http://libraryguides.law.pace.edu/c.php?g=319366&p=2133406*.
> This is a "[c]ollection of selected resources about governmental (federal, state, and local) and non-governmental agencies, organizations, and services that provide assistance within the criminal justice system."

"Data Reflect Changing Nature of Facility Populations, Characteristics, and Practices" (2016). Washington, DC: Office of Juvenile Justice and Delinquency Prevention. Accessed May 16, 2017. *http://www.ncjj.org/pdf/Data%20snapshots%202016/DataSnapshot_JRFC2014.pdf*.
> This infographic shows trends in juvenile justice operations.

Daugherty, Carmen. "Zero Tolerance: How States Comply with PREA's Youthful Inmate Standard" (2015). Washington, DC: Campaign for Youth Justice (CFYJ). Accessed May 16, 2017.

http://cfyj.org/news/cfyj-news-press-releases/item/new-report-explores-how-states-house-youth-under-18-in-prisons-in-the-new-age-of-prea-compliance-and-enforcement.

> "This report explores how states house youth under 18 in prisons in the new age of PREA [Prison Rape Elimination Act] compliance and enforcement. Furthermore, this report highlights national trends in juvenile arrests, crimes, and incarceration of children in the adult system. With evidence of the decreasing number of youth entering the adult system, the recommendations focus on how states can successfully remove all youth from adult prisons" (p. 1).

Davis, Lois M., Jennifer L. Steele, Robert Bozick, Malcolm V. Williams, Susan Turner, Jeremy N.V. Miles, Jessica Saunders, and Paul S. Steinberg. "How Effective is Correctional Education, and Where Do We Go from Here? The Results of a Comprehensive Evaluation." *RAND Research Report RR-564-BJA* (2014). Santa Monica: RAND Corp. Safety and Justice Program.
Accessed June 16, 2017. *http://www.rand.org/pubs/research_reports/RR564.html*.

> This is a "systematic review of correctional education programs for incarcerated juveniles—results for corrective reading, computer-assisted instruction, personalized and intensive instruction, other remedial instruction programs, vocational/career technical education, and GED completion" (p.iii).

Deal, Teri, Anne Rachow, and Andrew Wachter. "Measuring Subsequent Offending in Juvenile Probation" (2015). *JJGPS StateScan.* Pittsburgh: National Center for Juvenile Justice (NCJJ). Accessed June 16, 2017. *http://www.ncjj.org/Publication/Measuring-Subsequent-Offending-in-Juvenile-Probation.aspx*.

> "The authors organize results from an online search for available state-level recidivism reports. Most reports located focused on juvenile correction populations, but 14 reports were reviewed that included measures of reoffending for youth under probation supervision. This publication explores the different ways reoffending is measured for this population, including the various marker events and follow up periods used. This original analysis also emphasizes the need to measure reoffending among probationers given that most court involved youth are served by probation departments "(website).

"Desktop Guide to Quality Practice for Working with Youth in Confinement" (2014). Washington, DC: National Institute of Corrections (NIC), Lexington, KY: National Partnership for Juvenile Services (NPJS), and Kalamazoo: National Center for Youth in Custody (NCYC). Accessed May 16, 2017. *http://www.desktopguide.info*.

> "The purpose of the Desktop Guide is to provide practitioners—line staff, supervisors, and administrators—along the various points on the youth-custody continuum with an operational resource that describes promising and effective practices that are rooted in theory and tested by research. Accordingly, the Desktop Guide will serve as a core resource for staff development and training as well as for academic course work ... The Desktop Guide has [19 chapters organized into] two parts. Part I: Principles and Concepts explores the background principles, concepts, and knowledge at the core of juvenile justice and services for youth in confinement. Part II: Daily Practice identifies what is quality practice,

including the skills needed to effectively serve youth in confinement."

"Easy Access to the Census of Juveniles in Residential Placement (EZACJRP)" (2015). Pittsburgh: National Center for Juvenile Justice (NCJJ). Accessed May 16, 2017. *https://www.ojjdp.gov/ojstatbb/ezacjrp/*.

> "Easy Access to the Census of Juveniles in Residential Placement (EZACJRP) was developed to facilitate independent analysis of national data on the characteristics of youth held in residential placement facilities, including detailed information about the youth's age, sex, race/ethnicity, placement status, length of stay, and most serious offense." Crosstabs provide access to national statistics, U.S. and state profiles, state comparisons, methods, glossary, and about EZACJRP.

"Essential Elements of a Trauma-Informed Juvenile Justice System" (2016). Los Angeles and Durham, NC: National Center for Child Traumatic Stress (NCTSN). Accessed May 16, 2017. *http://www.nctsn.org/sites/default/files/assets/pdfs/jj_ee_final.pdf*.

> This publication describes the eight essential elements of a trauma-informed juvenile justice system. These elements are: Trauma-Informed Policies and Procedures; Identification/Screening of Youth Who Have Been Traumatized; Clinical Assessment/Intervention for Trauma-Impaired Youth; Trauma-Informed Programming and Staff Education; Prevention and Management of Secondary Traumatic Stress (STS); Trauma-informed Partnering with Youth and Families; Trauma-Informed Cross System Collaboration; and Trauma-Informed Approaches to Address Disparities and Diversity.

Farn, Amber, and Jill Adams. "Education and Interagency Collaboration: A Lifeline for Justice-Involved Youth" (2016). Washington, DC: Georgetown University McCourt School of Public Policy Center for Juvenile Justice Reform. Accessed June 16, 2017. *http://cjjr.georgetown.edu/wp-content/uploads/2016/08/Lifeline-for-Justice-Involved-Youth-August_2016.pdf*.

> "This issue brief reviews the research on education for system-involved youth, details recent efforts to improve education outcomes for the population, and highlights the Washington Education Advocate (EA) Program, a school-based transition program that focuses on bridging the education achievement gap for youth involved in the juvenile justice system in the state of Washington."

Finklea, Kristin. "Juvenile Victims of Domestic Sex Trafficking: Juvenile Justice Issues" (2014). Washington, DC: Congressional Research Service. Accessed May 16, 2017. *https://www.fas.org/sgp/crs/misc/R43677.pdf*.

> This report examines juvenile victims of sex trafficking and their intersection with states' juvenile justice systems throughout the United States.

Gagnon, Joseph C., and Norciva Shumpert. "Incarcerated Youth with Disabilities: Reintegration in to the Community, School, and the Workforce [Webinar]" (2014). Atlanta: Syracuse University Burton Blatt Institute Southeast Technical Assistance and Continuing Education Center (Southeast TACE) Center Region IV. Accessed May 16, 2017.

http://www.tacesoutheast.org/webinars/2014/042414/index.php.
> This 123 minute webinar will present information about how you can help mentally disabled youth involved with your juvenile justice agency. Topics discussed include: youth in juvenile corrections—education, and characteristics; guideposts for success; effectively treating and rehabilitating juvenile offenders and preventing recidivism; and promising practices for practitioners throughout the juvenile justice process. Examples of effective programs are included.

Gelb, Adam, and Benjamin Adams. "Measuring Juvenile Recidivism: Data Collection and Reporting Practices in Juvenile Corrections" (2014). Washington, DC: Pew Public Safety Performance Project, New York: Council of States Governments (CSG) Justice Center, and Braintree, MA: Council of Juvenile Correctional Administrators (CJCA). Accessed May 16, 2017.
http://www.pewtrusts.org/en/multimedia/data-visualizations/2014/measuring-juvenile-recidivism.
> "Reducing recidivism is a key indicator of success for juvenile corrections agencies." This interactive map is an excellent resource for finding out about juvenile offender recidivism across the United States. Information provided for each responding state shows its definition of recidivism (measure(s) of reoffending, length of follow up, and whether offenders are followed in to the criminal justice system), how performance (recidivism) is measured (compare to previous year release cohorts, and compare rates by offender risk), reporting (frequency of reporting, and target audience), and the source of the state's data. One may get all the information provided in the interactive tool in one PDF table.

Gilman, Amanda B., Karl G. Hill, and J. David Hawkins. "When Is a Youth's Debt to Society Paid? Examining the Long-Term Consequences of Juvenile Incarceration for Adult Functioning." *Journal of Developmental and Life-Course Criminology* 1, no. 1 (2015): 33-47.
Accessed May 16, 2017. *http://link.springer.com/article/10.1007%2Fs40865-015-0002-5.*
> "This study aimed to examine the long-term consequences of juvenile incarceration on functioning in adulthood ... With so many youth experiencing incarceration in the USA, it is important for juvenile justice and social welfare policies and practices to understand how this sanction ultimately affects the life course trajectories of these youth" (p. 33-34).

Griller Clark, Heather, Sarup Mather, Leslie Brock, Mindee O'Cummings, and DeAngela Milligan. "Transition Toolkit 3.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System" (2016). Washington, DC: National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk (NDTAC). Accessed May 16, 2017. *http://www2.ed.gov/students/prep/juvenile-justice-transition/transition-toolkit-3.pdf.*
> "The third edition of NDTAC's Transition Toolkit provides updated information on existing policies, practices, strategies, and resources for transition that build on field experience and research. The Toolkit offers practical information that enables State and local administrators, teachers, and service providers to provide high-quality transition services for youth moving into, through, and out of education programs within the juvenile justice (JJ) system" (p. 1).

Harrell, Will, Kelly Dedel, and Terry Schuster. "The Ohio Model: A Report on the Transformational Reform of the Ohio Department of Youth Services, 2007 – 2015" (2015). Accessed May 16, 2017. *https://www.justice.gov/opa/file/799466/download*.

> "Comparing conditions today with those found unconstitutional in 2008, this report describes how the focused efforts of the state juvenile corrections agency, spurred by litigation, have resulted in what is in many ways a model system – and what we are calling The Ohio Model" - a model for nation-wide reform efforts (p. 1).

Hayek, Connie. "Environmental Scan of Developmentally Appropriate Criminal Justice Responses to Justice-Involved Young Adults" (2016). Washington, DC: National Institute of Justice. Accessed May 16, 2017. *https://www.ncjrs.gov/pdffiles1/nij/249902.pdf*.

> "This environmental scan sought to identify those programs addressing the developmental needs of young adults involved in the criminal justice system. Included in the scan is legislation with provisions sensitive to the developmental level and maturation of justice-involved young adults" (p. 1).

"Homelessness and Juvenile Justice" (2016). Washington, DC: Coalition for Juvenile Justice (CJJ). Accessed June 16, 2017. *https://www.juvjustice.org/homelessness.*

> Access is provided to: "Youth Homelessness and Juvenile Justice: Opportunities for Collaboration and Impact"; "Youth Homelessness and the Juvenile Justice System: A Roadmap of What to Ask, What to Offer, and Expect from Referral to Reentry"; "We are Failing our Children: Addressing Homelessness Among System-Involved Youth"; "At the Intersections: Increased Criminalization of Homelessness and its Impact on LGBTQ Youth in the Juvenile Justice System" (A report CJJ contributed to and published by the True Colors Fund); and "Homelessness and Juvenile Justice: Policy Reform and Practice Collaboration to Reduce Homelessness and Justice-System Involvement".

"IDEAs That WORK: Improving Outcomes for Youth With Disabilities in Juvenile Corrections" (2016). Washington, DC: U.S. Department of Education Office of Special Education Programs (OSEP). Accessed May 16, 2017. *https://www.osepideasthatwork.org/jj*.

> "This toolkit includes evidence- and research-based practices, tools, and resources that educators, families, facilities, and community agencies can use to better support and improve the long-term outcomes for youth with disabilities in juvenile correctional facilities" (p. 1).

"Implementing the Prison Rape Elimination Act: Toolkit for Juvenile Agencies and Facilities" (2013). Washington, DC: The Moss Group, Inc. Accessed May 16, 2017. *http://nicic.gov/Library/026881*.

> "The goal of this Toolkit is to provide juvenile agencies and facilities of all sizes, political divisions, and geographic locations with a step-by-step guide for preventing, detecting, and eliminating sexual abuse of residents in their custody – and for responding effectively to abuse when it occurs." This toolkit will help assess your juvenile facility's operations with

an eye to improvements.

"Information Sharing Tool Kit – Second Edition" (2015). Philadelphia: Juvenile Law Center (JLC), Boston: Robert F. Kennedy National Resource Center for Juvenile Justice, and Washington, DC: Models for Change. Accessed May 16, 2017. *http://www.infosharetoolkit.org*.

> "The Tool Kit is designed to assist jurisdictions in implementing information and data sharing initiatives in support of juvenile justice reform initiatives. Three distinct levels of categories of information sharing make up the Tool Kit's Framework. Category One: Information sharing for purposes of individual case planning and decision-making. Category Two: Data collection and sharing for law, policy and program development. [And] Category Three: Data collection and sharing for program evaluation and performance measurement"(website).

"JDAI Helpdesk: Conditions of Confinement" (2015). Gaithersburg: Pretrial Justice Institute JDAI Helpdesk. Accessed May 16, 2017. *http://jdaihelpdesk.org/SitePages/conditionsofconfinement.aspx*.

> "The JDAI [Juvenile Detention Alternatives Initiative] juvenile detention facility standards, originally published in 2004 and revised in 2014, represent the most comprehensive and demanding set of publicly available standards for juvenile detention facilities." This webpage provides access to: JDAI standards; JDAI facility assessment process; special topics in conditions of confinement—room confinement, Prison Rape Elimination Act (PREA) implementation, limited English proficient youth, youth with disabilities, statewide detention facility standards, and webinars; and detention facility self-assessment video series.

Jensen, Frances. "The Power of the Adolescent Brain: A TAG Talk" (2017). Washington, DC: U.S. Department of Health and Human Services (HHS) Office of Adolescent Health, Washington, DC: Interagency Working Group on Youth Programs (IWGYP), Washington, DC: youth.gov, and Philadelphia: Penn Translational Neuroscience Center (PTNC). Accessed May 16, 2017. *http://youth.gov/feature-article/power-adolescent-brain-tag-talk*.

> This 33 minute video "uses research to shine a light on adolescent brain development. Motivated by her personal experience of parenting two teenage boys, and drawing on clinical experience and research, neurologist Dr. Jensen shares what researchers have discovered about adolescent brain development, functioning, and capacity and provides practical suggestions for practitioners and families with adolescents."

Justice and Recovery 31 (2017). Portland, OR: Portland State University, School of Social Work, Research and Training Center for Pathways to Positive Futures. Accessed May 16, 2017. *https://www.pathwaysrtc.pdx.edu/focal-point-S17*.

> "Research demonstrates that the prevalence of mental health conditions among justice system involved youth is alarmingly high, coupled with a strong likelihood of multiple traumatic exposures. Unfortunately, while the need for appropriate and timely treatment is acute, the juvenile justice system seems challenged in meeting it. The authors of this issue of Focal Point identify and propose solutions to these challenges with new research

findings."

"Juvenile Graduated Sanctions E-Tool: Effective Program Services and Models Associated with the Five Graduated Sanction and Intervention Levels for Juvenile Justice" (2014). Reno: National Council of Juvenile and Family Court Judges (NCJFCJ). Accessed May 16, 2017. *http://www.ncjfcj.org/our-work/juvenile-graduated-sanctions-e-tool*.

> "[F]or graduated sanctions to fulfill their promise of delinquency reduction, they must work to ensure that the right juveniles are connected to the right programs at the right time. This web-based tool helps practitioners accomplish this. It divides graduated sanctions into five major levels and presents programs and intervention strategies that work within each level. Links to detailed information and expert program contacts are also provided to enable users to access all of the information they need to connect juveniles and their families to the services they need when they need them" (website).

"Juvenile Justice Geography, Policy Practice and Statistics (JJGPS)" (2016). Pittsburgh: National Center for Juvenile Justice (NCJJ). Accessed May 16, 2017. *http://www.jjgps.org*.

> "JJGPS tracks juvenile justice system reform. Juvenile Justice GPS (Geography, Policy Practice & Statistics) is an online repository providing visitors with a sweeping view of the juvenile justice landscape across states and a place to make comparisons and chart change." Six main areas make up this website: jurisdictional boundaries; juvenile defense; racial and ethnic fairness; juvenile justice services; status offense issues; and systems integration. This website also has: "State juvenile justice profiles [that] highlight the topical content of the JJGPS across its six main menu content areas and underlying topics" (website).

"Juvenile Justice Research-to-Practice Implementation Resources" (2017). New York: Council of State Governments Justice Center. Accessed May, 16, 2017. *https://csgjusticecenter.org/youth/juvenile-justice-research-to-practice-implementation-resources/*.

> "The Juvenile Justice Research-to-Practice Implementation Resources provide juvenile justice agency managers, staff, and other practitioners with concrete strategies, tools, examples, and best-practice models to help them implement research-based policies and practices and improve outcomes for youth in the juvenile justice system." Resources are available for Family Engagement and Involvement, and Evidence-Based Programs and Services.

"Library Services for Youth in Custody" (2016). Denver: Library Services for Youth in Custody (LSYC). Accessed May 16, 2017. *http://www.youthlibraries.org/*.

> "All across America, youth are incarcerated or detained with little or no access to high-interest, culturally relevant library materials or engaging programming. Research has shown that free and independent reading is the number one tool to improve literacy, a vital component to reducing recidivism. Because youth come from and will return to all communities, library services for these youth are vital to everyone. This site is designed to share best practices and facilitate networking between people providing library services to

incarcerated and detained youth and to encourage everyone to promote and support high
quality library services to incarcerated youth in their communities."

Linn, Amy. "History of Death Penalty for Juvenile Offenders" (2016). Kennesaw: Juvenile Justice
Information Exchange (JJIE). Accessed May 16, 2017. *http://jjie.org/history-of-death-penalty-for-juvenile-offenders*.
>This article provides an overview of the impact of the death penalty on juveniles. It
>highlights the history of the death penalty applied to juveniles in the United States and
>provides a wealth of statistics about the juvenile death penalty during the years 1975 to
>2005.

Lipsey, Mark W., Catherine H. Conly, Gabrielle Chapman, and Shay Bilchik. "Juvenile Justice System
Improvement: Implementing an Evidence-Based Decision-Making Platform" (2017). Nashville:
Vanderbilt University Peabody Research Institute, and Washington, DC: Georgetown University
Center for Juvenile Justice Reform (CJJR). Accessed May 16, 2017.
https://www.ncjrs.gov/pdffiles1/ojjdp/grants/250443.pdf.
>"This report draws on the experiences of jurisdictions that have worked to integrate
>[evidence-based decision-making (EBDM)] tools and practices into a platform for juvenile
>justice decision-making through two demonstration programs--the Juvenile Justice
>Systems Improvement Project (JJSIP) and the Juvenile Justice Reform and Reinvestment
>Initiative (JJRRI) ... The report, therefore, is organized to help the reader understand the
>background of the initiatives and their essential element" (p. 1). Sections cover: research
>on ways to improve juvenile justice systems; two demonstration programs focused on
>implementing an evidence-based decision-making (EBDM) platform; the components of
>EBDM platform; key considerations for implementing an EBDM platform; and
>sustainability.

Loughran, Thomas A., Robert Brame, Jeffrey Fagan, Alex R. Piquero, Edward P. Mulvey, and Carol
A. Schubert. "Studying Deterrence Among High-Risk Adolescents" (2015). Washington, DC: Office
of Juvenile Justice and Delinquency Prevention (OJJDP). Accessed May 16, 2017.
http://www.ojjdp.gov/pubs/248617.pdf.
>The impact of sanctions, whether threatened or applied, on deterrence of crime by high-
>risk adolescents is examined ... There was no meaningful reduction in offending or arrests
>in response to more severe punishment" (p. 1).

McCarthy, Patrick, Vincent Schiraldi, and Miriam Shark. "The Future of Youth Justice: A Community-
Based Alternative to the Youth Prison Model." *New Thinking in Community Corrections,* no. 2 (2016).
Cambridge, MA: Harvard Kennedy School Program in Criminal Justice Policy and Management, and
Washington, DC: National Institute of Justice (NIJ). Accessed May 16, 2017.
https://www.hks.harvard.edu/programs/criminaljustice/research-publications/executive-sessions/escommunitycorrections/publications/the-future-of-youth-justice.
>"We now know from research and on-the-ground experience that youth prisons are not
>designed to best promote youth rehabilitation. This report offers concrete alternatives for

policy makers across the country to maintain public safety, hold young people accountable, and turn their lives around."

McClard, Tracy, Rodney J. Erwin, Barb Henjum, and Pam Clark. "Webinar: Isolation Practices With Vulnerable Populations: Impact and Alternatives" (2014). Kalamazoo: National Center for Youth in Custody (NCYC). Accessed May 16, 2017. *https://www.nttac.org/index.cfm?event=trainingCenter.traininginfo&eventID=501&from=training& dtab=1*.

> "The learning objectives for this [86 minute] webinar are: learn about the latest research on the prevalence and impact of solitary confinement on vulnerable youth in custody; understand the specific developmental and psychological vulnerabilities of young people to isolation practices; discuss the effect of isolation practices on incarcerated youth and their families; and hear about the challenges that facility administrators face in restricting isolation practices, as well as opportunities for reform" (website).

Mendel, Richard A. *"Maltreatment in Juvenile Corrections Facilities: An Update"* (2015). Baltimore: Annie E. Casey Foundation. Accessed May 16, 2017. *http://www.aecf.org/resources/maltreatment-of-youth-in-us-juvenile-corrections-facilities*.

> This report "introduces new evidence on the widespread maltreatment of youth in state-funded juvenile corrections facilities. It tells of high rates of sexual victimization, the heavy-handed use of disciplinary isolation and a growing roster of states where confined youth have been subject to widespread abuse" (website). Two sections follow an introduction and summary: findings from No Place for Kids on the nature, breadth, and extent of maltreatment and abuse in juvenile corrections facilities; and new information about maltreatment in state-funded juvenile correctional facilities. Appendixes cover: additional states with proven maltreatment; recidivist states; and new evidence of and attention to maltreatment. This website provides access to the State-by-State Summary of Systematic or Recurring Maltreatment in Justice Correctional Facilities.

Meservey, Fred, and Kathleen R. Skowyra."Caring for Youth with Mental Health Needs in the Juvenile Justice System: Improving Knowledge and Skills." Delmar, NY: National Center for Mental Health and Juvenile Justice (NCMHJJ). *NCMHJJ Research and Program Brief* 2, no. 2 (2015): 1-8. Accessed May 16, 2017. *http://cfc.ncmhjj.com/wp-content/uploads/2015/05/OJJDP-508-050415-FINAL.pdf*.

> This report describes the "Mental Health Training Curriculum for Juvenile Justice (MHTC-JJ), a specialized curriculum that provides juvenile justice staff with critical information on adolescent mental health to improve their knowledge base and their skills for working with and supervising youth. This 8-hour training addresses adolescent development, mental health and substance use disorders, child trauma, treatment, the important role of families, and practical strategies for communicating with and engaging youth" (p. 3).

Mikytuck, Alyssa M., and Hayley M.D. Cleary. "Factors Associated with Turnover Decision Making Among Juvenile Justice Employees: Comparing Correctional and Non-Correctional Staff." *Journal of*

Juvenile Justice 5, no. 2 (2016): 50-67. Accessed May 16, 2017.
http://www.journalofjuvjustice.org/JOJJ0502/article04.htm.

> "The approximately 20% turnover rate among correctional officers in juvenile facilities adds undue financial and morale costs to facilities that already face budget constraints. This study … examine[d] factors impacting voluntary turnover decisions among correctional and non-correctional employees. Juvenile correctional officers reported lower levels of job satisfaction and voluntarily left the organization at a higher rate than non-correctional employees. Employees also significantly differed in their reasons to leave; correctional staff primarily cited concerns over safety and a desire to return to school, whereas non-correctional staff were more likely to leave due to retirement" (p. 1).

"OJJDP Model Programs Guide" (2017). Washington, DC: Office of Juvenile Justice and Delinquency Prevention (OJJDP). Accessed May 16, 2017. *http://www.ojjdp.gov/mpg/*.

> "The Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) Model Programs Guide (MPG) contains information about evidence-based juvenile justice and youth prevention, intervention, and reentry programs. It is a resource for practitioners and communities about what works, what is promising, and what does not work in juvenile justice, delinquency prevention, and child protection and safety" (website).

"Poll Results on Youth Justice Reform" (2017). Washington, DC: GBA Strategies. Accessed May 16, 2017. *http://www.youthfirstinitiative.org/wp-content/uploads/2017/02/Youth-First-Initiative-National-Poll-2017.pdf.*

> Findings from this survey show: an increase in support for proposals to reform the youth justice system in the United States; strong belief in rehabilitation and counseling for youth; and strong support for rehabilitation, increased opportunity, and improving facilities for youth.

"Progress Check: Youth Confinement in America Today: Youth Residing In Juvenile Detention, Correctional And/Or Residential Facilities" (2016). Baltimore: KIDS COUNT Data Center, and Baltimore, MD: Annie E. Casey Foundation. Accessed May 16, 2017. Report--*http://www.aecf.org/blog/progress-check-youth-confinement-in-america-today/.* Statistical Data--*http://datacenter.kidscount.org/data/Line/42-youth-residing-in-juvenile-detention-correctional-and-or-residential-facilities?loc=1&loct=1#1/any/false/36,867,133,18,17,14,12,10,8/asc/any/17599.*

> "America's youth confinement rate dropped across all racial and ethnic groups during the last decade — and by 40% overall. While these numbers are moving in the right direction, there's clear room for improvement, according to statistics from the KIDS COUNT Data Center. In 2013, the last full year for which data is available, America still placed more than 54,000 youth in juvenile detention, correctional and residential facilities" (website).

Rantala, Ramona R., and Allen J. Beck. "Survey of Sexual Violence in Juvenile Correctional Facilities, 2007–2012 - Statistical Tables" (2016). Washington, DC: U.S. Bureau of Justice Statistics (BJS) *PREA Publications Series,* and *BJA Statistical Tables*. Accessed May 16, 2017. *http://www.bjs.gov/index.cfm?ty=pbdetail&iid=5559*.

"This report presents "jurisdiction- and facility-level counts of allegations and substantiated incidents of nonconsensual sexual acts, abusive sexual contact, staff sexual misconduct, and staff sexual harassment reported by juvenile correctional authorities from 2007 to 2012. Facilities include state juvenile systems, juvenile facilities in Indian country, and sampled locally and privately operated juvenile correctional facilities" (p. 1).

"Reducing Juvenile Recidivism Interactive Checklists" *(*2015). New York: Council of State Governments (CSG) National Reentry Resource Center. Accessed May 16, 2017. *https://csgjusticecenter.org/youth/reducing-juvenile-recidivism-interactive-checklists.*
> "These interactive checklists can help state and local officials to assess whether their juvenile justice system's policies and practices are aligned with the research on "what works" to reduce recidivism and to identify opportunities for improvement" (website).

"Reducing Recidivism and Improving Other Outcomes for Young Adults in the Juvenile and Adult Criminal Justice Systems" (2015). New York: Council of State Governments (CSG) National Reentry Resource Center. Accessed May 16, 2016. *https://csgjusticecenter.org/youth/publications/reducing-recidivism-and-improving-other-outcomes-for-young-adults-in-the-juvenile-and-adult-criminal-justice-systems-2/.*
> "This brief, from the CSG Justice Center, is designed to help state and local officials better support young adults in the justice system. It identifies these young adults' distinct needs, summaries the limited research available on what works to address these needs, and provides recommendations for steps that policymakers, juvenile and adult criminal justice agency leaders, researchers, and the field can take to improve outcomes" (website).

"Re-Examining Juvenile Incarceration" (2015). *Pew Research & Analysis Brief.* Washington, DC: Pew Public Safety Performance Project. Accessed May 16, 2017. *http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2015/04/reexamining-juvenile-incarceration.*
> "A growing body of research demonstrates that for many juvenile offenders, lengthy out-of-home placements in secure corrections or other residential facilities fail to produce better outcomes than alternative sanctions. In certain instances, they can be counterproductive. Seeking to reduce recidivism and achieve better returns on their juvenile justice spending, several states have recently enacted laws that limit which youth can be committed to these facilities and moderates the length of time they can spend there. These changes prioritize the use of costly facilities and intensive programming for serious offenders who present a higher risk of reoffending, while supporting effective community-based programs for others" (p.1).

"Responding to Sexual Abuse of Youth in Custody: Responding to the Needs of Boys, Girls and Gender Non-Conforming Youth" (2014). Washington, DC: American University Washington College of Law End to Silence, and Washington, DC: National PREA Resource Center. Accessed May 16, 2017. *http://www.wcl.american.edu/endsilence/juvenile_training.cfm.*
> "This is a 24-hour training covering the national Prison Rape Elimination Act Standards

and implications for responding to the different needs of boys, girls and gender non-conforming youth who are sexually abused in custody"(website). In addition to an Instructor's Guide are a Pre-training Checklist, PowerPoint presentations and handouts (if available) for each module.

"Reviewing the Juvenile Justice System and How It Serves At-Risk Youth" (2015). Washington, DC: U.S. Congress. House of Representatives Committee on Education and the Workforce. Accessed May 16, 2017. *http://edworkforce.house.gov/calendar/eventsingle.aspx?EventID=399399*.

> This committee "held a hearing to discuss the juvenile justice system and federal, state, and local efforts to better serve at-risk youth and juvenile offenders. Members learned from policy experts and those who have been directly involved in the juvenile justice system about effective strategies to prevent crime and set vulnerable children on the pathway to success" (press release). Access is provided to: the archived webcast; opening statement; press release and photo album; witnesses and testimonies; and additional items.

Rovner, Joshua. "Declines in Youth Communities and Facilities in the 21st Century" (2015). Washington, DC: The Sentencing Project. Accessed May 16, 2017. *http://sentencingproject.org/doc/publications/Youth-Commitments-and-Facilities.pdf*.

> "A major reduction has taken place in the number of teenagers committed to juvenile facilities in this century. At a time of increasing calls to cut the number of incarcerated adults by 50 percent over 10 years, the juvenile justice system has already attained this goal. Moreover, the decline has taken place without harming public safety" (p. 1). This Policy Brief explains this situation.

Rovner, Joshua. "Juvenile Life Without Parole: An Overview" (2016). Washington, DC: The Sentencing Project. Accessed May 16, 2017. *http://sentencingproject.org/doc/publications/jj_Juvenile_Life_Without_Parole.pdf*.

> "Most of the approximately 2,500 individuals sentenced as juveniles to life without the possibility of parole now have a chance for release in the wake of recent Supreme Court decisions ... Following the 2012 U.S. Supreme Court ruling in Miller v. Alabama, states and the federal government are required to consider the unique circumstances of each juvenile defendant in determining an individualized sentence. Montgomery v. Louisiana in 2016 ensures that the decision applies retroactively to those people sentenced prior to Miller" (p. 1).

Scott, Elizabeth, Thomas Grisso, Marsha Levick, and Laurence Steinberg. "The Supreme Court and the Transformation of Juvenile Sentencing [and Accompanying Briefs]" (2015). Chicago: Models for Change, and Chicago: John D. and Catherine T. MacArthur Foundation. Accessed May 16, 2017. *http://modelsforchange.net/publications/listing.html?tags=Supreme+Court+Transformation*.

> "In the past decade, the Supreme Court has transformed the constitutional landscape of juvenile crime regulation. In three strongly worded opinions, the Court held that imposing harsh criminal sentences on juvenile offenders violates the Eighth Amendment prohibition against cruel and unusual punishment ... This report addresses the key issues facing courts

and legislatures under this new constitutional regime, and provides guidance based on the Supreme Court's Eighth Amendment analysis and on the principles the Court has articulated" (p. 1).

Seigle, Elizabeth, Nastassia Walsh, and Josh Weber. "Core Principles for Reducing Recidivism and Improving Other Outcomes for Youth in the Juvenile Justice System" (2014). New York: Council of State Governments (CSG) Justice Center. Accessed May 16, 2017. *http://csgjusticecenter.org/youth/publications/juvenile-justice-white-paper/*.
> "The focus of this white paper is on what works to promote successful reentry for those youth who are under the supervision of a juvenile justice system, which encompasses a process that begins the moment any youth comes into contact with the system, no matter how brief or at what level, to support their successful transition from supervision to a crime-free and productive adulthood" (p. 3).

Shah, Riya Saha, and Jean Strout. "Future Interrupted: The Collateral Damage Caused by Proliferation of Juvenile Records" (2016). Philadelphia: Juvenile Law Center. Accessed May 16, 2017. *http://jlc.org/future-interrupted*.
> "Every year, 1.5 million youth are arrested across the country. The moment each of these children comes into contact with the police, a record is created. These records are not confidential … Juvenile records are increasingly available to the public through state police databases or private background check company databases. This report demonstrates, through youths' own stories, how records carry devastating collateral consequences when they remain unprotected. The report also examines how the background check companies operate to sometimes provide inaccurate or out of date information" (website).

"SMART Summary: Prosecution, Transfer, and Registration of Serious Juvenile Sex Offenders" (2015). Washington, DC: Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking (SMART). Accessed May 16, 2017. *http://www.smart.gov/pdfs/SMARTSummary.pdf*.
> "Any survey of sex offender registration and notification requirements applicable to juveniles is incomplete without a more thorough analysis of the systems of charging, adjudication, disposition, transfer, and/or sentencing which might apply to a serious juvenile sex offender. This overview paints a broad picture of the state of the law in the United States regarding these issues, and then takes a look at the relevant provisions regarding sex offender registration and notification for juveniles adjudicated delinquent in juvenile court of serious sex offenses" (p. 1).

"Snapshot: Reducing the Collateral Consequences of a Delinquency Adjudication" (2016). Washington, DC: National Juvenile Justice Network (NJJN). Accessed May 16, 2017. *http://www.njjn.org/our-work/collateral-consequences-snapshot?utm_source=e-blast%3A+collateral+consequences+snapshot&utm_campaign=collateral-consequences-snap_Nov2016&utm_medium=email*.
> "[Y]outh returning from juvenile facilities face many challenges reintegrating into the community. These hardships, or "collateral consequences," include barriers to education,

employment, military service, and public benefits – making it difficult for them to leave the maze and become responsible members of society. A promising strategy to redesign the maze and reduce these collateral consequences is to keep juvenile records confidential. When communities take this practical step to build clearer exits to the maze of the justice system, they will help youth fully exit the maze so they can move on to contribute to their communities" (p. 1).

Spinney, Elizabeth, Marcia Cohen, William Feyerherm, Rachel Stephenson, Martha Yeide, and Michael Hopps. "Case Studies of Nine Jurisdictions That Reduced DMC in Their Juvenile Justice Systems" (2014). Bethesda: Development Services Group, Inc. Accessed May 16, 2017. *https://www.ncjrs.gov/pdffiles1/ojjdp/grants/250301.pdf*.
> "This analysis included identifying the jurisdictions that showed a consistent positive movement in their DMC [disproportionate minority contact] data over 3 consecutive years and then obtaining detailed information on the approaches used by these successful jurisdictions ... This report presents nine case studies of jurisdictions that have successfully reduced DMC at one or more juvenile justice contact points, which can be replicated by other jurisdictions" (p. 6).

"The State of Juvenile Justice: A National Conversation about Research, Results, and Reform" (2015). New York: Vera Institute of Justice. Accessed May 16, 2017. *http://www.vera.org/project/state-of-juvenile-justice*.
> "[Vera held a] series of research-based, educational briefings on adolescent brain research, the systemic causes of youth contact with the justice system, and the implications for future legal standards and best practices" (website). These seven "deep dive" policy briefings covered status offenses, risk and needs, behavioral health, defense, family involvement, reentry, and interagency collaboration.

"Statistics Related to Young Adults (18-25), Crime Prevention, Reentry/Release, Recidivism, Parole and Probation, Corrections, or Prisons" (2016). Washington, DC: National Institute of Justice. Accessed May 16, 2017. *https://nij.gov/pages/statistics.aspx?tags=Young%20Adults%20(18-25),%20Crime%20Prevention,%20Reentry/Release,%20Recidivism,%20Parole%20and%20Probation,%20Corrections,%20Prisons*.
> "While NIJ does not collect national or local crime statistics, we have identified the following sites that may provide statistics related to your interests."

Steinberg, Laurence, Elizabeth Cauffman, and Kathryn C. Monahan. "Psychosocial Maturity and Desistance From Crime in a Sample of Serious Juvenile Offenders" (2015). Washington, DC: Office of Juvenile Justice and Delinquency Prevention (OJJDP). *OJJDP Juvenile Justice Bulletin.*Accessed May 16, 2017. *http://www.ojjdp.gov/pubs/248391.pdf*.
> "Understanding why most juvenile offenders desist from antisocial activity as a part of the normative transition into adulthood may provide important insights into the design of interventions aimed at encouraging desistance ... This study explores the processes

through which juvenile offenders desist from crime and delinquency" (p. 2).

"Strengthening Our Future: Key Elements to Developing a Trauma-Informed Juvenile Justice Diversion Program for Youth with Behavioral Health Conditions" (2016). Delmar, NY: National Center for Mental Health and Juvenile Justice (NCMHJJ) 2014-15 Policy Academy-Action Network Initiative, and Boston: Technical Assistance Collaborative, Inc. (TAC). Accessed May 16, 2017. *http://www.ncmhjj.com/strengthening-our-future*.

> "Given the complexity of their needs and the documented inadequacies of their care within the juvenile justice system, there is a growing sentiment that whenever safe and feasible, youth with behavioral health conditions should be diverted as early as possible to effective community-based treatments and services ... This report is intended to offer a description of a trauma informed juvenile justice diversion approach with examples of how some states are beginning to address and implement trauma-informed systems of care for youth and their families" (p. 1, 2).

Szanyi, Jason, and Dana Shoenberg. *"Graduated Responses Toolkit: New Resources and Insights to Help Youth Succeed on Probation"* (2016). Washington, DC: Center for Children's Law and Policy (CCLP). Accessed May 16, 2017. *http://www.jdaihelpdesk.org/specialtech/Graduated%20Responses%20Toolkit%20(CCLP,%202016).pdf*.

> "Youth should be held accountable for their actions. However, there are many ways to teach youth to respect rules that do not involve incarceration and removal from family, school, and the community ... A strong system of "graduated responses" – combining sanctions for violations and incentives for continued progress – can significantly reduce unnecessary incarceration, reduce racial and ethnic disparities, and improve successful probation completion rates and other outcomes for youth under supervision. This Toolkit is designed to help jurisdictions create an effective graduated response system or improve an existing system" (p. 4).

"Trauma Among Youth in the Juvenile Justice System" (2015). Delmar, NY: Mental Health and Juvenile Justice Collaborative for Change (NCMHJJ). Accessed May 16, 2017. *https://www.ncmhjj.com/wp-content/uploads/2016/09/Trauma-Among-Youth-in-the-Juvenile-Justice-System-for-WEBSITE.pdf*.

> "Using a trauma-informed approach, juvenile justice systems can improve outcomes for justice-involved youth by: Better matching youth with trauma services that can reduce the impact of traumatic stress; Improving general conditions of confinement; [and] Preventing the harmful and inadvertent "re-traumatization" of youth" (p. 1). This website provides information about trauma experienced by justice-involved youth and the implementation of trauma-informed services within your agency.

Tuell, John A., and Kari L. Harp. "Probation System Review Guidebook, 2nd Edition" (2016). Boston: Robert F. Kennedy National Resource Center for Juvenile Justice (RFKNRCJJ). Accessed May 16, 2017. *http://rfknrcjj.org/wp-content/uploads/2016/07/Probation-System-Review-*

Guidebook-2ndEdition.pdf.

> This guidebook "provides the analytical framework that guides the review process toward alignment of jurisdictions' practices with national best practice standards that contribute to improved system performance and youth outcomes ... The PSR [Probation System Review] Guidebook aligns reform approaches with the most current advances in the field, based on up-to-date and relevant research on adolescent development, risks-needs-responsivity approaches, probation supervision, graduated system of responses, family engagement, and data-driven decision making."

"United States Supreme Court Juvenile Justice Jurisprudence" (2017). Washington, DC: National Juvenile Defender Center. Accessed May 16, 2017. *http://njdc.info/practice-policy-resources/united-states-supreme-court-juvenile-justice-jurisprudence/.*

> "The question of how to treat children in the justice system has long been an issue of examination and reexamination by the U.S. Supreme Court. The Court has consistently held that children are entitled to many of the same due process rights as adults. With that understood, however, the Court has also consistently held that, from a developmental standpoint, youth are different from adults, which greatly impacts how courts should treat them in a whole host of areas, such as waiver of rights, culpability, and punishment. The following case summaries describe the United States Supreme Court's major jurisprudence in the arena of juvenile justice."

"Updated Inventory of Evidence-Based, Researched-Based, and Promising Practices: For Prevention and Intervention Services for Children and Juveniles in the Child Welfare, Juvenile Justice, and Mental Health Systems" (2016). Olympia, WA: Washington State Institute for Public Policy (WSIPP), and Seattle: University of Washington Evidence-Based Institute (EBPI). Accessed May 16, 2017. *http://www.wsipp.wa.gov/Reports/588.*

> Prevention and intervention services (mental health, child welfare, and juvenile justice) provided to children and juveniles are inventoried. These programs are primarily evidence-based and research-based and offered in a culturally competent way. "Programs that do not achieve at least a 75% chance of a positive net present value do not meet the benefit-cost test" (p. 1).

VanderPyl, Taryn. "Easing Reentry through Employability Skills Training for Incarcerated Youth." *Journal of Applied Juvenile Justice Services*, 2015 p. 41-57. Accessed May 16, 2017. *http://npjs.org/jajjs/wp-content/uploads/2015/02/Easing-Reentry-VanderPyl-Final.pdf.*

> "Three distinct time periods frame the juvenile justice process: before, during, and after incarceration. This article focuses on services and supports at each of these critical stages, specifically regarding employability skills. These skills, although supportive of, are different than vocational skills. Beyond specific trade skills, employability skills include at a minimum: effective communication, problem solving, taking responsibility, and teamwork. These skills are important in many areas in addition to employment, but they are perhaps most essential to obtain and hold a job" (p. 42).

"Washington State Institute for Public Policy Benefit-Costs Results: Adult Criminal Justice [and] Juvenile Justice" (2015). Olympia: Washington State Institute for Public Policy (WSIPP). Accessed May 16, 2017. *http://www.wsipp.wa.gov/BenefitCost?topicId=2*.

> This website is an extremely valuable resource for those individuals trying to figure out if a particular correctional strategy is evidence-based and worth the costs to implement. Results are shown by adult or juvenile program for date of last literature review, total benefits, taxpayer benefits, non-taxpayer benefits, costs, benefits minus costs (net present value), benefit to cost ratio, and the chance (percentage 1-100) benefits will exceed costs. Programs include day reporting centers, various problem solving courts, probation and parole techniques, prison practices, to name a few.

Wachter, Andrew. "Mental Health Screening in Juvenile Justice Services" (2015). Pittsburgh: National Center for Juvenile Justice (NCJJ). Accessed May 16, 2017. *http://www.ncjj.org/Publication/Mental-Health-Screening-in-Juvenile-Justice-Services.aspx*.

> "While the practice of mental health screening for juveniles has become more common, a systematic, state–level scan of these practices had not been conducted until recently. This scan, which surveyed all 50 states and the District of Columbia to determine how mental health screening is conducted in juvenile probation, detention, and correctional systems, revealed significant variations in terms of instruments and practice. To summarize the results, this report focuses on those standardized screening efforts that are required by state statute or agency policy in juvenile detention, probation, and state correctional settings" (p. 1).

Wilson, Helen W., Elizabeth Berent, Geri R. Donenberg, Erin M. Emerson, Erin M. Rodriguez, and Anand Sandesara. "Trauma History and PTSD Symptoms in Juvenile Offenders on Probation." *Victim and Offender*, 8, no.4 (2013): 465-477. Accessed May 16, 2017. *https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3834597/*.

> "Detained and incarcerated juveniles are found to have heightened rates of trauma and posttraumatic stress disorder (PTSD). Less is known about probation youth, who represent the majority of juveniles in the criminal justice system. This study examined trauma history and PTSD and associations with behavioral health problems among 13–17 year-old juveniles on probation … Most (93%) reported at least one traumatic event, and 12% met diagnostic criteria for PTSD. Trauma exposure and PTSD symptoms were associated with mental health problems but not substance use or risky sexual behavior. Findings underscore the importance of addressing trauma history in probation youth" (p. 1).

Zang, Angel. *"U.S. Age Boundaries of Delinquency"* (2015). Pittsburgh: National Center for Juvenile Justice (NCJJ). Accessed May 16, 2017. *http://modelsforchange.net/publications/775*.

> "The publication summarizes the results of an analysis of 2014 juvenile statutes for U.S. age boundaries of delinquency, and compares upper, lower, and extended ages of original juvenile court jurisdiction for all 50 United States, the District of Columbia, and U.S. territories (American Samoa, Guam, Northern Mariana Islands, Puerto Rico, and the Virgin Islands). The author provides a brief overview of how age boundaries for delinquency

create the foundation for juvenile justice, controversy and trends among the states, and the larger schema of youth crime and other violations subject to the jurisdiction of other courts" (website).

Juvenile Justice: Girls

Baez, Johanna Creswell, and Diandrea R. Gaza. "Mi Hermana's Keeper Toolkit: Promising Practices for Juvenile Justice Prevention Programs Supporting Latina Youth" (2017). Austin, TX: Southwest Key Programs, Inc. Accessed May 16, 2017. *http://www.swkey.org/programs/youth_justice/MiHermanasKeeper.pdf*.
> "The toolkit provides effective culturally responsive practices for prevention programs supporting Latina youth who are at risk of placement in juvenile detention including recommendations, action steps for each recommendation, and targeted resources. Each recommendation and the corresponding action steps are included in a checklist that prevention programs can use to support direct practice, programming, and system changes" (p. 4).

Davis, Antoinette, Andrea Gentile, and Caroline Glesmann. "No Place for Youth: Girls in the Adult Justice System" (2016). Washington, DC: National Institute of Corrections, and Oakland: National Council on Crime and Delinquency (NCCD). Accessed May 16, 2017. *http://nicic.gov/Library/files/031370.pdf*.
> "This bulletin focuses on the population of girls under age 18 who are confined to adult facilities in the United States. It provides a summary of current research, incorporates the voices of practitioners, and offers recommendations for improving conditions and outcomes for girls who are sentenced to adult facilities" (p. 1-2).

Epstein, Rebecca, and Thalia Gonzalez. "Gender & Trauma: Somatic Interventions for Girls in Juvenile Justice: Implications for Policy and Practice" (2017). Washington, DC: Georgetown Law Center on Poverty and Inequality. Accessed May 16, 2017. *http://www.law.georgetown.edu/academics/centers-institutes/poverty-inequality/upload/17_COPI_report-FPO.pdf*.
> "Gender-specific somatic interventions can be transformative for system-involved girls who have experienced trauma. Through the research, analysis, and recommendations presented in this report, the Center on Poverty seeks to expand the understanding of such programs and make their healing potential accessible to all girls in the juvenile justice system" (p. 5).

Kerig, Patricia K., and Julian D. Ford. "Trauma among Girls in the Juvenile Justice System" (2014). Los Angeles: National Child Traumatic Stress Network (NCTSN) Juvenile Justice Consortium. Accessed May 16, 2017. *http://www.nctsn.org/products/trauma-among-girls-juvenile-justice-system-2014*.
> The impact of trauma on girls involved in the juvenile justice system is examined. Sections of this fact sheet cover: why there are increasing numbers of girls in the juvenile justice system; prevalence of trauma-exposure among justice-involved girls; prevalence of PTSD (posttraumatic stress disorder) among justice-involved girls; potential consequences of trauma for girls; impact of the juvenile justice system on traumatized girls; and gender-responsive programming.

Morris, Monique W. *Pushout: The Criminalization of Black Girls in Schools.* New York: The New Press, 2016.

> "Just 16 percent of female students, Black girls make up more than one-third of all girls with a school-related arrest. The first trade book to tell these crucial untold stories, Pushout shows how - despite obstacles, stigmas, stereotypes, and despair - Black girls still find ways to breathe remarkable dignity into their lives in classrooms, juvenile facilities, and beyond. And it challenges the rest of us to do the same" (front flap).

Saar, Malika Saada, Rebecca Epstein, Lindsay Rosenthal, and Yasmin Vafa. "The Sexual Abuse to Prison Pipeline: The Girls' Story" (2015). Washington, DC: Human Rights Project for Girls, Washington, DC: Georgetown Law Center on Poverty and Inequality, and New York: Ms. Foundation for Women. Accessed May 16, 2017. *http://rights4girls.org/wp-content/uploads/r4g/2015/02/2015_COP_sexual-abuse_layout_web-1.pdf*.

> This report exposes the ways in which we criminalize girls — especially girls of color — who have been sexually and physically abused, and it offers policy recommendations to dismantle the abuse to prison pipeline. It illustrates the pipeline with examples, including the detention of girls who are victims of sex trafficking, girls who run away or become truant because of abuse they experience, and girls who cross into juvenile justice from the child welfare system.

Sherman, Francine T., and Annie Balck. "Gender Injustice: System-Level Juvenile Justice Reform for Girls" (2015). Portland, OR: National Crittenton Foundation, and Washington, DC: National Women's Law Center. Accessed May 16, 2017. *http://nationalcrittenton.org/gender-injustice/*.

> "Many of the problems discussed in this report are not unique to girls—and many of the suggested paths forward can benefit both boys and girls. However, because girls are frequently left out of reform discussions, an intentional focus on girls is needed to ensure that they fully benefit from system reforms" (p. 3). The accompanying infographic is an excellent illustration of: the social context and conflict and abuse at home; understandable behavior linked to trauma and social context; the current system which criminalizes girls' understandable behavior; and a better way which utilizes a developmental approach.

Juvenile Justice: LGBT

Bergen, Sarah, Linn Chiu, Tim Curry, Christina Gilbert, Carolyn Reyes, and Shannon Wilber. Contributions from Anjuli Dow, Barb Fedders, Lou Goodman, Paula Hepner, Jody Marksamer, Patricia Puritz, Abigail Trillin, and Judy Yu. "Toward Equity: Understanding Sexual Orientation, Gender Identity, and Gender Expression, and Developing Competency to Serve Lesbian, Gay, Bisexual, and Transgender Youth in the Juvenile Justice System Training Curriculum" (2015). Washington, DC: The Equity Project. Accessed May 16, 2017. *http://www.equityprojects.org/training-type/curricula/*.
>"This training curriculum provides comprehensive, interactive training lessons designed to increase competence about sexual orientation, gender identity, and gender expression (SOGIE), while providing practitioners with increased knowledge, tools, and resources for working with lesbian, gay, bisexual, and transgender (LGBT) youth in the juvenile justice system" (p. 7).

"Breaking Barriers: Improving Services for LGBTQ Human Trafficking Victims: A Top Ten List for Service Providers and Criminal Justice Professionals" (2015). Washington, DC: Polaris. Accessed May 16, 2017. *http://www.polarisproject.org/human-trafficking/resources/breaking-barriers-lgbtq-services*.
>"Where basic needs of LGBTQ [lesbian, gay, bisexual, transgender, and queer or questioning] youth go unmet, young people may enter high-risk, poorly regulated employment sectors or provide commercial sex acts in exchange for basic necessities … While the anti-trafficking field has excelled in providing service to marginalized and vulnerable populations, many trafficked LGBTQ youth still go underserved or unserved. This resource seeks to shine a light on the encouraging practices taking place among anti-trafficking providers in recognizing the needs of LGBTQ youth and supporting them as they do all victims and survivors" (p. 1).

Dank, Meredith, Lilly Yu, Jennifer Yahner, Elizabeth Pelletier, Mitchyll Mora, and Brendan Conner. "Locked In: Interactions with the Criminal Justice and Child Welfare Systems for LGBTQ Youth, YMSM, and YWSW Who Engage in Survival Sex" (2015). *Urban Institute Research Report Adolescents and Youth.* Washington, DC: Urban Institute. Accessed May 16, 2017. *http://www.urban.org/research/publication/locked-interactions-criminal-justice-and-child-welfare-systems-lgbtq-youth-ymsm-and-ywsw-who-engage-survival-sex*?
>"This report focuses on LGBTQ [lesbian, gay, bisexual, transgender, and queer or questioning] youth who become involved in the commercial sex market to meet basic survival needs, describing their experiences with law enforcement, the criminal justice system, and the child welfare system" (website).

"Entitled to Treatment: Medical Care for Transgender Adolescents in the Juvenile Justice System" (2016). Montgomery, AL: Southern Poverty Law Center (SPLC). Accessed May 16, 2017. *https://www.splcenter.org/20160408/entitled-treatment-medical-care-transgender-adolescents-juvenile-justice-system*.

Transgender individuals are those whose "gender identity" – their personal sense of being male or female – does not match the sex they were assigned at birth. Some transgender people describe this as feeling as if they have been born into the "wrong body" … Juvenile justice professionals need to know that the failure to provide proper treatment for this condition not only can cause serious health problems for transgender children, it can lead to legal liability for detention facilities" (p. 1).

Gilbert, Christina, Lisa Belmarsh, and Laura Garnette. "LGBT Youth in Juvenile Justice: Creating Agency Policies for an Equitable System Webinar" (2015). Washington, DC: The Equity Project, and Washington, DC: Coalition for Juvenile Justice (CJJ). Accessed May 16, 2017. *https://nicic.gov/library/031374*.

"Many juvenile justice systems don't know how many young people in their system identify as lesbian, gay, bisexual, or transgender (LGBT) and often lack appropriate policies that meet their unique needs … This [61 minute] webinar discussed the need for agency policies to support LGBT young people in the juvenile justice system. Participants learned how the Massachusetts Department of Youth Services [DYS] and Santa Clara County Probation Department [SCCPD] developed policies for LGBT youth in their system, as well as different strategies for creating similar policies in state- and county-based systems" (website).

Irvine, Angela, Shannan Wilber, and Aisha Canfield. "Lesbian, Gay, Bisexual, Questioning, and Gender Nonconforming Girls and Boys in the California Juvenile Justice System: A Practice Guide" (2017). Oakland, CA: Impact Justice, and Oakland, CA: National Center for Lesbian Rights (NCLR). Accessed May 16, 2017. *http://impactjustice.org/wp-content/uploads/2017/02/CPOC-Practice-Guide_Final.pdf*.

This guide "summarizes research showing that LGBQ/GNCT youth are significantly overrepresented in the state's juvenile justice system, and are at higher risk than their peers for a host of negative outcomes. Based on these findings and emerging legal and professional standards, the guide recommends policies and procedures to prohibit discrimination, prevent harm, and promote fair and equitable treatment of LGBQ/GNCT youth in the state's juvenile justice system" (p. 2).

Irvine, Angela, and Aisha Canfield. "The Overrepresentation of Lesbian, Gay, Bisexual, Questioning, Gender Nonconforming and Transgender Youth Within the Child Welfare to Juvenile Justice Crossover Population." *Journal of Gender, Social Policy & the Law* 24, no. 2 (2016): Article 2. Accessed May 16, 2017. *http://digitalcommons.wcl.american.edu/jgspl/vol24/iss2/2/*.

"This study surveyed youth in seven juvenile detention facilities. Results show that lesbian, gay, bisexual, questioning ("LGBQ") or gender nonconforming and transgender ("GNCT") youth in the juvenile justice system are at least three times more likely to have been removed from their home than straight and gender conforming youth and at least five times more likely to be placed in a group or foster home compared with straight and gender conforming youth" (p. 245).

"LGBTQ Youths in the Juvenile Justice System" (2014). Bethesda: Development Services Group, Inc. Accessed May 16, 2017. *http://www.ojjdp.gov/mpg/litreviews/LGBTQYouthsintheJuvenileJusticeSystem.pdf*.

>"Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youths may present unique challenges in the juvenile justice system. Research has shown that LGBTQ youths are more likely to confront certain barriers and environmental risk factors connected to their sexual orientations and gender identities" (p. 1). This literature review provides an introduction to issues surrounding LGBTQ juvenile offenders.

"Respectful Communication with LGBTQI Youth [Online/Self Study]" (2015). Washington, DC: National Institute of Corrections. Accessed May 16, 2017. *https://nicic.gov/training/nicwbt61*.

>This course will provide you with strategies for communicating effectively and professionally with all youth, with a specific focus on lesbian, gay, bisexual, transgender, queer, questioning, and intersex (LGBTQI) youth.

Rummell, Christian L, and Jeffrey M. Poirer. "NDTAC Fact Sheet: Improving Services for Youth Who Are LGBT in Juvenile Justice Systems" (2014). Washington, DC: National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC). Accessed May 16, 2017. *http://www.neglected-delinquent.org/resource/ndtac-fact-sheet-improving-services-youth-who-are-lgbt-juvenile-justice-systems*.

>"To promote the safe, inclusive treatment of youth who are lesbian, gay, bisexual, and transgender (LGBT) in juvenile justice systems, this fact sheet serves as a resource to enhance the capacity of State and local administrators and practitioners to improve policies and practices" (p. 1).

Wilber, Shannan. "Lesbian, Gay, Bisexual and Transgender Youth in the Juvenile Justice System" (2015). Baltimore: Annie E. Casey Foundation Juvenile Detention Alternatives Initiative (JDAI). *A Guide to Juvenile Detention Reform* [no.] 11; *Juvenile Detention Alternatives Initiative Practice Guides Series*. Access May 16, 2017. *http://www.nclrights.org/wp-content/uploads/2015/09/AECF_LGBTinJJS_FINAL2.pdf*.

>The Prison Rape Elimination Act (PREA) and other "changes in law and policy have created new expectations of juvenile justice personnel. Implementation of these new requirements, however, varies widely across the country and has created a demand for clear professional guidance. This practice guide is a response to that demand" (p. 5).

Juvenile Justice: Minorities

Bell, James, and Kevin Williams. "Identifying Racial and Ethnic Disparities in the Criminal and Juvenile Justice Systems through Data Collection [Webinar]" (2016). New York: National Reentry Resource Center. Accessed May 16, 2017. https://csgjusticecenter.org/youth/webinars/identifying-racial-and-ethnic-disparities-in-the-criminal-and-juvenile-justice-systems-through-data-collection/.
> "This [90 minute] webinar discusses how data can be used to help identify racial and ethnic disparities in the juvenile and criminal justice systems, determine the best course of action to address disparities, and track progress toward reduction goals. Webinar participants learn about national trends, as well as how data can be collected and analyzed. They will also hear about one jurisdiction's experience [Pierce County Juvenile Court] using data to enhance policies and practices that reduced disparities" (website).

Liberman, Akiva M., and Jocelyn Fontaine. "Reducing Harms to Boys and Young Men of Color from Criminal Justice System Involvement" (2015). Washington, DC: Urban Institute Justice Policy. Accessed May 16, 2017. *http://www.urban.org/research/publication/reducing-harms-boys-and-young-men-color-criminal-justice-system-involvement.*
> "Boys and young men of color are overrepresented in all aspects of the juvenile justice and criminal justice systems, at considerable cost to those involved, their families, and their communities. This overrepresentation is most acute for African Americans, although other communities of color are also affected. This paper reviews systemic, institutional, and community policies and practices that greatly impact the life chances of boys and young men of color" (website).

"Model Indian Juvenile Code, 2016 Revision" (2016). Seattle: Center of Indigenous Research & Justice (CIRJ). Accessed May 16, 2017. *http://www.bia.gov/cs/groups/xojs/documents/document/idc2-047015.pdf.*
> "[T]oo many tribal juvenile codes are nearly indistinguishable from adult criminal codes. Many of these codes rely heavily on fines and detention, and lack provisions for diverting children out of the juvenile justice system and into rehabilitative services … In place of punitive sanctions such as fines and detention, the Model Code encourages rehabilitative and restorative measures including the provision of services for children and families, favors informal and community-based responses rather than formal proceedings in juvenile court, and includes opportunities for diversion at every stage of such proceedings" (p. v).

"The Racial and Ethnic Disparities Reduction Practice Manual" (2016). Washington, DC: Center for Children's Law and Policy (CCLP). Accessed May 16, 2017. *http://www.cclp.org/redpracticemanual/.*
> "This Practice Manual [the RED Practice Manual] is an effort to provide practical, concrete strategies for jurisdictions to use to reduce racial and ethnic disparities in their juvenile justice systems. The Practice Manual covers the key decision points in the juvenile justice

system, from arrest to re-entry into the community after state commitment. For each decision point, the Practice Manual provides an overview of the key issues, discusses the data that should be collected and analyzed in order to understand the issues more clearly, and recommends strategies, interventions, programs, and practices that have proven effective in addressing the issues" (p. 6).

Roundtree, Jon. "American Indian and Alaska Native Youth in the Juvenile Justice System" (2015). Baltimore: Technical Assistance Network for Children's Behavioral Health (TA Network). Accessed May 16, 2017. *http://www.ncmhjj.com/wp-content/uploads/2015/07/American-Indian-and-Alaska-Native-Youth.pdf*.
> This brief explains how "[m]aintaining or building positive relationships with family, peers, and elders can be critical to the rehabilitation of tribal youth and strengthen the youth's transition back to his or her home community. Well-developed tribal services and resources may provide the best option for tribal youth. Native youth that are able to maintain or create positive connections with family, community, and culture are more likely to develop positive cultural identity, which serves not only as a protective factor for youth at risk for delinquency, but also for behavioral and physical health issue" (p.2).

"Special Topics: Hispanic Youth in the Juvenile Justice System" (2015). Washington, DC: Office of Juvenile Justice and Delinquency Prevention (OJJDP). Accessed May 16, 2017. *http://www.ojjdp.gov/ojstatbb/special_topics/faqs.asp*.
> "Frequently Asked Questions (FAQs) provide the latest answers to commonly asked questions about Hispanic youth in the juvenile justice system." Answers are organized into the following areas: Hispanic youth population; arrests involving Hispanic youth; and delinquency cases involving Hispanic youth.

"Tribal Youth in the Juvenile Justice System" (2016). Bethesda: Development Services Group, Inc., and Washington, DC: Office of Juvenile Justice and Delinquency Prevention. Accessed May 16, 2017. *https://www.ojjdp.gov/mpg/litreviews/Tribal-youth-in-the-Juvenile-Justice-System.pdf*.
> Topics covered include: defining American Indian youth and Alaska Native populations; jurisdictional issues faced by tribal youth; overrepresentation of tribal youth in the justice system; five risk factors; two protective factors; outcome evidence; outcome evidence limitations; and recommendations from the Attorney General's Advisory Committee American Indian and Alaska Native Children Exposed to Violence.

Juvenile Justice: Risk Assessments

Baird, Chris, Theresa Healy, Kristen Johnson, Andrea Bogie, Erin Wicke Dankert, and Chris Scharenbroch. "A Comparison of Risk Assessment Instruments in Juvenile Justice" (2013). Washington, DC: National Council on Crime and Delinquency (NCCD). Accessed May 16, 2017. *https://www.ncjrs.gov/pdffiles1/ojjdp/grants/244477.pdf*.

> "This study examined the validity, reliability, equity, and cost of nine juvenile justice risk assessment instruments. Though many researchers and practitioners believe that risk assessment is critical to improving decision making in the juvenile justice system, the range of options currently available makes the selection of the most appropriate instrument for each jurisdiction a difficult choice. This study was designed to provide a comprehensive examination of how several risk assessments perform in practice" (p. 1).

Stephenson, Rachel. "Risk/Needs Assessments for Youths" (2015). Bethesda: Development Services Group, Inc. Accessed May 16, 2017. *https://ncc.nebraska.gov/sites/ncc.nebraska.gov/files/doc/Risk-Needs-Assessment.pdf*.

> "Risk/needs assessments are standardized tools that help practitioners collect and synthesize information about a youth to estimate that youth's risks of recidivism and identify other factors that, if treated and changed, can reduce the youth's likelihood of reoffending" (p. 1). This report explains the use of risk/needs assessments in the juvenile justice system.

Vincent, Gina M., and Laura S. Guy. "How to Get the Most Out of Risk Assessment in Juvenile Justice." *Perspectives* 37, no. 3 (2013): 48-66. Accessed May 16, 2017. *http://nysap.us/How%20to%20get%20the%20Most%20Out%20of%20Risk%20Assessment%20in%20JJ%20-%20Vincent%20&%20Guy.pdf*.

> "If implemented well, a risk assessment instrument can improve allocation of resources and lead to fewer youths being removed from the home or incarcerated, while still protecting public safety. This article briefly describes how to effectively implement a risk assessment instrument in a juvenile justice system and presents research findings on the changes that can result" (p. 49). The effective use of juvenile justice risk assessment is explained.

Vincent, Gina M, Laura S. Guy, and Thomas Grisso. "Risk Assessment in Juvenile Justice: A Guidebook for Implementation" (2012). Chicago: John D. and Catherine T. MacArthur Foundation Models for Change. Accessed May 16, 2017. *http://www.modelsforchange.net/publications/346*.

> "The primary purpose of this Guide is to provide a structure for jurisdictions, juvenile probation or centralized statewide agencies striving to implement risk assessment or to improve their current risk assessment practices [by] making decisions about youths' placement and supervision, and creating intervention plans that will reduce their level of risk" (p. 5).

Wachter, Andrew. "Statewide Risk Assessment in Juvenile Probation" (2014). Pittsburgh: National Center for Juvenile Justice (NCJJ). Accessed May 16, 2017. *http://www.ncjj.org/Publication/Statewide-Risk-Assessment-in-Juvenile-Probation.aspx.*

This is the first "thorough systematic scan of the U.S. to determine the extent to which these [risk assessment] tools have been adopted across the country" (p. 1). Sections of this report address" statewide uniform assessment; layered/regional assessment; locally administered assessment; and design variation in assessment tools. An excellent chart shows the use of these tools by state with information supplied according to: state; probation administration; authority—state statute, probation agency policy, state agency recommended, or local policy; risk assessment tool used; and statewide implementation.