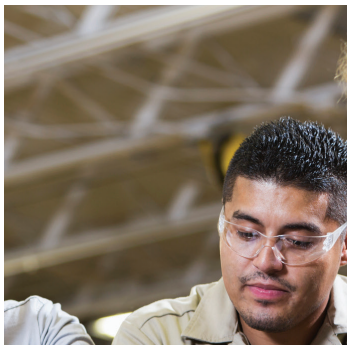
MENTORING AS A COMPONENT OF REENTRY

PRACTICAL CONSIDERATIONS FROM THE FIELD



the NATIONAL REENTRY RESOURCE CENTER

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PRACTICAL CONSIDERATIONS FROM THE FIELD

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INTRODUCTION

More than 600,000 people are released from America's prisons each year[1] and there are currently more than 4 million people on probation and parole.[2] Adults in the criminal justice system may return from incarceration to families and communities that lack sufficient natural social supports and the resources to support positive reentry outcomes. While research has demonstrated that carefully structured, well-run mentoring programs can positively impact social, behavioral, and academic outcomes for at-risk young people,[3] whether adults returning to their communities after incarceration can also benefit from mentoring as part of a comprehensive reentry program has yet to be determined.[4]

Mentoring is often thought to provide prosocial benefits, including access to a reliable listener and association with someone who is outside of one's existing social network.[5] These benefits are perhaps most evident in the practice of peer mentoring, which assigns program participants to mentors with similar experiences—a contrast to non-peer mentors and program staff, who are more likely to be viewed by participants as authority figures who lack the same firsthand experience of incarceration and reentry as peer mentors.[6]

The impact of mentoring for adults returning to their communities from incarceration is dependent on how well reentry programs structure the mentoring component of the program, which involves collaborating with correctional facilities, thoughtfully selecting and matching mentors and participants, and effectively concluding the mentoring relationship.[7] An integral part of the process also involves the understanding that mentoring should serve as a supplement to services that address other critical reentry needs, such as housing, health care, substance use treatment, and employment.[8]

Despite growing interest and investment in mentoring as a component of reentry, there is only a small body of research to support the value of adult mentoring services in reducing recidivism among criminal justice populations. The research related to adult reentry mentoring[9] that does exist rarely addresses participants' criminogenic risk levels and other factors that are known to be important in recidivism-reduction strategies. In the absence of research, reentry programs and corrections agencies are looking for guidance on how mentoring and correctional evidence-based practices (EBPs) can be integrated.

To meet the existing gap in the field, this publication is intended to accomplish the following goals:

- To provide recommendations for community-based organizations that wish to integrate adult mentoring into existing reentry programming;
- To offer guidance on building effective partnerships with correctional agencies;
- To promote peer learning by highlighting reentry programs that use promising practices in adult mentoring, including peer mentoring; and
- To encourage increased data collection and evaluation through stronger collaboration between reentry programs and research partners in order to determine the value of mentoring adults in reentry.

With the support of the U.S. Department of Justice's Bureau of Justice Assistance, the National Reentry Resource Center (NRRC) has worked with researchers, practitioners, correctional officials, and more than 150 organizations that have been awarded Second Chance Act mentoring grants. Through this work, the NRRC has identified five broad, field-based considerations for incorporating mentoring into reentry programming. Each section of ***Mentoring as a Component of Reentry: Practical Considerations from the Field*** is intended to serve as a building block for reentry programs that are currently using or contemplating using mentors for an adult population.

These five broad considerations do not represent an exhaustive list or a step-by-step guide to all of the components of effective reentry mentoring, but rather reflect lessons learned in practice that reentry programs can apply in a variety of ways based on local priorities and resources. This publication also offers questions and considerations for practitioners, researchers, and policymakers that will likely be informed by further research in this emerging field.

When using mentoring as a component of a reentry program, practitioners should consider:

1. **Integrating mentoring into the adult reentry program** by establishing the roles of mentors, participants, and case managers, recruiting suitable mentors for the program model, matching participants to the appropriate mentors, and incorporating mentoring services into the broader reentry service-delivery model;

2. **Collaborating with corrections, probation, and parole** by discussing program goals and services thoroughly with corrections partners, obtaining and understanding corrections agencies' clearance and background-check policies, being aware of procedures for volunteers and program staff to enter correctional facilities, and clearly defining the responsibilities of corrections, probation, parole, and program staff during the pre- and post-release phases of the reentry program;

3. **Identifying and addressing reentry needs** by understanding criminogenic risk and needs, establishing assessment procedures, and identifying and applying approaches that will enhance participant engagement;

4. **Equipping mentors to support reentry goals** by training them on skills that will support case management objectives, address participant engagement, promote prosocial attitudes and behaviors, and facilitate relationship building; and

5. **Evaluating mentoring services** by using a mix of qualitative and quantitative measures to capture the impact of mentoring services on recidivism and other reentry outcomes, and using findings to improve service delivery, engage stakeholders and funders, and inform decisions to scale up or replicate program models.

Although the primary audience for this publication is community-based organizations that incorporate adult mentoring into their portfolio of reentry programming, other readers—such as correctional agencies or legislative officials—may use this publication to gain a better understanding of the components of adult reentry mentoring. Every jurisdiction is unique, and the manner in which the practices described in this publication are implemented will vary from jurisdiction to jurisdiction. Readers are encouraged to consider the approaches or challenges that are presented within each section of this publication based on the dynamics of their particular locality.

SECTION 1. INTEGRATING MENTORING INTO AN ADULT REENTRY PROGRAM

In reentry, the purpose of a mentoring relationship is to offer support during a person's time of transition from incarceration back into the community. The reentry mentoring relationship can take different forms, though, depending heavily on the goals of the reentry program. Mentors in an adult reentry program might provide educational or career guidance, emotional support, or serve as accountability partners for participants struggling with substance use.

People preparing to return to their communities from incarceration have needs and challenges that are beyond the scope of what mentoring alone can address, but when mentoring services are well structured and effectively integrated with other reentry services, mentoring relationships can be an impactful component of a reentry program. This section highlights considerations for community-based organizations that plan to introduce mentoring into their existing adult reentry programming, as well as for organizations that are re-examining an existing mentoring component.

DEVELOPING AND COMMUNICATING GOALS FOR ADULT REENTRY MENTORING

Whether mentors are expected to help participants navigate the process of obtaining permanent housing, serve as career coaches for participants with similar career interests, or perform other roles, the goals of an adult reentry mentoring component should align with the mission and goals of the broader reentry program and contribute to positive reentry outcomes for participants. One useful method for capturing the goals of the mentoring component of the reentry program is to develop a **logic model**, a visual representation of how the mentoring component of the program is intended to function. (Logic models will be discussed further in Section 5; see Appendix B for a sample logic model.) Logic models come in different forms but generally serve as a roadmap of mentoring activities and how they will bring about the intended outcomes for program participants—outcomes that should demonstrate change over time. Logic models also help align the efforts of administrators, staff, and reentry program partners and to provide an accessible, clear point of reference for the objectives of the mentoring component of the program.

While it may not be necessary to share the logic model directly with mentors and participants, clearly communicating the objectives of the mentor-participant relationship, as well as the process from intake to closure of the relationship, helps mentors and participants understand the function of their relationship and its intended outcomes. Program staff should communicate these objectives during the interview process for mentors and the intake process for participants so that each party understands what is expected of their participation in reentry mentoring.

In a study conducted by the University of Melbourne on the impact of peer mentoring, women enrolled in the Victorian Association for the Care and Resettlement of Offenders (VACRO) mentoring program were matched with mentors approximately three months prior to their release from prison. The VACRO mentoring program's goal was for mentors to serve as role models for women being released from prison by imparting knowledge or skills to participants based on their specific needs. At the end of the study, however, many of the women "regarded their mentor as a friend rather than a role model,"[10] and were therefore less likely to seek their mentor's advice on major decisions dealing with their future educational or career plans. Although this observed tendency did not change the positive impact the relationship had on the participants' lives, the study did "reinforce the importance of both mentors and participants understanding what the stated objectives of mentoring should be"[11] in a reentry program.

ESTABLISHING ROLES AND PROGRAM EXPECTATIONS FOR MENTORS

Reentry programs usually serve participants in multiple areas through several staff members whose work often overlaps with the support provided by mentors. For instance, depending on the program, participants may interact with **case managers** or **case counselors**, **recovery coaches**, and **mentor coordinators**,[12] who together support participants during their transition from incarceration to the community. Once clear goals and objectives have been established for the mentoring component of the reentry program, program administrators should develop a policy that identifies the roles and expectations for the mentors. Setting distinct roles and expectations for mentors and other program staff can help participants identify the best source of information and support for their various needs, mitigate miscommunication among program staff, and limit the likelihood of duplicating services.

Since mentoring should only be one piece of the reentry program, a primary consideration when defining the role of mentors is to determine how mentors can support all other reentry services. The relationship between mentor and case manager, for example, should be clear. Some programs have their professional **case management** staff also assume the role of mentor, while others clearly distinguish between the roles of mentor and case manager. Some programs incorporate mentors into their case management planning or case management teams. The nature and extent of a mentor's support will also help determine whether mentors will be volunteers or will receive some form of compensation. Programs that incorporate volunteer mentors generally have mentors focus primarily on building supportive, **prosocial** relationships with participants, rather than engaging in case management.

But if the goal is to have mentoring closely integrated with case planning for participants, there may be more of a time commitment than volunteers are able to dedicate. Some reentry programs recruit paid mentors who operate as full-time staff to provide case management, assess areas of need, and make treatment recommendations for people as they exit jail or prison. Mentors with these responsibilities typically receive more extensive training on case management and client intervention strategies. Whether the roles of mentor and case manager are kept completely separate or somewhat overlap, it is important for mentors to understand how their work relates to and contributes to case management goals so that they can appreciate the broader goals of participants as well as the overall reentry program.

Mentors should be recruited, selected, and trained based on a policy that outlines the roles and expectations for mentors in the program. (See Section 4 for more information on mentor training.) A number of reentry programs have reported that they review mentoring role definitions, responsibilities, and expectations regularly to ensure that they are clear and accurate, and revise position descriptions as necessary.

CHOOSING THE APPROPRIATE MENTORING MODEL

Mentors in a reentry program can interact with participants through various methods or mentoring models. Programs may choose the one-on-one, group, virtual/online, or natural mentoring model—or a combination of models—to facilitate the interaction between mentors and participants. When choosing a mentoring model, the needs of the target population—the specific subset of the population that a program intends to serve—must be considered in order to determine which model offers the best possible relationship-building opportunity for participants and mentors. (See Section 3 for more information on delivering services to the identified target population.)

In certain circumstances, it may be necessary to have a combination of different interaction methods. For example, programs may use group mentoring while participants are in correctional facilities, where one-on-one contact may be more restricted, and then transition to a one-on-one mentoring model once participants are released.

FOCUS ON PEER MENTORING

Reentry programs may wish to consider recruiting people who have been incarcerated to serve as peer mentors for their program participants. Even in communities where there are a multitude of reentry services available, peer mentoring can offer a unique type of support that is not provided by other services or traditional mentoring practices. Because of their shared experiences of incarceration, peer mentors and participants can reach a level of understanding that would not otherwise be possible with mentors who do not have that experience. Participants might be more apt to trust and accept direction from peers who have lived through the incarceration and reentry process.[13]

People who are returning to their communities from incarceration face barriers and stigmatization in a number of ways, including restrictions on housing and employment due to their criminal records. As a result, this population may have low self esteem or doubt that they will be accepted back into society. In a situation with so many obstacles, participants in an adult reentry program can easily lose motivation and focus. But peer mentors often serve as proof that successful reentry is possible, and thereby enhance participant motivation.

Reentry programs that seek to incorporate peer mentors should explicitly address their aim to recruit peer mentors in mentor outreach materials or recruitment policies. Programs with some operational history can also look to their previous participants to identify potential peer mentors, and program participants may be able to recommend their own peers to serve as mentors. While many peer mentors serve on a volunteer basis, some reentry programs offer some form of payment to peer mentors as a way to boost recruitment and support peer mentors' own reentry processes.[13]

"I've been where they are. If I can do it, they can do it."

– Frankie Lee Hawkins, Peer Mentor, Central City Integrated Health, Detroit, Michigan

One-on-One Mentoring

One-on-one mentoring, typically an "interaction between two individuals over an extended period of time,"[14] allows the participant to "benefit from the knowledge, skill, ability or experience of the mentor."[15] In a one-on-one mentoring model, mentors may be matched with one or two participants with whom they meet individually. With guidance from program administrators or mentor coordinators, mentors and participants using this one-on-one model arrange times and locations to meet in person. The one-on-one mentoring model allows mentors and participants to develop relationships on a more intimate level in a private setting, which may be more conducive to gaining participants' trust. One possible challenge in implementing a one-on-one mentoring model is having enough mentors to match with individual participants. Another possible drawback to the one-on-one mentoring model is that it limits participants' exposure to insights offered by other program participants, as positive interactions with other participants can also be beneficial to a participant's experience. This particular drawback can be partially mitigated by using peer mentors who have gone through the same or a similar program.

Group Mentoring

> **"You have instant credibility … because of your own experience."**
>
> – Peter C. Thomas, Peer Mentor, Exponents Community Mentoring Program, New York, New York

In the group mentoring model, one or two mentors lead discussions with two or more participants at once. Group mentoring allows participants to share their needs, challenges, and successes with other participants and mentors, facilitating an open exchange of thoughts and ideas. Group mentoring discussions may be focused on reentry challenges faced by participants—such as obtaining employment—or centered on a curriculum that coaches participants in effective problem-solving and communication strategies. Despite the potential benefits of group mentoring, some participants may not be comfortable speaking openly in a group setting, and therefore may not be as engaged as they would be in a one-on-one setting. Group mentoring also does not provide an environment where mentors can form as close and trusting a relationship with participants as they do on an individual basis.

IN PRACTICE

SOAR Career Solutions' Community Offender Reentry Program (CORP) in Duluth, Minnesota, incorporates e-mentoring into their traditional post-release one-on-one and group mentoring services in order to accommodate participants. CORP's Positive Attitude Development (PAD) virtual mentoring program allows participants to send emails, instant messages, or texts to a mentor via an online platform. Participants also have at least one phone call or one in-person or video conference meeting with the mentor during the 16-week post-release program. This model has allowed SOAR to offer support to participants who have nontraditional work schedules or who live in rural areas where public transportation is not easily accessible for in-person meetings.

Virtual Mentoring

Virtual or electronic mentoring ("e-mentoring")—"when support is provided by a mentor through computer-mediated technologies and communication can take place synchronously (e.g., electronic chat, instant messaging) or asynchronously (e.g., email, message boards)"[16]—is an emerging mentoring model in reentry programs. E-mentoring gives participants and mentors the flexibility to communicate at times that are convenient for both parties, and accommodates circumstances where distance prevents in-person meetings, which is especially prevalent in rural communities. Although e-mentoring is gaining popularity, many programs still supplement e-mentoring with other modes of interaction, including in-person meetings and phone calls, to balance the sense of detachment that may arise with a solely virtual interaction. Another potential challenge with the virtual mentoring model is miscommunication between mentors and participants, given that it is not possible to read body language and facial expressions through some forms of virtual communication.

Natural Mentoring

Commonly utilized with children and young adults, natural mentoring is "a supportive relationship … that develops naturally in the community and is not arranged or supported by formal programs."[17] A natural mentor may be an immediate or extended family member, a religious or spiritual leader, or someone from the local community who—without having the formal title of "mentor"—has played a positive, supportive role in a participant's life. Natural mentoring capitalizes on an existing relationship in the participant's life, and participants may be less likely to view this type of mentoring as an imposition on their lives since the mentor is someone they would likely be interacting with regularly anyway. Participants play a key part in helping to identify people in their life that could serve as natural mentors. However, some participants may struggle to identify natural mentors because "by the time they reach prison, many have lost the trust of loved ones

and ruined important personal relationships, often due to their chemical abuse and dependency."[18] It may also be difficult for mentors to develop a formalized relationship in this model, where both participants and mentors are not accustomed to having their relationship monitored by an outside entity.

When mentoring relationships in reentry do not stem from an existing "natural" relationship, reentry programs often consider the behavioral and cultural factors that influence how their target population forms and views supportive relationships. Awareness of differences in communication and relationship building may contribute to stronger relationship matches and outcomes for participants. Men and women, for example, have different perspectives on social contact during the reentry process. According to a study of women and men released from prison, "women often reported that the fact of being supported [by a mentor] [was] evidence of trust and affirmation of their status as a person,"which the women believed was a central part of their successful transition back into the community. In contrast, for men, "work training during imprisonment and employment following release" had a greater impact on their post-release experience than social contact.[19] In another study, researchers examined the effectiveness of electronic versus in-person mentoring and found that "females communicate more effectively in situations that carry a greater risk of misinterpretation than do males."[20] That is, online mentoring was more effective for female participants than male participants.

IN PRACTICE

Connecticut Appleseed's Connecting through Literacy: Incarcerated Parents, Their Children, and Caregivers (CLICC) program provides mentoring services to fathers and mothers who are incarcerated in Connecticut correctional facilities, who have at least 1 child between the ages of 7 and 14, and who are within 6 months to 1 year of being released from incarceration. CLICC provides participants with pre-release one-on-one and group mentoring for 6 months and post-release one-on-one mentoring for 6 months through a family literacy curriculum. This curriculum guides the incarcerated parents and their children as they read the same books and exchange ideas about them through letter writing during the parent's period of incarceration. Once parents are released, they continue to use this curriculum to discuss the books with their children. Highly trained mentors facilitate pre- and post-release discussions for the parents, while each child is matched with a trained child mentor. Mentors also facilitate group-mentoring discussions for parents, caregivers, and their children during the post-release engagement period, in order to encourage family reunification.

DEVELOPING PROTOCOLS FOR THE MENTORING RELATIONSHIP

Establishing protocols for participant engagement, matching, and relationship maintenance and conclusion is a critical step to integrating mentoring as a component of a larger reentry program.

Beginning Mentor-Participant Engagement

Mentor engagement with participants should ideally begin before their release from incarceration and programs should develop a protocol for participant engagement during that time. Research shows that pre-release engagement should begin between three and six months prior to release in order to establish a substantive relationship and to increase the likelihood of participants remaining engaged with their mentors after release.[21] Depending on the mentoring model chosen and the policies of the correctional facility, the pre-release mentor-participant interaction can take various forms, including in-person meetings, phone contact, letter writing, or video conferencing. Reentry programs should consult with the correctional facility to determine which modes of communication are permitted between mentors and participants before release. (See Section 2 for more information about pre-release engagement and working with corrections.)

Mentor Matching

Some reentry programs find it helpful to use pre-release reentry case management and program intake as an opportunity to identify behavioral and cultural factors that can inform mentor-participant matching. Programs using a one-on-one mentoring model, for example, may choose to match mentors and participants based on their age, sex, race, ethnicity, cultural background, career or educational goals, location, or interests and hobbies. Mentor-participant matching criteria should also be informed by the overall goal of the mentoring component of the reentry program and by the outcomes the program wishes to achieve through the mentor-participant relationship.

IN PRACTICE

The College and Community Fellowship (CCF) reentry program in New York City focuses on ensuring access to higher education for women in order to promote economic self reliance and reduce recidivism. Participants enrolled in the mentoring component of the program are matched with peer mentors who have similar educational and career goals. During pre-release engagement, a mentor coordinator leads structured group mentoring sessions, where peer mentors begin the process of connecting participants with higher education by identifying programs and courses that participants may be interested in completing after they are released. Once participants are released, peer mentors—with the guidance of a mentor coordinator—help participants find information regarding admission to vocational programs, GED preparation courses, colleges, and universities. Peer mentors also help participants understand how to access other CCF reentry services, such as housing placement assistance and family counseling, and support participants as they strive to achieve their educational and career goals.

Even when great care is taken to match mentors and participants, there may be circumstances in which the match does not develop into a cohesive relationship or unforeseen circumstances prevent one party from participating in the program. When developing a mentor-matching protocol, many programs also establish a "re-matching" procedure in the event that a mentor-participant relationship is not working. Ideally the re-matching procedure would be as seamless as possible, so as not to greatly interrupt the mentoring support and services offered to the participant.

Duration and Structure of the Mentoring Relationship

After determining a protocol for pre-release engagement and mentor matching, programs should develop a post-release plan to connect participants to services that address the needs identified during pre-release program intake and case management. A key consideration for the post-release plan is the length of the mentor-participant relationship, with the recommended length of post-release mentor engagement being between six months and one year.[22] Programs that are able to arrange significant access and engagement with participants during the pre-release period, however, may choose to engage participants for a shorter period once they are released.

Although the mentor-participant relationship should ideally develop as naturally as possible, there should also be some structure in the frequency and location of mentor-participant meetings in order to maintain consistency in the relationship. The group mentoring model allows for the most structure in frequency and location, given that programs can designate a day and time for group meetings, which are usually held in the program office. With one-on-one, virtual, or natural mentoring, it may be more difficult to create a structured meeting schedule since these models are designed to offer more flexibility for both mentors and participants. Setting a specific time for meetings in these models may not be practical, so many programs instead choose to set a minimum number of meetings or interactions for mentors and participants (e.g., biweekly, eight hours a month). Most reentry programs also set guidelines about suitable and unsuitable locations for mentor-participant meetings, in order to convey the importance of boundaries and safety in the mentor-participant relationship. (See Section 4 for more on boundaries between mentors and participants.)

Implementing a mentor-participant meeting structure enables programs to develop a system for recording these interactions as well, which helps hold both mentors and participants accountable. Programs may require mentors to record the location, time, date, and/or content of all forms of contact with a participant. Case managers or mentor coordinators can then use the meeting records to monitor mentor-participant matches. Information from these meeting records should be assessed in the formal evaluation of the mentoring component of the reentry program, which will be discussed in Section 5.

IN PRACTICE

Mentoring4Success (also known as The Helen Initiative) is a statewide, community-based reentry program in Kansas that operates in collaboration with the Kansas Department of Corrections to match participants to mentors from 6 to 12 months before release. Participants continue to work with mentors for 6 months after release, for an average overall (pre- and post-release) engagement period of 1 year. During the post-release portion of the program, mentor-participant meetings are recorded in a "snapshot," a user-friendly form—mainly in the form of checklists—where mentors can show when they met with participants, how long their interactions with participants lasted, and what they discussed during the meeting. The snapshot also has a field for general comments so that mentors can raise any concerns about their participants. The program's mentor coordinators use the snapshots to stay informed about the match meetings, monitor challenges the mentor may be facing, and identify any additional reentry needs that mentors may discuss with participants.

Concluding the Mentoring Relationship

Concluding the formal mentor-participant relationship is a key step in the mentoring process. Once mentors and participants have completed the engagement period and fulfilled the criteria established for participation in the mentoring component of the reentry program, mentor coordinators or case managers can explain the next steps for the participant in closeout interviews with both the mentor and the participant. The closeout interview is also a good opportunity for program staff to obtain feedback from both parties on the mentoring component of the program itself and on their particular relationship, including any suggested improvements. The next steps for the mentor-participant relationship, after the formal completion, may depend on a few variables including the capacity of the reentry program and the mentors themselves, and whether mentors and participants wish to continue their relationship.

Some programs encourage mentors and participants who have established a good rapport to continue meeting at their own convenience after the closeout of the formal mentoring relationship, primarily if a participant expresses concern that the relationship is ending too early in his or her post-release transition process. For cases in which a participant may need less support or a mentor does not have the capacity to continue meeting with a participant in person, program staff can recommend monthly or bimonthly phone or email check-ins between the parties to stay in touch. Mentors and participants can also decide how best to continue their relationship and whether they would like to continue following the contact standards established by the program or adapt to their own schedules. However, programs should make clear that any communication or interaction between a mentor and a participant after the formal relationship has concluded is solely at the discretion of both parties. Although some mentors and participants may choose to continue their relationship beyond the closeout interviews, those relationships would be outside of the structured mentoring component of the program and therefore not subject to any formal reporting or monitoring requirements. Program staff should, however, continue to monitor participants' progress in other reentry services that are outside of the mentoring relationship.

ADDITIONAL RESOURCES

While local partners and training resources are often available to support the mentoring component of reentry programs, some national resources may also be useful.

The U.S. Department of Labor offers a resource called ***Mentoring Ex-Prisoners: A Guide for Prisoner Reentry Programs***[23] as part of its Ready4Work initiative.[24] Sections VI and VII of this guide directly address the structuring of mentor training, supervision, and support.

MENTOR: The National Mentoring Partnership is a nonprofit organization that seeks to improve "the quality and quantity of mentoring relationships."[25] In addition to providing numerous resources, program examples, and research, MENTOR supports a national network of affiliate mentoring partnerships and runs the National Mentoring Resource Center, a project funded by the Office of Juvenile Justice and Delinquency Prevention. Although MENTOR focuses on youth mentoring, the organization's website hosts various resources relevant to mentoring adults in reentry.

The Center for Evidence-Based Mentoring is a partnership between the University of Massachusetts Boston and MENTOR that works to "advance the production, dissemination, and uptake of evidence-based practice in ways that improve effectiveness of practice."[26] The Center conducts research, facilitates collaboration between researchers and practitioners, creates tools and trainings, and manages a chronicle that provides research discussions, program profiles, expert perspectives, and news related to the mentoring field.

SECTION 2. COLLABORATING WITH CORRECTIONS, PROBATION, AND PAROLE

Because community-based reentry programs draw participants from the correctional population, program success often relies heavily on the quality of the relationship between community-based organizations and corrections agencies, including probation and parole. But bringing mentoring into correctional facilities can be difficult for community-based organizations without an established partnership with corrections. Entrance to correctional facilities usually requires thoughtful planning and adherence to strict regulations. In addition, organizational policy and culture differences may cause corrections agencies and community-based organizations to have different priorities for the partnership. Despite their differences, however, corrections agencies and community-based organizations can build a strong partnership through effective planning, communication, and collaboration.

This section and the corresponding "Community-Based Organizations and Corrections Agencies: Relationship-Building Questionnaire" in Appendix A are designed to highlight topic areas that are important for community-based organizations to discuss prior to establishing a formal partnership with corrections agencies and to outline what is often required in order to sustain the partnership. Readers are encouraged to use the questionnaire as a tool to support integrating the material in this section into their reentry programs.

CLARIFYING ROLES, RESPONSIBILITIES, AND EXPECTATIONS FOR BOTH PARTNERS

Quality partnerships between community-based organizations and corrections agencies require the definition and establishment of roles, responsibilities, and expectations during preliminary cross-organizational conversations. Whereas roles and responsibilities in most community-based organizations can be fluid, many corrections agencies tend to have less flexibility in their structure and procedures. In a community-based reentry program, for instance, a program administrator's tasks may be broadened to include recruitment and case management of participants, but a counselor in a correctional facility typically interacts with the prison or jail population strictly in a counseling capacity. To maintain clarity of roles, promote accountability, and avoid duplicating duties, community-based organizations should identify the personnel responsible for each component of the reentry program, including program management, participant intake and recruitment, and case management, while corrections partners should identify which of their staff will facilitate the mentoring component of the reentry program within the correctional facility. Designating a liaison for the mentoring component of the program within each partner's respective organization can help coordinate efforts and foster cross-organizational understanding.

Many people who leave incarceration are still under correctional supervision by probation or parole officers. Corrections partners should therefore also outline the roles of probation and parole officers and how their responsibilities may relate to the role of mentoring in the reentry program. When reentry programs establish a good relationship with probation and parole, mentors may act as a bridge between participants and probation or parole officers by encouraging participants to maintain regular communication with their probation or parole officers and to fulfill the conditions of their release.

Some questions to ask when clarifying roles, responsibilities, and expectations for implementing reentry mentoring in partnership with a corrections agency are:

- How will potential participants be identified within the correctional facilities? Will corrections staff provide reentry program staff with a list of potential participants, or will reentry program staff be able to recruit participants from the entire facility population?
- Will the corrections agency conduct **risk and needs assessments** and provide that information to the community-based organization? (See Section 3 for more information on these assessments.)

- Will corrections staff serve any case management functions for program participants, such as reentry case planning or post-release service recommendations? If so, how will program staff and corrections case management staff collaborate to support the reentry process?
- Since probation and parole officers monitor, encourage, and enforce participants' supervisory conditions in the community, will they encourage participants to continue to engage in the mentoring component of the reentry program?

IN PRACTICE

Odyssey House Inc. is a community-based organization that provides peer mentoring services to men and women on parole who have recently left or are preparing to leave the Edgecombe Residential Treatment Facility in New York City, which is a New York State Department of Corrections and Community Supervision facility. Program participants residing at Edgecombe are serving 45-day sentences for violating conditions of their parole. During the 45-day pre-release period, participants work with Odyssey House case managers who assist in developing reentry and service plans. Participants also meet regularly with a "bridge mentor"—a peer mentor with clearance to enter the facility—who serves as an introduction to mentoring and connects them to their eventual post-release peer mentor. The post-release mentoring relationship lasts for six months, but participants are encouraged to maintain contact with Odyssey House beyond that period through program alumni support groups. Along with weekly conference calls, Edgecombe and Odyssey House staff members meet in person approximately once a month to provide program updates and discuss participant recruitment, enrollment, and engagement. Odyssey House has dedicated staff and office space at Edgecombe and has become an integral part of the Edgecombe reentry process. Participant enrollment in the peer mentoring program has increased and remained steady for six months, with each month seeing nearly six times more enrollments than there were prior to Odyssey House's coordination with Edgecombe.

CREATING A COMMUNICATION AND INFORMATION-SHARING PLAN

Many community-based organizations find it helpful to develop a cross-organizational communication plan at the beginning of their partnership with a corrections agency. Together, partners should agree on the methods, frequency, and content of cross-organizational communication regarding the mentoring component of the reentry program. The communication plan may involve setting weekly meetings, quarterly phone calls, or frequent email communication to ensure that partners stay apprised of any relevant changes within the reentry program and the corrections agency. Community-based organization staff may choose to invite corrections partner liaisons to their regular staff meetings, while correctional officials can invite community-based organization liaisons to routine meetings that will help expose those staff to the culture of corrections. Each partner's reentry mentoring liaison should be responsible for managing these interactions and streamlining communication.

IN PRACTICE

The Volunteers of America (VOA) Oregon Community Partners Reinvestment Mentoring Program offers pre- and post-release reentry mentoring to young men between the ages of 18 and 25. The program has cultivated a formal collaborative partnership with the Oregon Department of Corrections (DOC) and the Multnomah County Sheriff's Office, particularly the Parole and Probation Department. VOA's partnership with corrections includes weekly meetings with Multnomah County North parole and probation representatives to discuss participant progress and challenges. In order to facilitate cross-organizational cooperation with VOA, the Oregon DOC stationed a probation officer in the VOA offices, allowing program participants who have probation reporting requirements to report directly to that on-site officer. The Oregon DOC has also designated VOA offices as a "no-arrest zone" for participants who may have violated a probation requirement, in order to encourage participants to remain engaged in VOA services and to maintain the trust established between participants and VOA staff. The Oregon DOC has recognized that creating this partnership with VOA helps relieve the workload of their parole and probation department by facilitating relationships with mentors as allies during participants' transition from incarceration back into the community.

The communication plan should also establish an information-sharing policy for the partnership. Community-based organizations that work with the reentry population often rely on information from their corrections partners to serve participants. The information supplied by corrections may include health care needs, risk and needs assessment data, substance use or mental illness histories, release dates, and post-release supervision requirements—all of which allow community-based organization staff to recommend the appropriate services for each participant. Knowing information like a participant's conditions of post-release supervision can help community-based organizations develop a realistic transition plan for the participant. One condition of probation or parole may be a curfew, for example, which would prevent a participant from pursuing a case manager's recommendations for employment that extends beyond the curfew.

Due to confidentiality concerns and the sensitive nature of participant information, corrections partners may be hesitant to share this information with community-based organizations unless there is a strict information-sharing policy in place. All corrections partners should be transparent about the kinds of information they are able to share and any legal barriers that may prevent them from sharing participant information. Health data, for example, are often not shared because of legal barriers and institutional policy constraints.

The information-sharing policy between partners is typically outlined formally through memoranda of understanding or letters of agreement addressing the types of information to be shared, methods and mechanisms for sharing that information, where each partner will store the information, the frequency with which such information will be shared, and who will have access to the information. Staff responsibilities for collecting and sharing this information should also be outlined in the information-sharing policy as well is in the articulation of responsibilities that are established at the outset of the partnership. The policy should account for the method by which corrections partners will share any information that the community-based organization must provide in order to comply with funding requirements or meet research needs. Funding requirements may stipulate that the community-based organization provide participant demographic information to its funder, for example.

OUTLINING SECURITY AND ACCESS PROTOCOLS

Often the first priority of corrections agencies is to protect the public and provide a safe environment for their staff and the people they supervise in correctional facilities. While community-based organizations leading reentry programs share this commitment to public safety, their primary priority is typically to provide services to participants that will lead to positive reentry outcomes. A central component of these services is pre-release engagement. Although research supports the practice of pre-release engagement,[27] some correctional staff may express hesitation if they believe community-based

organization staff do not have the proper training to work in correctional facilities, or they may be concerned that those staff are at risk of becoming involved in prohibited activities while visiting participants in a correctional facility.

In order to address these concerns and to maintain the safety of correctional staff, community-based organization staff mentors, and program participants, community-based organizations and their corrections partners should outline security and access protocols for program staff and mentors. Security and access protocols should address the logistics of pre-release engagement, including:

- Which correctional facility/facilities the organization staff will have access to (e.g., state prison, jails, residential correctional facilities or halfway houses);
- From which specific facility units, if any, the organization staff will be able to choose participants for the mentoring component of the program; and
- The requirements for organization staff to gain access to the facility, including the required documentation (e.g., government-issued identification, background check).

Corrections partners may also require organization staff to complete orientation or training sessions for working in correctional facilities. These sessions may cover topics such as maintaining boundaries (physical and otherwise), security and evacuation procedures, appropriate attire, and prohibited items. If such training sessions are held on a regular basis, the corrections partner should share the training schedule with the community-based organization.

Community-based organizations should also be transparent about what pre-release engagement entails, informing correctional partners of (1) the organization staff, including mentors, who are expected to have access to participants within the correctional facilities; (2) the type of participant engagement that would occur within the facilities (e.g., case planning, mentoring); (3) the intended format of the engagement, particularly mentor engagement (e.g., one-on-one or group mentoring); and (4) the frequency and duration of visits from organization staff and mentors (e.g., weekly one-hour visits, monthly two-hour visits).

The corrections partner should share its policy regarding criminal history and access to facilities, with the community-based organization providing any criminal history information about program staff or mentors that is required under that policy. In the event that an organization staff member or mentor is denied access to a facility due to his or her criminal history, the corrections partners should indicate whether there is an appeal process in place to question those denial-of-access decisions.

"It's lonely when you walk out of [prison] and you look around and you don't see anyone that you know, you don't see anything familiar to you, and sometimes you need someone to shine [a] light and give you some guidance. And this is why I've chosen to [be a peer mentor]."

– M. Muneerah Green, MS, Peer Mentor, College and Community Fellowship, New York, New York

FOCUS ON PEER MENTORING

Reentry programs that recruit mentors who have a criminal record may find it challenging to facilitate pre-release communication between peer mentors and participants. There are often regulations pertaining to the ability of people with criminal histories or on probation or parole to interact with participants inside correctional facilities, and it is important for reentry program staff to work with corrections staff to determine how much discretion facility administrators have in this matter. While some departmental or facility-specific policies may be more flexible, facility administrators (e.g., wardens or sheriffs) may apply a higher level of scrutiny to program staff or volunteers who are requesting to work in their facility. Some facilities strictly prohibit people with criminal records from entering. Other facilities allow people with criminal records to enter facilities only after receiving appropriate training, but solely for community outreach purposes such as peer mentoring, rather than for visitation purposes. Programs should find out from their corrections partners whether such access and trainings are an option and, if so, when and how often the trainings take place.

In the event that a program is unable to send peer mentors into the correctional facility, there should be an alternative plan in place to conduct pre-release engagement with participants. Reentry programs in these circumstances often have mentor coordinators or case managers begin the mentoring relationship before a participant's release, and then transition to engagement with a peer mentor after release.[28]

Finally, many jurisdictions restrict people on probation or parole from interacting with others who have been convicted of certain crimes or who are under probation or parole supervision themselves. Reentry programs should be aware of these policies and build relationships with the local probation or parole department to determine how to accomplish the program's goals while working within the existing policies. For instance, some jurisdictions will allow interactions with other people with conviction records as long as the supervising officer is notified and has provided approval.

SECTION 3. IDENTIFYING AND ADDRESSING REENTRY NEEDS

People returning to the community from incarceration may have a variety of needs including education, family reunification or other relationship repair, housing, and substance use treatment. It is important for reentry program staff to understand the needs of the program's target population in order to provide the necessary services and successfully incorporate mentoring into the reentry program. Reentry programs can use the wealth of resources available from the field of corrections and reentry to inform how they serve their participants through mentoring and other services, and to effectively work toward recidivism reduction and other positive reentry outcomes. The risk, need, and **responsivity** principles and risk and needs assessments are two primary approaches used to identify and address the needs of reentry program participants. As a component of a larger reentry program, mentoring can address specific needs that are often found in the correctional and reentry populations.

UNDERSTANDING THE RISK, NEED, AND RESPONSIVITY PRINCIPLES

The needs of the correctional and reentry populations are usually categorized into two groups: criminogenic and non-criminogenic needs. **Criminogenic needs** are individual characteristics or circumstances that are associated with criminal behavior or the likelihood of committing a crime,[29] while non-criminogenic needs are those that are not shown to be directly associated with criminal behavior.[30]

The principles of risk, need, and responsivity (RNR) have been developed by researchers to identify and address criminogenic needs and help reduce recidivism (i.e., rearrest or reincarceration for new offenses or for violations of conditions of probation and parole). Although implementing these principles effectively may require fundamental shifts in the structure of a reentry program and how its mentoring component is applied to people returning to the community after incarceration, with proper and consistent implementation, RNR principles can help reentry programs focus their staff time and resources where they will have the greatest impact on meeting the needs of participants and reducing their likelihood of reoffending.

Risk Principle

The risk principle calls for prioritizing supervision and services for people who have a moderate or high risk of engaging or reengaging in criminal activity. "Risk"—or "**criminogenic risk**"—in this context refers to the likelihood that a person will engage in future criminal activity, not to the seriousness of a crime that person may commit in the future.[31] Criminogenic risk is estimated by a validated risk and needs assessment tool, an evaluation that identifies both static (unchanging) and dynamic (changeable) risk factors in order to approximate a person's risk of reoffending and identify his or her criminogenic needs. A risk and needs assessment tool is "validated" when it has gone through rigorous testing that shows it accurately predicts the target population's likelihood of reoffending.[32]

In the past, it appeared more practical for reentry programs to prioritize supports and services for lower-risk people, who are more likely to volunteer or show a willingness to participate in programs. However, there is a growing body of research to support the practice of prioritizing services for people—both in correctional facilities and on probation or parole in the community—based on their risk of reoffending rather than by their willingness to participate in programs.[33] For mentoring as well, consideration should be given to recruiting and selecting participants who have a moderate or high risk of reoffending. Since participation in the mentoring component of a reentry program is often voluntary, however, garnering interest in mentoring from people in the moderate- to high-risk category may be a challenge. The reentry program's corrections partners can play a supportive role in the recruitment and selection process, with corrections staff helping to identify people who meet the risk-level criteria, who may be willing to participate, and who would benefit from mentoring.

Need Principle

The need principle states that there are eight core criminogenic needs (i.e., the "Central Eight"): (1) antisocial attitudes; (2) antisocial beliefs; (3) antisocial friends and peers; (4) antisocial personality patterns; (5) high-conflict family and intimate relationships; (6) substance use; (7) low levels of achievement in school and/or work; and (8) unstructured and antisocial leisure time.[34] Research indicates that the greater the number of a person's assessed criminogenic needs that are addressed through services, the greater the impact those services will have on reducing the risk of reoffending.[35] Evidence also suggests that the number of hours of programming and services a person receives influences the effectiveness of the intervention. Current research indicates that high-risk people require more service and program hours than moderate- or low-risk people, but providing too many hours of intervention to low-risk people can be burdensome, interrupting their exposure to prosocial activities outside of the reentry services.[36] Applying the need principle also involves identifying participants' non-criminogenic needs—such as obtaining employment, clothing, a driver's license, or housing—and aiming to address those needs if there are resources available to do so.

Responsivity Principle

The responsivity principle stipulates that service and supervision strategies should be designed to conform to individual motivations, learning styles, and abilities.[37] There are two types of responsivity: general and specific. General responsivity refers to interventions or services that help address a person's criminogenic needs like antisocial thinking or attitudes. Evidence suggests that **cognitive behavioral therapy** approaches that promote prosocial thinking, teach problem solving, and use more positive than negative reinforcement have been effective as general responsivity methods.[38] Specific responsivity entails modifying services and interventions to address distinct individual needs, including personal strengths, personality, learning style, culture, ethnicity, race, gender, sexual orientation, and behavioral health needs.[39] Applying the responsivity principle helps ensure that services and interventions are deliberate and tailored to participants in ways that can motivate them to remain engaged in a mentoring relationship.

IN PRACTICE

The New York City nonprofit organization Exponents primarily uses peer mentors to help people returning to the community from incarceration. Peer mentors in this program are people who were previously incarcerated, have completed an initial mentor training program, and receive ongoing education, training, and supervision through Exponents. They provide participants with education, information, and direct assistance with navigating the complex health and human services systems, which is often a factor in successful reentry.

For one peer intervention at Exponents, people who identify as transgender and were previously incarcerated serve as mentors for the growing transgender population in Rikers Island correctional facilities and other detention facilities throughout the five boroughs of New York City. Exponents program staff specifically recruit transgender mentors to help participants address the unique challenges that transgender people face during their transition from incarceration back into the community, including gaining access to hormone therapy medications. Exponents has found that integrating these peer mentors into their reentry program has increased the level of engagement for their transgender population, as these peers are able to play a vital role in participants' reentry process through understanding and shared experiences.

USING RISK AND NEEDS ASSESSMENT RESULTS

In order to implement the RNR principles, it is important for reentry programs to develop a risk and needs assessment protocol. Risk and needs assessments will not only estimate participants' likelihood of reoffending and identify criminogenic and non-criminogenic needs, but also help inform how the reentry program addresses those needs. Risk and needs assessment tools are typically questionnaires that guide face-to-face interviews used to identify behaviors, attitudes, and needs correlated with reoffending. Responses from these interviews are then assigned an overall score that classifies criminogenic risk level according to the particular risk and needs assessment tool used. Risk and needs assessment tools usually have classifications of low, medium/moderate, and high risk.

A reentry program's first step in establishing a risk and needs assessment protocol is to determine who will conduct the assessments (e.g., the program staff, corrections partner, or probation or parole agency). Risk and needs assessments are usually administered by corrections, probation, or parole agencies, but there are some instances where a reentry program may administer the assessments, either by choice or because assessment results from the corrections agency are not available. When establishing an assessment protocol, important considerations for reentry programs that will be administering the assessments include choosing a validated risk and needs assessment tool and providing the necessary training for staff who will conduct the assessments.

There are many different risk and needs assessment tools available for the field of corrections and reentry.[40] Adult reentry programs that administer their own assessment should use a risk and needs assessment tool that is (a) designed to assess the likelihood of recidivism and/or re-offense (i.e., incarceration, new offenses, and/or violations of probation or paroles conditions); (b) intended for assessing adult populations (18 years of age and older); and (c) validated on the program's target population.[41] Although all risk and needs assessment tools are designed to assess risk of recidivism, they vary in their intended population (e.g., men, women, juveniles/adolescents), content, approach, length, and cost.[42] Reentry programs are encouraged to use risk and needs assessment tools that were designed for a population similar to the one they intend to serve. Once a risk and needs assessment tool is chosen, staff who will use the tool should receive all necessary training prior to working with potential program participants.

In jurisdictions where the corrections, probation, or parole agency already conducts a risk and needs assessment on the target population, it is not recommended that reentry programs purchase a risk and needs assessment tool or expend resources on training staff to use the tool. Rather, as recommended in Section 2, reentry programs should develop a relationship with the corrections, probation, or parole agency and implement an information-sharing agreement that will include risk and needs assessment scores for their target population.

Program staff who work directly with participants should understand criminogenic risk and needs and how a participant's risk level informs decisions about the reentry services he or she receives. Mentors should receive more general training on the RNR principles. (See Section 4 for more information).

ADDITIONAL RESOURCES

Below are several practical resources on the principles of recidivism reduction available at csgjusticecenter.org:

- An overview of the Risk, Need, and Responsivity (RNR) Principles[43]
- Risk Need Responsivity 101 webinar[44]
- *Reducing Recidivism: States Deliver Results*[45]

Further resources on RNR include:

- *Risk-Need-Responsivity Model for Offender Assessment and Rehabilitation*[46]
- Risk-Needs-Responsivity Simulation Tool[47]

ADDRESSING REENTRY NEEDS

Many reentry programs put a comprehensive case planning and client management system in place to address the criminogenic and non-criminogenic needs identified through the assessment of program participants. A designated case planning staff member (typically a case manager) should work with program participants to develop individualized reentry case plans outlining the services that correspond to their reentry needs and goals. Case plans should list realistic goals directly related to the participant's needs, a timeline for achieving those goals, and the participant's responsibilities in meeting those goals.[48]

Risk and needs information identified by assessments should inform the type and intensity of reentry service responses for each participant, which may include substance use or mental health treatment, employment or educational services, or cognitive behavioral interventions aimed at addressing thoughts, choices, and attitudes associated with criminal behavior. Reentry programs that do not have the capacity to offer certain services often partner with other community service organizations—such as local food banks, treatment clinics, clothing donation centers, and housing placement agencies—to fill any service gaps and provide participants with the resources necessary to accomplish their reentry goals. Such relationships should be formalized with written agreements to ensure that referrals between partners are properly honored.

Reentry program staff should ensure that participants understand the role of mentors to support them as they work to accomplish the goals outlined in their reentry case plans. Participants are better able to manage their expectations of mentoring services when they are clear about the roles mentors can or will play in helping them achieve their reentry goals. At the same time, mentors should work with case managers to understand the reentry plans of participants with whom they are matched so that they can determine how best to support participants' reentry goals. (For more information about training mentors to support reentry goals, see Section 4.) Given that case plans may contain sensitive information regarding a participant's health, treatment, or family life, for example, it is important for case managers to receive consent from participants prior to sharing case plan information with mentors in order to maintain participant confidentiality.

A number of reentry programs report success in using mentoring as a way to keep participants engaged in other crucial reentry services. Mentors help encourage participants to continue active involvement in other reentry services that aim to address participants' criminogenic and non-criminogenic needs. Mentors, too, can be instrumental in addressing criminogenic needs—particularly the needs of antisocial friends and peers, and unstructured social and leisure time. Research has shown that people who have antisocial peers are more likely to recidivate,[49] while those who have prosocial support are more likely to have better outcomes in their transition from incarceration to the community.[50] Mentors provide participants with a social support that is outside of a criminal network and reinforces positive change during the reentry process.[51] The prosocial benefits of mentoring are particularly evident in the practice of peer mentoring. By sharing their own stories of transition from incarceration to the community, peer mentors serve as "people that [participants] can identify with and are living proof that turning away from crime is possible."[52]

SECTION 4. EQUIPPING MENTORS TO SUPPORT REENTRY GOALS

The goals of adult reentry mentoring relationships usually differ from the goals of other types of mentoring relationships. Whereas student mentoring may seek to improve academic outcomes, or employment and career mentoring may measure success by gaining and sustaining employment, the primary objective of reentry mentoring is to support successful reentry and help reduce recidvism. Reentry mentoring may also have a specific focus on goals such as employment, education, and other indicators of prosocial behavior. Through effective orientation and training, reentry programs can ensure that mentors are appropriately qualified and equipped to support reentry goals. Many reentry programs provide training to mentors on the basics of corrections, supervision, and reentry, as well as relationship-building techniques. Programs may have seasoned staff members, correctional partners, or outside trainers serve as instructors for the various training topics discussed below. As with any other component of a reentry program, mentoring should have comprehensive, consistent, and straightforward staff support channels; clearly defined roles and responsibilities; and regular opportunities to share feedback, questions, and concerns.

TRAINING MENTORS ON THE BASICS OF CORRECTIONS, SUPERVISION, AND REENTRY

Reentry programs around the country make sure that mentors have a basic, practical understanding of corrections, community supervision, and the reentry process prior to having them work with participants. Awareness of local jail or prison operations, the requirements of community supervision, and the barriers that people frequently face when they return to the community with a criminal record, for example, can help mentors be more effective in contributing to participants' reentry goals.

Reentry programs often provide mentors with training in the **collateral consequences**[53] of a criminal record and issues that are likely to co-occur with criminal behavior, such as substance use. Mentors should be trained on how a criminal record can impact access to housing, employment, state benefits, education, loans, child custody, and more in order to understand how to support participants through these processes. Although mentors are not usually clinical service providers, they should also have a basic understanding of mental and behavioral health, substance use disorders,[54] trauma and vicarious trauma,[55] and other issues that frequently exist among people who have been involved in the criminal justice system.

While sharing an individual participant's risk and needs assessment results with a mentor may be inappropriate for confidentiality reasons, mentors can benefit from a general overview of the RNR principles, as introduced in Section 3. The core concepts of RNR can help mentors better understand the needs and challenges that a person might face upon reentering the community from incarceration, and help mentors be more aware of and attuned to the risks that might derail a participant's pathway to successful reentry. And while mentors are generally not expected to be experts in every domain related to reentry, basic training in corrections, supervision, and reentry can help them identify any potential concerns about a participant's reentry success. Mentors should also be made aware of the appropriate channels to share those concerns with relevant program staff who may be better equipped to intervene.

DO MENTORS UNDERSTAND THE REQUIREMENTS AND OBJECTIVES OF THE MENTORING COMPONENT OF THE REENTRY PROGRAM?

After completing their training, mentors should be able to answer the following questions:

- How is successful completion of the program defined?
- How often are mentors and participants expected to meet?
- Will mentor-participant contact be in person or via phone or email?
- How long is the mentor-participant relationship expected to last?
- What should a mentor do if a participant drops out of the program or ceases contact with the mentor?
- What happens to the mentoring relationship when a participant successfully completes the program?
- What are the reporting or record-keeping requirements for mentors?
- Is the mentoring component of the program being evaluated? If so, what outcomes will the evaluation measure? (See Section 5 for more information on program evaluations.)
- What outcomes will the program monitor (e.g., recidivism, housing stability, employment, education)?
- Whom should a mentor consult if he or she has questions or concerns?

TRAINING MENTORS ON RELATIONSHIP-BUILDING SKILLS AND STRATEGIES

Mentors should also be trained on relationship-building and communication skills to cultivate an engaged and effective mentoring match. MENTOR—a nonprofit organization that focuses on mentoring—considers understanding motivation, relationship building, and effective communication "benchmark" skills in mentor training.[56] This type of training allows mentors to elicit more honesty from participants, which can help a mentor better understand the risks and needs impacting successful reentry. Mentors usually receive initial training on these skills before they start working with participants, and then receive periodic booster training throughout their service as mentors.

Motivation and Engagement

If mentors receive training on how and why someone might engage in risky or criminal behavior, they can potentially approach the mentoring match with greater empathy and awareness. Training on motivation may also allow mentors to better identify reentry goals and needs, as well as areas of strength, support, or opportunity in a participant's life, and to understand the methodology behind many of the other therapies or services in which a participant might be engaged.

People returning to their communities from incarceration can often become overwhelmed by post-release demands. Securing shelter, employment, and basic needs like food, utilities, and health care—on top of the requirements of community supervision like regular check-ins, meetings, drug tests, and fees—can be confusing and stressful. Given that reentry mentoring is often voluntary for participants, who face other competing priorities of reentry, maintaining engagement can be very challenging. However, because engaging participants and maintaining a mentoring relationship after the initial match is a key aspect of adult reentry mentoring, mentors should be trained to utilize various methods of communication with participants (e.g., phone call, text message, etc.).

IN PRACTICE

The Employment Opportunity and Training Center (EOTC) reentry program provides mentoring services to women exiting jail in the Scranton, Pennsylvania, area. EOTC achieves good rates of engagement and retention in the mentoring component of their program by thinking creatively about participants' needs and interests. They found that offering basic recreational activities was effective in getting women to attend group mentoring events and come back regularly. Volunteers and partner organizations donated supplies and time for activities like painting, sewing, cooking, and music. Many of EOTC's participants are also mothers, and the program staff quickly realized that participation in mentoring dropped markedly in the summer. With children out of school, child-care concerns were keeping many women away from mentoring. The program staff recognized and responded to this need by partnering to provide on-site child care at group mentoring events, which helped keep engagement strong throughout the summer.

Effective Communication Skills

Communication is crucial to the particular nature of the reentry mentoring relationship. In addition to facilitating the mentoring relationship, some communication techniques can also have therapeutic value for participants. Using communication techniques that promote alternative thinking, such as motivational interviewing, can help participants build problem-solving skills.[57]

There are numerous evidence-based and promising practices for adult communication. Many of these practices have an associated cost for training, and may take hours or even days to complete. Arranging this training may be feasible if a program staff member or community partner is a certified trainer in an evidence-based communication technique. Alternatively, with a limited investment of time or money, an abbreviated or overview training can also build skills for mentors.

Programs may choose to offer full or partial training for mentors on one or more of the following programs and communication techniques:

- Motivational interviewing: an evidence-based approach designed to "address ambivalence to change;"[58]
- Cognitive behavioral programs: these focus on interventions that "help to identify the thought processes that lead to negative feelings and maladaptive behaviors and replace them with processes that lead to positive feelings and behaviors."[59] Examples include Moral Reconation Therapy (MRT)[60] and Thinking for a Change (T4C)[61], both of which are research-based curricula focused on supporting cognitive-behavioral change for people in the criminal justice system;
- Active and reflective listening: a "structured form of listening and responding" where a listener hears and then repeats in his or her own words what the speaker has said;[62] and
- Adult learning styles: the varying methods by which adults "perceive, interact with, and respond to learning environments."[63]

Ethics, Boundaries, and Prohibited Behavior

The skills and techniques discussed above should be practiced in conjunction with guidelines on ethics, boundaries, and prohibitions. Navigating the distinction between the roles of supportive friend and effective reentry mentor can be difficult, and the mentoring relationship may at times occupy a grey area between the two. To address this ambiguity, to encourage constructive mentoring relationships, and to protect mentors, participants, and the broader community-based organization, reentry program staff should develop guidelines on ethics and prohibited behaviors for their mentors. Mentors should be

trained on these guidelines, and they should know how any questionable or inappropriate behavior will be addressed by the mentor coordinator or program administrator.

When developing ethical standards for reentry mentoring, consider the goals of the reentry program and the roles of the mentors. While in some programs where mentors receive a stipend it may be appropriate for a mentor to pay for a participant's coffee or meal using the stipend, in other programs this might be prohibited. Both mentors and participants should understand which activities are not permitted according to a program's specific ethical and behavioral guidelines.

FOCUS ON PEER MENTORING

Those who are naturally inclined to serve as mentors may begin mentoring their peers formally or informally in prison or jail, and some peer mentors consider their time in prison or jail as a form of training for eventually serving in a supportive role to others who are returning to their communities after incarceration. Though the preparation that firsthand experience has given peer mentors is valuable and should be drawn on in the mentor-participant relationship, it is necessary for them to receive formal training in correctional **evidence-based practices**. Some programs start training people to be peer mentors while they are still incarcerated, equipping them with long-term skills that they can use after their release. But most programs train peer mentors after their release on topics such as RNR and motivational interviewing. Programs may offer specialized certification training programs—such as recovery support specialist certification—for peer mentors as well.[64]

"[One of] the best [types of] training a peer mentor can have is the natural ability to relate to those who are incarcerated, the ability to have compassion."

– Peter C. Thomas, Peer Mentor, Exponents Community Mentoring Program, New York, New York

IDENTIFYING AND MEETING ONGOING TRAINING AND SUPPORT NEEDS

Adequately equipping mentors to support reentry goals involves keeping their skills consistent and up-to-date through ongoing training and periodic assessment, which can highlight any training needs or knowledge gaps. Assessments are also useful for evaluating how well mentors understand and implement the training and orientation materials they've received. In addition to regular training, reentry programs can provide mentors with other ongoing supports such as check-ins with program management, mentor support groups, or mentor-only social activities. Programs can further pursue continuous programmatic improvement with feedback from mentors and participants themselves.

Ongoing Training and Support

Assessing mentors' knowledge and skills and soliciting their feedback about desired training on a regular basis can be valuable to the mentoring component of a reentry program. Although mentor orientation is a great opportunity to cover program basics, post-orientation skill-building training is often necessary. New mentors may leave orientation with lingering questions, or they may begin to forget some of the details of their training over time. Further, additional questions may arise for mentors over the course of their relationship with participants. As new and interesting training opportunities become available for staff in the reentry program, consider including mentors whenever it may be appropriate. Including mentors in staff training helps keep them abreast of changes and trends in the field.

Regular program staff check-ins with mentors allow staff to identify mentor development needs, design ongoing training and support based on those needs, and make sure that mentors are meeting basic program requirements. Check-ins also help program staff ensure that mentors' questions are answered, needs are met, and any challenges or concerns are addressed promptly.

Feedback from mentors also provides a firsthand perspective on program implementation and can be a valuable source of **qualitative data** on program success. Examples of qualitative data obtained through mentor feedback may include self-reported mentor engagement or satisfaction, open-ended assessments of match quality, or anecdotal reports of participant successes. (See Section 5 for more information on qualitative data and program evaluation.) There are many different ways to solicit such feedback from mentors. Programs may consider offering mentors one or more of the following feedback methods:

- Adding a feedback section to any regular recordkeeping or document reporting that is required of mentors
- Scheduling regular in-person or telephone check-ins with mentors
- Sending questionnaires or surveys to mentors
- Holding occasional mentor-only events

IN PRACTICE

Family Pathfinders of Tarrant County, Texas, established a mentor support group for their reentry mentors. These regularly scheduled events offer mentors an opportunity to come together as a community, ask questions, share concerns, and request training, advice, or recommendations from program staff. Giving mentors the opportunity to meet with each other or share ideas and concerns helps the staff who coordinate mentoring identify trends in requests for training, knowledge gaps, or opportunities for growth. As Family Pathfinders of Tarrant County has reported, the support group also encourages open communication and helps improve satisfaction and retention among mentors.

Utilizing Partner Networks and Existing Resources

Adult reentry program administrators may invite community partners to assist with mentor training, especially when a partner organization may have particular expertise in topics such as correctional evidence-based practices, mental and behavioral health, and trauma.

Engaging the reentry program's mentoring alumni (both mentors and participants) for ongoing mentor training and support is another way to leverage the experience of the program network. Program alumni can help train and support new mentors by sharing stories from their experience. Experienced mentors and participants in alumni networks can also offer feedback on training topics that they feel would have been helpful in their own experience.

IN PRACTICE

Volunteers of America of Indiana (VOAIN), whose Second Chance mentoring program serves men and women returning to Indianapolis and surrounding counties from jail or prison, utilizes the stories of both mentors and participants throughout their programming. They post video testimonials on their website and social media accounts to recruit mentors and raise community awareness about the program. They also have current or former mentors and participants present during new mentor orientations, discussing their experiences in the program and how mentoring has influenced their lives.

Program-Specific Training and Support

Numerous resources—including both free and for-purchase curricula and training on the topics and communication techniques discussed on page 27—are available to support training needs. Reentry programs should carefully consider their characteristics, resources, and goals when planning how to equip mentors to support participants in working toward their reentry goals. A program with many participants who are parents, for example, may want to train mentors on a parenting curriculum such as Parenting Inside Out[65] or InsideOut Dad[66], both evidence-based parenting curricula designed for incarcerated and returning parents. Community or environmental factors may also impact how a reentry program chooses to train and support mentors.

IN PRACTICE

Facing low rates of training completion by potential mentors, staff at Workforce Connections—a nonprofit organization that offers adult reentry mentoring in western Wisconsin—adapted the structure of their mentor training to fit their rural environment. Initially they required in-person training for mentors, but soon realized that this was a hardship for potential mentors due to the long distances many of them would have to travel to attend the training in person. The program identified the need to make their mentor trainings available online, and implemented a platform that not only enables mentor recruits to complete their training from home, but also allows them to go through the training at their own pace.

A reentry program should also account for cultural factors when designing and implementing mentor training and supports. Consider whether training materials need to be available in languages other than English; whether scheduled trainings or events conflict with religious holidays or observances; and what cultural competencies should be addressed in the training to ensure sensitivity toward and awareness of target populations such as tribal communities, immigrant populations, military veterans, or people with disabilities.

SECTION 5. EVALUATING MENTORING SERVICES

For an emerging practice like adult reentry mentoring, evaluations are critical for developing field-based knowledge. And on a smaller scale, conducting a formal evaluation is a way for adult reentry programs to assess the progress and success of the mentoring component of the program and to identify any areas for improvement. Reentry programs may choose to measure how the mentoring component of the program impacts participants' engagement in other reentry services, or how mentoring influences participants' achievement of reentry goals, for example.

Reentry programs that receive outside funding to support mentoring services are commonly required to conduct evaluations as a condition of funding. Program evaluations are often a mix of qualitative and quantitative measures used to capture the impact of mentoring on recidivism and other reentry outcomes, and findings can be used to improve service delivery, engage stakeholders and funders, and inform decisions to scale up or replicate program models.

Given that program staff may not be familiar with evaluation and data collection procedures, programs may consider engaging an independent research partner to develop an effective evaluation process. A research partner should be an active participant in the reentry program team, discussing the initial program design and helping develop an evaluation plan that will capture the necessary data and accomplish the reentry program's purpose in conducting the evaluation. This section presents some considerations for reentry program staff to explore when working with a research partner to conduct an evaluation of mentoring services.

PARTNERING WITH AN INDEPENDENT RESEARCHER

Reentry programs may choose to use a researcher within their organization, or look for an external researcher through private organizations, research firms, colleges, or universities. In most cases, the objectives of the evaluation and the program's budget will determine the type of research partner a reentry program chooses to conduct the program evaluation. A private organization or firm, for example, may have the resources to conduct a complex evaluation for publication that would increase knowledge in the field but may be too expensive for a reentry program to retain. On the other hand, a college or university may offer the cost-effective option of a research fellow or adjunct professor to perform an evaluation used to fulfill funding requirements, but may not have the capacity to conduct a lengthy evaluation that requires extensive analysis.

If a reentry program is part of a larger community-based organization that has an internal research team to evaluate all services offered by the organization, it may be possible to reduce evaluation costs by using that team to evaluate the mentoring component of the program. Funders may require external or independent evaluators, however, to ensure that results are unbiased.

A number of reentry programs recommend selecting a research partner who has relevant research experience in social issues, is familiar with the work of community-based organizations or nonprofits, or has knowledge of the population served by the reentry program. It is also ideal for the research partner to have a demonstrated commitment to confidentiality and competency with respect to race and culture in its research practices.

Once a research partner has been identified, it is important to develop an agreement or memorandum of understanding (MOU)[67] that outlines the parameters of the partnership, including:

- The purpose of the evaluation;
- The duration of the partnership;

- The research partner's fees and how those fees will be paid;
- Who will own and control the data (the reentry program or the research partner) and for how long;
- How and where the data will be stored;
- The intended use of the evaluation results (e.g., publication, grant requirements, distributing to the community, internal use only); and
- Who will have the right to publish the results.

In addition to the items listed above, the research partnership agreement should address the type of evaluation that will be conducted and any other pertinent details of the partnership; for instance, reentry programs that anticipate receiving grant funds may need to specify who in the partnership will be responsible for completing any reporting requirements of the grant.

DEVELOPING GUIDING QUESTIONS FOR AN EVALUATION

The structure of an evaluation depends heavily on the evaluation purpose outlined in the agreement with the research partner and on the overall goals of the mentoring component of the reentry program. Therefore, the program's logic model is a natural starting point when developing the structure of the evaluation. As introduced in Section 1, the logic model serves as a roadmap for a program to set goals, determine the intended outcomes for mentoring services, and evaluate change over time. Using the logic model, the reentry program and its research partner can revisit those program goals and develop guiding questions for the evaluation, such as:

- How will the reentry program define success of the mentoring component over time (e.g. after one year, five years, etc.)?
- What are the intended outcomes of the mentoring component of the program?
- What environmental factors may influence these outcomes? (For example, does the program serve a rural or urban community?)

Asking these guiding questions can help clarify the performance measures for the evaluation. Although recidivism is regularly examined in reentry programs, consider other measures that might speak to the effectiveness of incorporating mentoring as a component of reentry programming—such as engagement in case management and achievement of reentry goals like education and family reunification. Based on the discussion of program goals with the reentry program, the research partner can also provide guidance on what kind of research design and methodology would be best suited to evaluate the goals of the mentoring component of the program.

COLLECTING DATA ON RACE AND ETHNICITY

Among the types of information reentry programs and their research partners should consider collecting and evaluating are data on the racial and ethnic composition of the participants served by the mentoring component of the program. Racial and ethnic demographic information may be used to assess whether a program's target population is racially and ethnically representative of the larger correctional community from which it is drawn (e.g., the probation, jail, or prison population), or whether there are any racial or ethnic disparities in service delivery and program completion. With the goal of preventing or reducing such disparities, reentry programs may use this information on race and ethnicity to evaluate or reevaluate recruitment practices, how well the program engages and retains racial and ethnic minorities, and how much the program contributes to positive reentry outcomes for racial and ethnic minorities.

MAKING A DATA COLLECTION PLAN

Reentry program staff and their research partner should establish the types of information that need to be collected in order to determine whether the program has accomplished its projected outcomes and goals. A data collection plan may require the reentry program to collect both **quantitative data** (the who, what, where, and how many) and qualitative data (stories, artwork, interviews, focus groups, and other information that is not measurable in numbers). For instance, if one of the goals of the program is to determine whether mentoring can improve employment outcomes for participants enrolled in the mentoring component of the program, the research partner may recommend collecting data such as the number of mock interviews conducted, the number of submitted résumés or job applications that resulted in a job interview, or the number of participants who obtained full-time employment while engaged with their mentors. These are examples of quantitative data that reentry programs can collect through attendance records, surveys, or demographic information from the participants. The research partner may also recommend collecting qualitative data such as participant anecdotes about how having a mentor influenced the process of preparing for a job interview. Reentry programs can conduct focus groups or interviews with participants to collect this information. Including both quantitative and qualitative data points in the data collection plan may allow programs to have a more robust evaluation analysis.

A data collection plan should also ensure that the confidentiality and privacy of the participants enrolled in the program are protected. Prior to beginning data collection, program staff should consult with the research partner to determine whether participant authorization or permission is necessary. Participants should be informed of the research component of the program in which they are enrolling and the research partner should also provide guidance on how program staff can message the evaluation to participants. In general, participants should understand the nature of any information collected regarding their activities, where and how these data will be stored, and how the reentry program will eventually use the data. At the same time, reentry program staff should assure participants that information about them will be shared anonymously unless a participant gives consent to do otherwise.

The data collection plan and the agreement with the research partner should establish where the data will be stored (e.g., in online storage platforms or spreadsheets), who will control the data, whether the party who is not in control of storage will have access to the data, and who will maintain ownership of the data when the partnership has concluded. The reentry program and research partner should also discuss the method by which the program will share the data with the research partner, and whether program staff will be expected to perform quality control measures—like combing data for errors, confidential information, and duplicates—before sending to the research partner. Program staff should encourage their research partner to be as detailed as possible in outlining the requirements of the data collection plan, so that the researcher can effectively carry out the evaluation. Establishing a comprehensive data collection plan helps promote consistency in data collection, which leads to more accurate and useful evaluation results.

ANALYZING RESULTS AND REPORTING THE EVALUATION

Once the evaluation is complete, the reentry program and the research partner should examine the results and develop a strategic plan for sharing the information with its intended audience, based on their initial goals for reporting the results. As funding tends to be an important factor in sustaining community-based reentry programs, one goal may be to use evaluation results to engage potential funders and stakeholders for support.

Evaluation results may also be used to improve service delivery to participants in the mentoring component of the reentry program. If the evaluation yields unfavorable results, program management may use this information to change the course of their program by redesigning a particular service or fixing a specific problem that was highlighted by the evaluation results.

IN PRACTICE

The Connection Inc. (TCI) Reentry Assisted Community Housing Second Chance Mentoring program (REACH-M) provides peer mentoring, counseling, and housing for adult males released from Connecticut jails and prisons. In an effort to promote continual evaluative data collection for program sustainability and improvement, TCI developed The Connection Institute for Innovative Practice, an in-house research program that partners with local universities. TCI formed a partnership with a research scientist at Yale University specifically for REACH-M, in order to monitor the program's implementation process, to conduct monthly data checks of fidelity to the intended program model, and to ensure that the program-intake process involves collecting suitable baseline data (demographics, criminal history, etc.) and utilizes evidence-based assessments. The research scientist was also instrumental in developing participant surveys to collect information in line with the program's evaluation goals, including the role of mentoring in recovery, the usefulness of mentoring as a reentry service, and the perceived quality of the mentor-participant relationship over time. As part of the partnership agreement, TCI and its research partner hold monthly meetings to discuss ongoing data analysis, preliminary results, and to share information for funding reporting requirements.

Reentry programs sometimes use positive evaluation results to help build partnerships with other organizations or increase community support for the program. Programs may create reports to share with community partners, prepare stories about evaluation results to publish in local or state media outlets, or present the results through social media or community education to raise awareness of adult reentry mentoring.

A research partner that is embedded in the reentry program team can help program administrators understand what the evaluation results say about their program, assist in crafting the language to explain the evaluation analysis, and make recommendations for methods of sharing the results. Ultimately, if the evaluation is conducted properly, the results can be of great value to the mentoring component of the program and its participants, and contribute to the field of adult mentoring in reentry.

CONCLUSION

In recent years, there has been increased national attention paidto reentry, with federal, state, and community leaders working to build an infrastructure of services and support for people returning to their communities from incarceration. As part of a reentry program, mentoring can provide additional support for the reentry population.

In providing technical assistance to reentry programs who have received Second Chance Act adult mentoring grants, The National Reentry Resource Center has established relationships with reentry programs that are pioneers in effective and innovative adult reentry mentoring practices, and has acquired practical knowledge about operating a mentoring component of an adult reentry program. The five broad considerations presented in this publication can serve as a starting point for community-based organizations that wish to incorporate adult mentoring into existing reentry services. However, the field of adult mentoring in reentry continues to lack extensive resources and data that show:

- How reentry mentors can increase responsivity and motivation for service and treatment engagement;
- How reentry mentoring can promote the development of prosocial thinking, attitudes, and peers;
- How reentry mentoring can improve parenting, family engagement, and healthy relationship building; and
- How reentry program staff can effectively work with corrections to increase buy-in for incorporating peer mentoring into reentry and community supervision.

In addition to highlighting existing methods for incorporating mentoring as a component of a reentry program, this publication is meant to promote the use of correctional evidence-based practices in adult reentry mentoring; support collaborations between community-based organizations and corrections, probation, and parole; and encourage more research and data collection in this emerging field.

APPENDIX A. COMMUNITY-BASED ORGANIZATIONS AND CORRECTIONS AGENCIES: RELATIONSHIP-BUILDING QUESTIONNAIRE

The success of the mentoring component of a community-based adult reentry program often relies heavily on the quality of the relationship between the program's parent organization and its corrections partners, including probation and parole. This questionnaire is designed to highlight topic areas that are important for community-based organizations to discuss with their potential corrections partner(s) prior to formalizing a partnership. Community-based organizations can use the questions in each category below to confirm the details of their own reentry program and its mentoring component, guide the partnership formation process, and gather information about corrections partners. Community-based organizations may review this questionnaire at different points in the partnership with corrections to adjust policies as necessary.

ROLES, RESPONSIBILITIES, AND EXPECTATIONS:

1. Who are the single points of contact—or liaisons—for the mentoring component of your reentry program and corrections, including probation and parole?
2. Who are the key personnel responsible for the mentoring component of your reentry program? What are their specific roles and responsibilities?
3. Which corrections staff will oversee the facilitation of reentry mentor pre-release engagement within the designated correctional facility (or facilities)? What are their specific roles and responsibilities?
4. How will your organization maintain regular communication with corrections? How frequently will such communication occur?
5. What will corrections' role be in identifying potential participants for the mentoring component of your reentry program?
6. How will conflict between your organization and corrections be managed if or when it arises?

INFORMATION SHARING:

1. List the following key components of your reentry program's mentoring plan to share with corrections partners:
    a. Target population:
    b. Participant recruitment strategy:
    c. Expected days and times of visits to the correctional facility:
    d. Mentoring model (one-on-one or group, peers or non-peers):
2. What information about reentry mentoring participants will the corrections partners share with your reentry program on an ongoing basis? Identify any legal or ethical concerns with respect to information sharing.
3. What are the best methods for sharing information between your reentry program and corrections?
    a. Is a formal release of information agreement needed? If so, who from each party needs to sign the agreement and in what circumstances does it apply?
    b. What are the confidentiality policies of both your organization and the potential corrections partner(s)?

4. How does corrections make release decisions? How will release, probation, and parole decisions be communicated between corrections and your organization?

5. What kinds of data will your organization track about the mentoring component of the reentry program?

    a. How will your reentry program measure success of the mentoring component?

    b. Will you share performance measurement information with corrections partners? If so, when and how will you share these data?

SECURITY AND ACCESS:

1. What are the policies regarding visitor access (e.g., background checks, use of visitor rooms, restricted units) for each correctional facility that will be involved with the mentoring component of the reentry program?

2. What training or orientation is mandatory for access to each facility? What training is recommended? List the names and contact information (if available) for corrections staff who will be in charge of administering these trainings.

3. What is the corrections agency's policy for appealing denial-of-access decisions?

4. Which staff members (in both your organization and corrections) will coordinate reentry mentoring personnel access to correctional facilities?

APPENDIX B. SAMPLE LOGIC MODEL

A logic model demonstrates the causal relationships between goals, activities, and results. It is a useful tool to visualize the purpose and scope of proposed activities, including the resources needed and expected outcomes. By completing the logic model, you should develop a map of your reentry program's goals for mentoring, as well as the partners and strategies that will be leveraged to achieve those goals. Here are brief descriptions of the row headings in the sample logic model below:

- **Project Goals:** Each column should reflect a specific goal for the mentoring component of the reentry program.
- **Activities:** Enter one or more discrete activities that will help achieve each goal. Activities should be concise and specific.
- **Activity Type (Training, QA, Policy, Procedure, Service Provision, Technology):** Place an "X" in the relevant subcolumn(s) to indicate the nature of each activity as training, quality assurance (QA), policy, procedure, direct service provision, or implementation of new technology. Activities can span multiple types.
- **Resources:** List existing resources (e.g., staff, contracts, technology) that will be used to accomplish each activity.
- **Process Measures:** Note how you will measure the progress of each activity, including completion.
- **Short-Term Outcomes:** Indicate short-term (i.e., 3–12 months) and quantifiable measures that each activity is expected to yield, such as changes in knowledge, attitudes, or behaviors of the people targeted by or involved in each activity (e.g., mentors, participants, corrections partners, evaluators).
- **Long-Term Outcomes:** Indicate long-term (i.e., a year to several years) and quantifiable measures that each activity is expected to yield, such as changes in recidivism and organizational structure and procedure. Long-term outcomes should build on short-term outcomes.
- **Sustainability:** Describe how the program will maintain these goals/activities after the implementation period.

Project Goal		**(Example)** Train mentors in correctional evidence-based practices.		
Activities		Implement "Thinking for a Change" curriculum in mentor training.		
Activity Type	**Training**	**X**		
	QA			
	Policy	**X**		
	Procedure	**X**		
	Service Provision			
	Technology			
Resources		Staff: mentor coordinator; external trainers; corrections partners Publications: mentor training manual (if applicable); ***Mentoring as a Component of Reentry***		
Process Measures		Number of trainings conducted; number of mentors trained		
Short-Term Outcomes		All mentors complete "Thinking for a Change" training (within six months).		
Long-Term Outcomes		All mentor training materials cover the "Thinking for a Change" curriculum (within two years). Mentors' closeout surveys show that 50 percent or more express comprehensive understanding of principles in the "Thinking for a Change" curriculum and how to use those principles to support participants (within two years).		
Sustainability		Have monthly mandatory trainings to update mentors on correctional evidence-based practices.		

GLOSSARY

case management. A range of services provided to assist and support people in developing their skills; gaining access to needed medical, behavioral health, housing, employment, social, educational, and other services essential to meeting basic human needs; and forming linkages to and training in the use of community resources. Staff dedicated to case management generally provide these services.

case counselor/manager. A professional who provides assessment, counseling, service referrals and linkages, compliance monitoring, and employment services to participants; typically a licensed clinician or social worker.

cognitive behavioral therapy (CBT). A manual-driven course of structured counseling aimed toward increasing awareness of one's thoughts, behaviors, and actions, as well as the consequences of each. CBT is often used to address specific problem areas such as anger management, moral reasoning, criminal thinking, addiction, relapse prevention, and relationships.

collateral consequences. The legal and regulatory penalties, sanctions, and restrictions imposed upon a person convicted of a crime that are distinct from the direct consequences imposed as part of the court's judgment at sentencing.

criminogenic risk. The likelihood that a person (either formerly incarcerated and/or under supervision of a justice agency) will commit a crime or violate the conditions of his or her supervision. Criminogenic risk does not refer to the seriousness of crime that a person has committed in the past or will commit in the future.

criminogenic need. The characteristics or circumstances (such as antisocial attitudes, beliefs, thinking patterns, and friends) that research has shown are associated with criminal behavior, but which a person can change.

evidence-based practices (EBPs). Interventions that have been rigorously tested; have yielded consistent, replicable results; and have proven safe, beneficial, and effective with measurable outcomes for most people in similar circumstances.

logic model. Also known as a logical framework, theory of change, or program matrix, the logic model is a tool (usually visual or graphical) that demonstrates the causal relationships between program goals, activities, and results.

mentor coordinator. The reentry program staff member primarily responsible for recruiting, training, and communicating with mentors; may also act as a liaison between mentors and case managers.

prosocial. Describes positive actions or relationships that are driven by empathy, moral values, and a sense of personal responsibility that may reduce a person's chances of engaging in criminal behavior.

qualitative data. Information that cannot be measured numerically.

quantitative data. Information that is measured numerically.

recovery coach. Provides strengths-based support for people who are in recovery from addiction or are pursuing recovery from alcohol, other drugs, codependency, or other addictive behaviors.

responsivity. Involves adapting interactions and services so that they enhance a person's ability to learn and acquire new attitudes and skills.

risk and needs assessment. A comprehensive examination and evaluation of both dynamic (changeable) and static (historical and/or demographic) factors that approximates risk of recidivism and provides guidance on services; placements and supervision; and, in some cases, sentencing.

NOTES

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4. Mark Brown and Stuart Ross, "Mentoring, Social Capital and Desistance: A Study of Women Released from Prison," *The Australian & New Zealand Journal Of Criminology* 43, no. 1 (2010): 31–50, doi: 10.1375/acri.43.1.31.
5. Ibid.
6. Del Roy Fletcher and Elaine Batty, *Offender Peer Interventions: What Do We Know?* (Sheffield, UK: Sheffield Hallam University Centre for Regional Economic and Social Research, 2012).
7. Brown and Ross, "Mentoring, Social Capital and Desistance: A Study of Women Released from Prison."
8. Cobbs Fletcher, *Mentoring Ex-Prisoners: A Guide for Prisoner Reentry Programs*.
9. Much of the practical guidance on this topic was published through the Department of Labor's Ready4Work initiative. See Cobbs Fletcher, *Mentoring Ex-Prisoners: A Guide for Prisoner Reentry Programs*.
10. Brown and Ross, "Mentoring, Social Capital and Desistance: A Study of Women Released from Prison," 48.
11. Ibid., 48.
12. These terms can mean different things in different programs; see glossary for definitions.
13. Frankie Lee Hawkins, Muneerah Green, and Peter C. Thomas, telephone conversation with authors, August 31, 2016.
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