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Reflections From an Interagency Collaborative Partnership in Juvenile Justice

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Philosophy
in Special Education

by

Catherine Marie Sturm

2023

ABSTRACT OF THE DISSERTATION

Reflections From an Interagency Collaborative Partnership in Juvenile Justice

by

Catherine Marie Sturm

Doctor of Philosophy in Special Education

University of California, Los Angeles, 2023

Professor Sandra H. Graham, Co-Chair

Professor Lois A. Weinberg, Co-Chair

This dissertation study focused on an interagency collaboration in juvenile justice which aimed to improve education and employment outcomes for youth and young adults. The period of reentry (also known as reintegration or transition) typically includes supports in education, employment, work experience, and mental health which have been shown to improve youth outcomes (Mizel & Abrams, 2020). Utilizing qualitative design, this study aimed to determine what practices contributed to proficient collaboration and information transfer during an interagency collaborative project. Data was collected from participant interviews and meeting documents such as agendas, notes, and process charts developed during the collaborative project. Results included nine areas of note (Staff & Resources, Communication, Data Processes, Personnel Trainings, Edits to Flowchart, Logistics of Systems & Services, Special Education, Major Barriers, and Future Collaboration Efforts). Implications and Recommendations are discussed.

This dissertation of Catherine Marie Sturm is approved.

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University of California, Los Angeles

2023

DEDICATION

To my darling Penelope and Annabelle,
may your world be filled with laughter, love, and endless inspiration.

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VITA

Education

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Appointments

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Sturm, C. (2021). “*Why is this so difficult? A Descriptive Study of 2 Cohorts of Youth Transitioning Back to Community from Juvenile Justice Detention*.” Poster Presented at CCTC, California Commission on Teacher Credentialing, San Diego, October 2021.

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Sturm, C. (2020). “*Juvenile Justice: Factors of Transition for Youth and Young Adults with a Special Education Designation*” Poster Presented at UC SPEEDR, Special Education, Disabilities, and Developmental Risk Conference, UCLA, November 2020.

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2020	Regents Stipend
2020	Judge Thomas C. Yager & Mrs. Antonia M. Yeager Fellowship
2019	Lena & Dominic Longo Scholarship

Research Interests

Special Education, Juvenile Justice, Transition & Reentry Supports

Introduction

In 2017, a new national technical assistance project was facilitated by Research Triangle Institute (RTI). The project's goal was to improve reentry outcomes of youth returning to their communities after time in juvenile detention; this project was conducted with support from the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE), Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RSA), RTI International invited community partnerships to join a technical assistance initiative focused on improving the outcomes of justice-involved young adults (ages 16–24) by connecting them with career and technical education (CTE), workforce development, and special education services. Sixteen partnerships were selected to implement proposals to improve juvenile reentry outcomes. Partnerships were selected from various locations across the United States, and each had proposed unique and individualized plans to decrease rates of recidivism; this was done expressly through goals in the areas of education and employment outcomes. One of these partnerships, based in the western portion of the United States, is the focus of this dissertation. The study examined the outcomes and major takeaways, from the project, utilizing a case study methodology and data collected from participant interviews and meeting data, such as agendas, notes, and process charts developed during the partnership. Prior to reviewing the present study, the following sections will review what has been established regarding juvenile justice (JJ) reentry specifically by studies conducted over the past decade.

Juvenile Justice Reentry

Reentry, or a return to community after incarceration (also known as reintegration or transition), is a critical time for juvenile justice youth to rejoin the community and potentially change the trajectory of their futures. For youth and young adults, this return typically includes

re-enrollment in school, obtainment of employment, or sometimes both. During the overlap of time between the end of incarceration and transition to the community, reentry supports such as work experience, mental health, mentorships, and educational programs have been shown to improve youth reentry outcomes (Mizel & Abrams, 2020). Reentry supports have demonstrated their ability of reducing a youth's chance of becoming involved with the justice system again post-release, which is important considering during their transition to community youth may encounter similar environments that previously resulted in adjudication, the formalized involvement with the juvenile court system (Waller, Houchins, & Nomvete, 2010).

The topic of juvenile justice reentry programs is still a relatively new study area. Aptly put in their 2008 study Abrams, et al. assert, "child welfare literature contains sparse information about transition and reentry programs for incarcerated youth" (p. 522). Some suggest this newer focus may be from policymakers who have come under pressure to lessen the exorbitant costs of incarceration (Cole & Cohen, 2013). Others consider the shift a result of various lawsuits that have been brought against counties for treatment of youth within detention facilities (Abrams & Snyder, 2010). It is worth noting that many of these lawsuits are brought on behalf of youth and young adults with diagnosed/eligible disabilities. These youth are not only more likely to be incarcerated, but they can be held in isolation more frequently if staff are unaware of Behavior Intervention Plans (BIP) (Miller, 2019).

Juvenile Justice Reentry Studies & Issues With Interagency Collaboration

The following studies are organized by the participant/focus of each study.

Staff & Organization Members

When studying JJ reentry practices, there are various areas in which to support youth such as, education, employment, mental health, among others. State level support agencies also

work in tandem with various community or private support organizations. The work conducted in support of youth transitioning from camp to community requires interagency communication. For example, deputy probation officers (DPOs) may need to contact education personnel to arrange school enrollment. Another example might be a DPO contacting housing services to find a youth a safe place to live if they were estranged from their family, etc. One last illustration of agency interaction would be a workforce development agent working with companies that could potentially offer employment to JJ involved youth after release. Studies addressing perspectives of the adults supporting juvenile justice youth are crucial, as these individuals understand the daily requirements, communications, and interact with JJ involved youth regularly in an attempt to support their reentry.

Cole and Cohen (2013) approached this topic by conducting a case study of detention center personnel, of various job levels, to identify obstacles they perceived to school reentry, both in the standard procedures of handling youth and the attitudes of the staff that interact with youth almost daily. They identified two themes that were consistent with literature (school leadership concerns and regressive labeling and stigmatization); however, they identified one new area: access to information. Access to information was descriptive of the issues providers faced working with other agencies supporting their youth. There was not one data platform across agencies in place, which restricted seamless and instant transition of information. Youth, regardless of stay length (including 24-hour stays), were required to de-enroll from school, re-enroll in detention center school, de-enroll in detention center school, and finally re-enroll in school. Any hold of required paperwork missing, incomplete, or in process of transfer, resulted in significant enrollment delays. Participants also expressed feelings of mistrust, “if [the receiving schools] don’t have current records. Some of the schools are reluctant to enroll [the

students] until they know exactly what's going on, and sometimes you are waiting on a parental release or you're waiting on the facility to get the records to the school" (p. 17). Ultimately, researchers identified three main themes from their qualitative interviews of detention center personnel: school leadership concerns, regressive labeling and stigmatization, and access to information. The new area of 'access to information' pointed to the importance of understanding interagency collaboration in order to improve communication and transfer processing time.

Dum and Fader (2013) conducted a qualitative study of aftercare personnel as they provided services, hoping to shed light on the multiple levels of bureaucracy navigated daily. They found that when mandatory procedures for within- and between-organization communication were not clear or filled with obstacles, it caused workers to devise their own workarounds (ways of dealing with or getting 'around' the problem without actually solving/changing the problem itself), eventually leading to inefficiencies that negatively impacted the youth they intended to support.

These studies highlighted issues across agency collaboration during juvenile justice reentry. Cole and Cohen (2013) found barriers to successful school reentry were related to misalignment in the policies and procedures between collaborative partner agencies. During the reentry process, this communication issue caused significant interference for service providers attempting to enroll juvenile justice youth in school. Dum and Fader (2013) identified 'proactive caregivers' (those who were flexible when youth could not get to their appointments, attempting repeatedly to meet them in different locations, and viewed by families as advocates and friends) and 'bureaucratic ritualists' (those who completed required forms, documented attempts to contact youth, and were otherwise disengaged). As providers were observed, researchers noted while tracking the progress of staff, some who began as proactive caregivers eventually

transitioned to bureaucratic completion of tasks or left the job as a result of physical/emotional strain and feelings of loss. One of the reasons for provider transition was the continual issues faced with interagency communication. Due to the impediments to reentry success and staff working in what they felt was isolation, many felt unsuccessful and experienced provider burden.

Juvenile Justice Involved Youth, Including Reflections as Adults

Agencies supporting reentry of juvenile offenders are often working with a population with a variety of experiences and needs. As a result, it would be difficult for a single agency to provide all services required for a successful transition. Bullis and Yovanoff (2002) analyzed youth reentry and outcome data from the Transition Research on Adjudicated Youth in Community Settings, or TRACS program project, which spanned five years (Bullis, 1994; Bullis, et al., 2001). Ultimately, they hoped to discover the rate of youth engagement in transition services, work, living, and social experiences at various times, post-release. In addition, they wanted to identify which combination of demographic and service delivery variables was able to predict engagement at various points being examined. Findings of their study indicated that reentry services may need to be designed to specific needs of individual subgroups. Additionally, employment support services provided in the juvenile correctional setting improved youth adjustment outcomes when they were paired with educational, employment, and community agency services. It has been suggested by other studies within this review that communication between such agencies is often slowed or inaccurate, causing significant delays in implementation (Sinclair, 2020).

Mizel and Abrams (2020) qualitatively examined reentry outcomes by conducting focus groups of young men who had been released from juvenile incarceration in the past year. This was to determine their perspective about ‘what works’ in reentry services, along with the

qualities they associated with agencies that provided such services. Ultimately researchers discovered four themes the young men associated with successful reentry programs, some of which are connected to effective interagency collaboration. The first, delivering practical help, was indicative of seemingly smaller issues that could result in big obstacles to reentry success, such as: housing, transportation, response to harassment from law enforcement, and emotional support, among others. Second, fostering an emotional connection, referred to the rapport that could be built between service provider and reentering youth. This was important not only to develop positive relationships with authority figures, but to support individuals dealing with stigma in a variety of environments because of criminal history. Third, continuity inside to out, spoke to the need of reentry support continuing without interruption upon transition from incarceration to community. Lastly, peer support was noted as being beneficial, through the connection with peers via agency involvement, youth were able to see examples of others succeeding in reentry, have friendships with peers coming from incarceration, and many of these agencies gave youth the opportunity to go out as groups to experience new activities and settings.

Staff & Youth

In a study conducted by Sinclair (2020), seven transition specialists (personnel who support youth with reentry to their home, work, and school) and eight youth were interviewed. Questions included perceptions of job duties, barriers observed, and successful strategies utilized to overcome barriers. Among their findings, systemic interagency issues were highlighted as a major barrier to success. These barriers were described by providers as a “lack of information sharing across juvenile justice and education systems made it difficult for easy transition (of youth information) from one system to another” (Sinclair, 2020, p. 10). This problem was exemplified by school enrollment and community support program delays, caused by late

transfers of information or information errors. These delays prevented an immediate set up of supports and services, leaving youth waiting for critical assistance. Youth from the study expressed appreciation for the work specialists had done to help them obtain employment. Providers had assisted them with filling out applications, practice interviews, and in some cases they were able to set up vocational training in the youth's area of interest.

Education (as intervention)

In their study, Jaggi, et al. (2020) examined education as a driving factor of post-release success for juvenile justice youth. Results indicated if youth had higher levels of attachment (teacher bonding, time on homework), they had lower rates of delinquency 12 months later. However, older youth offenders did not demonstrate higher rates of employment despite high levels of attachment to facility school. In fact, very few overall were able to obtain employment. The study implied a need for effective agency support in areas such as post-release employment. Researchers in this study noted their findings were in agreement with results from Apel and Sweeten (2010) which indicated, "non-participation in employment is likely a result of discouragement and structural barriers; and not simply idleness" (p. 20). Structural barriers could be related to the various support agencies youth navigated. Finally, post-release employment programs, like workforce development, could potentially improve employment outcomes. This studies also exemplifies the need for multiple agency supports.

Service Dosage

To determine the effectiveness of a community-based reentry program designed to reduce rates of recidivism, Abrams et al. (2011) conducted a quantitative study involving 75 young men while controlling for known risks of repeat offending. These young men had participated in a community program, for varying lengths of time. Researchers wanted to examine if service

dosage, length of time, had any impact on recidivism, which they defined as new convictions on youth records. This is a stronger definition of recidivism as ‘rearrest’ does not indicate the youth committed a crime. Despite a smaller sample size, the results of their binary logistical regression models suggested that participants who spent longer periods of time in the program, had better outcomes (2.3-2.4 more months of service support equaled lower conviction rates). One of the study’s valuable takeaways was the variables of education and employment being strongly related to lower odds of recidivism. Again, we see areas related to interagency collaboration, schools, and work/vocational training programs, can play a major role in helping youth attain post-release success.

Focusing on the importance of family support, Ruch and Yoder (2018) posed the following research question: Does more frequent contact between families and incarcerated youths increase likelihood that youths have developed an education or employment reentry plan? They pursued the answer to this question using data from the Office of Juvenile Justice Diversion Programs, OJJDP. The population data came from the Survey of Youth in Residential Placement (SYRP), over 7,00 youth had participated in the survey (n = 7,073). Not surprisingly, as the frequency of weekly family contact increased, so did odds that an education reentry plan was in place. Overall, the odds of having an employment plan in place were 1.34 times greater for youths who maintained average family contact at least once per week as compared to youths with no family contact during residential placement. Odds were 1.42 greater for youth who maintained family contact at least twice a week, as compared to peers without family contact. It may be worth noting that reentry plans may involve multiple agency supports.

Special Education

Special education students in juvenile justice, have typically been examined as one homogenous group. Cavendish, (2014), explicitly wanted to avoid this homogeneous evaluation during the study of 4,066 youth who had been committed to residential facilities in the state of Florida. As a result, youth were studied based on the designations: LD (learning disability), EBD (emotional/behavioral disability), and youth without disability status. Findings revealed that youth with EBD and those with LD designation were 61% less likely to earn a diploma, and 82% less likely to earn a diploma during their incarceration term. Limitations of the study included data that were dependent on school report, as opposed to standardized assessment, limited access to youth records prior to juvenile justice, and the study did not analyze for causal connection. Cavendish stressed the importance not only of documenting youth experience and perspectives, but future studies focusing on interagency collaborative models that have been implemented to examine their best practices. Justifying these collaborative efforts as being critical, they referenced Abrams et al.'s, 2008 study which stated, “these youth must reenroll in some type of educational program after return to the community as a condition of their release but without consistent supports and attendance monitoring, these youth do not attend school in a meaningful way” (p.5)

McDaniel and Carter (2019) studied the effects of a comprehensive interagency transition team. A partnership was established between university, detention center, local family resource center, and public school district personnel. Three juvenile justice youth participants were selected under the requirements of history of mental health issues or being a recipient of special education services (McDaniel & Carter, 2019). The study chose to focus on special education youth, specifically referencing their overrepresentation in the school-to-prison pipeline and

juvenile justice system. They highlighted that special education youth are not always provided the services they are federally mandated to receive. Youth with the eligibility of emotional disturbance are by far the largest population of special education youth currently in the juvenile justice system (Cavendish, 2014). The researchers chose to support these populations with a team of agency representatives to lower the risk of recidivism. They asserted in order to serve overrepresented populations effectively, there should be “(a) person-centered planning, (b) support for GED completion, (c) employment preparation, (d) coordination of interagency services, and (e) social support with an emphasis on mentoring (Hagner, et al., 2008 as cited in McDaniel & Carter, 2019).” Results of the “Possible Selves” intervention were promising. Youth made statistically significant gains in both the PS Motivation and Interests inventories. These gains were echoed by data which found that youth in the PS program had a recidivism rate of 21%, a 14% decrease from the facilities 35% recidivism average.

Direction of Future JJ Reentry Studies

Findings of the literature reviewed included many of the barriers faced by youth during reentry, including transition into school settings, accessing agency services, and continuity of care/supports. Literature established various agencies are involved in supporting the transition of JJ involved youth and should be involved in reentry collaboration. Operating independently and in isolation, lacking useful information and knowledge of other agencies’ programs/procedures can potentially create deficits in service. Agencies such as mental health, probation, education, workforce development, etc., could be providing duplicate services unnecessarily, or missing entire areas under the assumption that it is the responsibility of another agency. Working in isolation is also a missed opportunity to share and develop best practices of reentry across agencies.

Recommendations for future research of JJ reentry programs included a range of topics such as: social networks and community supports, perspectives of youth, continuity of supports beginning during incarceration, intensive aftercare program models, youth role in future planning, transition best practices, and the School-to-Prison pipeline. In addition to these topics future research recommendations in the literature included a focus on interagency collaboration, its best practices, and takeaways of various attempts to improve communication and processes. This includes studies on agency supports in various areas of reentry programs and the quality/intensity of interventions/services. There were consistent recommendations to study outcome variables as measurements of successful reentry other than recidivism (stable living environment, level of family support, education, training, etc.).

Various agencies, referenced throughout the literature, communicated the obstacles facing their service providers daily. Many of these struggles involved a breakdown of collaborative systems that were meant to support youth through education, housing, family issues, living skills, job, and vocational training, etc. Future studies that examine interagency collaboration have potential to inform and develop reentry programs, revise, and disseminate best practices, and make systematic communication improvements across agencies, in order to provide the most effective support for youth during the reentry process.

Context for the Current Study

Current JJ reentry qualitative studies have generally focused on perspectives collected from individual agency stakeholders, sometimes more than one, for example agency personnel (probation) and a youth in the agency program. This study also examined stakeholder interviews; however, these participants were from leadership positions at each of four participating partnership agencies; Education, Probation, Workforce Development, and Mental Health.

Los Angeles County Juvenile Justice Changes

In California, as of June 2021^[1], following the collaborative project dates of September 2018 through December 2020, the State Division of Juvenile Justice was no longer allowed to admit youth to their facilities, with a projected final closing date of all state juvenile detention facilities in 2023. At that point in the transition, county and community programs that had been working with the JJ population would be expected to provide various supports to many more youth upon community reentry (California Department of Corrections and Rehabilitation, 2020). Research has concluded previously that these community-based supervision programs have been most successful with serious youth offenders (Mulvey, 2011). These programs are dependent on clear lines of communication and collaboration. Additionally, in May of 2023 the Board of State and Community Corrections ordered two juvenile halls (Nidorf & Central) to shut down, citing unsuitable conditions.

In July of 2022 the Department of Youth Development, also after the end of the collaborative project, was launched in Los Angeles County. The purpose of the department is to provide a care first approach in the youth justice system. Their site states their responsibilities cover: expanding diversion services, supporting youth centers, supporting research and collaborative learning opportunities (Department of Youth Development, 2023).

Young Adult Diversion National Initiative

The context for this study began with a technical assistance project sponsored by the US Department of Education. Its purpose was to improve reentry outcomes for juvenile justice involved youth, specifically in the areas of education and employment. The information collected from this project was used to develop a research brief and the Young Adult Diversion Toolkit (US Department of Education). The online toolkit is meant to assist various diversion service

organizations strengthen their outcomes in providing youth and young adults with services that help them obtain high school diplomas, technical training, and unsubsidized employment. The toolkit includes: a diversion framework explaining how diversion programs can be created across areas of need, a collection of online resources (special education, career and technical education, and workforce development), and a partnership roadmap offering support in planning and coordination of diversion partnerships.

There was a call for proposals to community partnerships who were interested in being part of the national technical assistance project. One partnership was based in a large county in the Western US; they were composed of Education, Probation, Mental Health, and Workforce Development agencies. This collaborative partnership was selected along with 15 other partnerships across the US. The participants of this one county's collaboration worked with the support of a university research team and agreed to be interviewed upon completion of the national project.

This partnership collected data on 75 youth who were in or had recently been released from a county juvenile camp, where juvenile offenders are detained for three, six, or nine months after receiving a Juvenile Court placement order. The partnership focused on two broad goals. One goal was improving education outcomes, which would include school enrollment/attendance and high school graduation or equivalency. The second goal focused on employment outcomes related to youth obtaining non-subsidized employment and tracking referrals to Workforce Development agencies to increase employment.

The current study hoped to determine what practices contributed to proficient collaboration and information transfer during one interagency collaboration for improved

juvenile justice reentry outcomes. Impediments to the collaboration process were examined as well. The research questions are as follows:

1. What were the roles, goals, action steps, and outcomes of the collaborative partnership project?
2. What were the major takeaways of the collaborative effort?

Positionality Statement

As the researcher conducting this study, it is necessary to include my positionality (Mertens, 2015). In my youth, more than one of my acquaintances found themselves involved with the juvenile justice system, served terms in youth detention facilities, and struggled to re-enter their communities afterward, this information is relevant as it may have contributed to bias in my interactions with agency participants. I have a teaching credential and master's degree in special education, Mild to Moderate Disabilities, and have taught in under-resourced schools for over 10 years. In managing special education caseloads spanning all grades from kindergarten to 12th grade, I have often observed a lack of resources/training for teachers about students with eligibilities for special education, specifically about the behaviors sometimes manifested by students, which often resulted in misinterpretations of behavior as direct attempts to disrupt or harm classrooms. This has encouraged me to not only study the field of special education, but specifically the juvenile justice system where it has been estimated that 23% to 48% of the population may have a disability (Mallet, 2014). This may have impacted my analysis of information relating to data collected regarding agency handling of youth and young adults who were eligible for special education services.

Methods

This study was an examination of one county's collaborative partnership on reentry of juvenile justice youth and young adults following detention in a county correctional juvenile camp for having committed a juvenile crime. Juveniles are sent to the camps after adjudication of their juvenile crimes by a juvenile court (and court order) for 6 or 9 months, typically. The collaborative partnership was made up of four agencies (Education, Probation, Workforce Development, and Mental Health). The purpose of the collaboration was to use the data from two cohorts of juvenile justice youth to determine if the goals identified were being met. However, the participating agencies and the work they did are representative of JJ agencies across the country working with a similar purpose. The purpose of this study was to examine this collaborative partnership in the hopes of identifying key themes, participant reflections, and future recommendations for similar partnerships. The study aimed to determine what areas participants felt were most crucial to their collaborative partnership and what changes they would make in order to improve similar collaborative work in the future.

The contemporary issue of interagency collaboration in juvenile justice will continue to be relevant and critical as some states like California are in process of closing their state-run juvenile facilities and shifting funding and responsibility for young offenders to the counties (CA Senate Bill 823). There are complex systems of government and community agencies that will continue their attempts to support JJ youth in various areas, such as housing, education, mental health, employment, etc. Qualitative methods were identified as most appropriate, as the study aimed to provide more detailed information regarding the program of collaboration in JJ reentry (Patton, 2002). Yin (2018) states that if the research focus is an understanding of a real-world case within a very specific context, case study method is appropriate: "...a case study can

illustrate certain topics with an evaluation, again in a descriptive mode” (p.18). In this study the real-world case was the interagency collaboration, and the specific context was a juvenile justice project.

The conceptual framework of this study was based on Taxonomy of Transition Programming 2.0 (Kohler et al., 2016). The framework focuses on five areas of transition: family engagement, program structures, interagency collaboration, student development, and student-focused planning. This study referenced the area of interagency collaboration. This area of the Taxonomy of Transition Programming 2.0 included the following aspects: data shared among agencies via established procedures, cross-agency development provided, and systems barriers to collaboration are minimized.

Case study design was also selected as detailed descriptions of a collaborative setting were included, with a further analysis of the themes that emerged from participant individual interviews (Creswell, 2014). Also, within this case study the object was identified as, “a specific, unique, bounded system” (Stake, 2005); specifically, the system was the multiple agency collaborative project to support juvenile justice youth. As the researcher of this collaborative partnership, I had sufficient access to the data, including interviews and meeting notes. It was also necessary to conduct interviews with members of each organization, as the use of only one organization, or omission of one would not have allowed for unbiased conclusions to be drawn (Yin, 2018).

Participants and Access

The collaborative partnership that is the focus of this study began in 2018. The lead researcher of the university research team developed a proposal, with input from Probation leadership, that was submitted to the US Departments of Education as part of a national technical assistance initiative. Probation leadership recruited the other three agencies to participate. Sixteen such partnerships were selected from across the US, each with different personnel involved (Probation, Education, and Workforce Development were required) and proposed plans of action. Each of the selected partnerships agreed to work with a coach and to attend two convenings attended by all 16 partnerships in Washington DC. In addition, partnerships were offered additional trainings and resources during the course of the national project. Timeframe of the project was January 2018 until December 2020, a total of 2 years and 11 months.

Participants in the project that is the focus of this case study consisted of supervisors from three county departments (i.e., Probation, Mental Health, and Workforce Development) a county Education agency, and a local university. Participants from Probation, Education, Mental Health, and Workforce Development agreed to be interviewed for this study upon completion of the national project. Institutional Review Board (IRB) for this study was approved through the University involved. The collaborative partnership collected data on 35 youth in and 40 who had been released from the County juvenile camps as of January 2019, either in the Community Transition Program (CTP) or the Intensive Gang Supervision Program (IGSP). Data included demographic information, Math/Reading grade level equivalencies, and various dates of referrals, release, and attendance. The partnership determined it would focus on two broad goals. The first goal was to improve education outcomes, which included school enrollment and high

school graduation or equivalency. The second goal was to improve participant employment outcomes, by helping youth obtain non-subsidized employment.

The 10 agency participants in this study were purposely selected to examine their perspectives of the collaborative partnership. These participants were actively involved in the partnership, and most were in leadership positions for their agencies. As agency leaders, each participant was able to provide a system level perspective. This included an overview of the collaborative partnership processes and the outcomes.

The hierarchy of participant job titles and duties were described as follows: Top Level Managers: typically division heads, with responsibility for development and direction of their department, would have the power to approve and implement system level changes; Managers: responsible for management of Team Leaders and staff, may implement system level changes only with approval from top level management; Team Leaders: manage staff, typically bring information to Managers for system level change recommendations (Table 1). Participation is defined as: Full: participated from beginning to end of partnership; Partial: participated for most of partnership (typically replacing other agency representative); Limited: Participated in very few meetings, at the beginning of partnership then was unable to attend further meetings or send representative as replacement.

Table 1. Participants in the Study

Agency	Participant	Title	Hierarchy	Participation (Full/Partial/ Limited)	Sex
Probation	Probation 1	Chief of Probation Supervision Program, previously Oversight Director of County Camp Transitions	Top Level Manager	Partial (promoted during project)	Female
	Probation 2	(New) Oversight Director of County Camp Transitions	Top Level Manager	Partial (promoted during project)	Male
	Probation 3	Director of Camp Transitions	Manager	Full	Female
	Probation 4	Probation Director/Juvenile Consultant	Team Leader	Partial	Female
Education	Education 1	Director of County Education Services	Top Level Manager	Full	Male
	Education 2	Division of Student Services Coordinator	Manager	Full	Female
Workforce Development	WD 1	Senior Deputy Director for County Workforce Development	Top Level Manager	Partial	Female
	WD 2	Workforce Development Services Administrator	Manager	Partial	Male
	WD 3	Workforce Development Services Administrator	Manager	Partial	Male

Mental Health	MH 1	Mental Health Coordinator of Camps	Manager	Limited	Female
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Data Sources

To establish construct validity and strengthen the reliability of the evidence, it was necessary to use multiple sources of data. As a qualitative case-study, it was necessary to reference more than one source of information, specifically because this study was meant to be in-depth and was focused on the partnership in its real-world context. Interviews and meeting notes from this study allowed for a convergence of evidence utilizing data triangulation (Yin, 2018).

Interviews

To collect data for the study, requests for interviews were made to each of the collaboration participants. The lead researcher from the university team served as one of the interviewers, organized the ongoing partnership meetings, and attended the convening in Washington, DC along with Probation and Education agency partners. Researchers presented participants with a draft of interview questions and a selection of days and times that interviews could potentially be conducted. Participants were told that the interviews would be approximately 30-40 minutes. Ten collaboration participants agreed to the interview and one Probation participant did not respond to the request for an interview. Once scheduled, researchers provided each participant with an appointment reminder, including zoom link and a copy of the finalized interview questions. During the interview process, participants agreed for the interviews to be recorded for transcription; all parties identified themselves; and the two researchers alternated asking the interview questions. Participants were also informed that any names or identifying information would not be included in the study data or analysis. Ultimately,

interview times varied for each participant, with an average interview time of 51 minutes. Questions for collaboration participants were designed to illuminate five areas (perceived roles, goals, action steps, outcomes, and participant major takeaways) researchers determined were necessary to understanding this specific interagency collaboration. See Appendix D Interview questions used for analysis & data alignment.

Perceived Roles. Each agency participant was asked questions about the perceived role of their agency and themselves as individual participants in the collaboration. They were also asked questions about the perceived roles of other agencies/individuals.

Perceived Goals. Goals of the partnership were stated early on. Questions about the goals were developed to determine initial understandings of goals and what (if any) changes were made to the partnership goals.

Perceived Action Steps. Questions regarding action steps were developed to determine how individuals understood the action steps given to them/their agencies, and if the understanding was the same across agencies. In addition, questions inquired as to whether or not the steps were taken, if there were any changes to the steps, and an additional question about steps taken to serve youth receiving special education services.

Perceived Outcomes. Questions to determine participant perceptions of the final outcomes of the collaborative partnership were developed, including questions about the visual representation of systems and services (flowchart). Questions regarding potential changes in interagency collaboration practices, services provided to youth, and open-ended questions for any other outcome areas were also included.

Major Takeaways. The fifth and final area were questions meant to help determine participants' major takeaways from the collaborative partnership. These questions were also

open ended and broad, with the intention of allowing participants a wide range of areas to discuss and give their opinions on. The questions covered barriers, flowchart, data, collaboration, future recommendations, and one question for any other information the participants wanted to disclose that we did not ask about.

Meeting Notes

Documentation has been shown to be useful as a source of evidence (Yin, 2018). The agendas and notes from partnership meetings were a source of data that contained specific information that covered the nine meetings I attended during the nearly two-and-a-half-year partnership. In addition, they were not created for the purpose of the current study, but for the collaboration partnership itself, and these are all components of strong evidence (Yin, 2018). I utilized notes taken during collaboration meetings held both in person and via Zoom. Each meeting typically consisted of review of previous meeting, agenda, new topics, and concluded with action steps for individual agencies. The dates were as follows: September 2018, October 2018, December 2018, January 2019, March 2019, May 2019, July 2019, October 2019, February 2020, March 2020, April 2020, May 2020, June 2020, August 2020, September 2020, October 2020, and December 2020.

Data Analysis

Data were analyzed for this study using qualitative coding. Analysis determined if participant perceptions were consistent throughout the collaborative partnership or if there were any discrepancies. Corbin and Strauss' (2008) strategies for analysis: open coding, axial coding, and selective coding were used. Interviews were coded using NVivo software. Transcripts were typed for all 10 participant interviews by a research assistant. Using the qualitative software, I coded all the interviews. A second coder was given two interview questions across all

participants with a code sheet to determine inter-coder reliability, the percentage of agreement was 82%. According to O'Connor & Joffe (2020), a second coder working on 10-25% of transcript data allows for inter-coder reliability and acceptable agreement would be 80% - 95%.

Given the exploratory and descriptive nature of the study, analysis of interviews began with individual question responses, using the five areas on the data alignment grid (Appendix D Interview questions used for analysis & Data alignment) as a starting point. These five areas served as the basis for the a priori codes (perceived goals, roles, action steps, outcomes, and takeaways) which allowed for a general grouping of data into chunks. This was followed by open coding of each chunk of interview. For example, during open coding of the responses that were chunked under a priori code Perceived Goals, codes of *goal development*, *agency specific terms*, and *improve communication* emerged. Open coding of chunks of data organized by original a priori codes ultimately generated a total of 57 codes.

Next, axial coding was conducted by reviewing all codes and identifying larger 'categories' into which codes could be combined. For example, the codes *lack of database access*, *lack of clearly defined outcomes*, and *issues in communication* were combined with other codes to construct the category of *Collaboration Blocks*. After this process, codes were reduced to 20 categories including *calibration of interagency language*, *work supports*, *data analysis*, etc.

Finally, categories were synthesized into 8 larger themes of the collaborative effort: *Staff and Resources*, *Communication*, *Data Processes*, *Logistics of Systems and Services*, *Personnel Trainings*, *Edits to Flowchart*, *Major Barriers*, and *Future Collaboration Efforts*. As this type of analysis requires the repetition of processes, at each stage codes and categories were revisited, reviewed, and adjusted to give the most accurate summary of the findings.

See Table 2. Examples of Codes

See Appendix E. Complete Coding and Data Reduction table.

Table 2. Examples of Codes

Examples of (Open) Codes	(Axial) Categories	Themes
<i>interagency training</i>	<i>training</i>	<i>Staff and Resources</i>
<i>funding requests</i>	<i>work supports</i>	
<i>agency specific terms</i>	<i>calibration of interagency language</i>	<i>Communication</i>
<i>goal development</i>	<i>interagency collaboration</i>	
<i>data reports</i>	<i>data collection</i>	<i>Data Processes</i>
<i>data for smaller groups</i>	<i>data analysis</i>	
<i>process revision</i>	<i>services adjustments</i>	<i>Logistics of Systems and Services</i>
<i>clarification of agency roles</i>	<i>strengthened interagency collaboration</i>	
<i>youth employment</i>	<i>youth focus</i>	
<i>disability not disclosed</i>	<i>special education</i>	
<i>expansion</i>	<i>adjustments to collaboration process</i>	<i>Future Collaboration Efforts</i>
<i>power players</i>	<i>required components</i>	
<i>career development</i>	<i>additional considerations</i>	
<i>lack of database access</i>	<i>collaboration blocks</i>	<i>Major Barriers</i>
<i>lack of staff resources</i>	<i>work environment issues</i>	
<i>continuity of service issues</i>	<i>service issues</i>	
<i>probation officer training</i>	<i>agency specific training</i>	<i>Personnel Trainings</i>
<i>training: homeless/adjudicated youth</i>	<i>job training</i>	
<i>probation officer step clarification</i>	<i>current processes</i>	<i>Edits to Flowchart</i>
<i>new referral step (flowchart)</i>	<i>future steps</i>	

For the purpose of triangulation, notes from the partnership meetings were analyzed as a data source. This was done using the same approach used for the participant interviews. Each set of documents had topics of the meeting listed which were checked and coded. Topics listed were coded through open coding, through axial coding synthesized into categories, and later merged into themes. Some themes yielded through the meeting notes analysis were new, stand-alone, themes that were independent from the themes in the interviews (e.g., *personnel trainings* and *flowchart edits*), while others were exactly the same as the themes from the interviews (e.g., *communication* and *data processes*). These were the overarching themes that transcended the data source. For example, agenda note items such as “enrolled v. placed in program” and “subsidized v. unsubsidized employment” were occurrences of agencies either not understanding the agency specific context of the words, or when agencies had different definitions of a particular service. These were coded as *contract and MOU language*, categorized under *calibration of interagency language*, and synthesized under the theme of *communication*.

Themes from the analysis of meeting notes included: *data*, *training*, *communication*, and *edits to flowchart*. The themes of *data* and *communication* held with themes of the same name resulting from the interview analysis. Thus, these were the overarching themes. The themes of *personnel trainings* and *edits to flowchart* were included as stand-alone themes of the study.

Results

The data analysis yielded 8 major themes: *staff and resources, communication, data processes, logistics of systems and services, personnel trainings, edits to flowchart, major barriers, and future collaboration efforts*. I examined these themes below as I addressed each research question of this study.

1. What were the roles, goals, action steps, and outcomes of the collaborative partnership project?

The six following themes emerged from the interview and meeting notes analysis: *staff and resources, communication, data, logistics of systems and services, personnel trainings, and edits to flowchart*. All six themes are discussed further.

Staff and Resources

The theme of *Staff and Resources* emerged from the participants' descriptions of their roles in the partnership. It also described how staff and resources impacted their ability to fulfill requests from the partnership. The theme of Staff and Resources included the following categories: *training* and *work supports*. It was found that the roles of each agency staff member had to be clearly defined. Each participant had to be aware of general job tasks that might delay partnership requests for data. The collection of data was a necessary activity of the project in order to determine the extent to which the selected project goals were being attained.

One participant from Workforce Development said that the collaborative partnership revealed they were understaffed, exemplified by their struggling to fulfill duties for the partnership, such as referral dates, program hours completion, and employment data. This prompted the participant to have a conversation with their upper management about additional supports. Thus, the participant felt their role in the collaborative partnership informed and

strengthened their ability to request funding. One Education participant referenced the paper tracking issues other agencies had, “...you see it... clipboards, they're still doing paper-pencil ticks, [as opposed to] our attendance, behavior, you can do it on your phone... [data collection is a] big challenge and a symptom of the bigger issue you see among our groups”. This was echoed by two Probation participants who referenced the struggle with fulfilling data requests because of an inability to run reports on their system.

Participants also felt their role included attending and requesting trainings. The national project provided opportunities and the partnership decided to take advantage of the training offered. Participants expressed their own attendance was necessary, citing they should know everything their staff members are expected to. Trainings included topics like how to support homeless adjudicated youth and providing youth technical/career training. Staff training requests were made across agencies, because each had a specific area of expertise,

...our agency works with what we call targeted populations... but that didn't necessarily mean our [staff] are subject matter experts in serving the juvenile justice population... So having [agency] presenters come and present to them, talking about specific criteria that youth face when they're going through the juvenile justice system process really helped us ... we're looking to get more training to our [staff] to make them the subject matter experts, because there are things that this specific population face, that other populations don't.

This reflection from a Workforce Development participant points out that while some agencies only work with JJ populations, other agencies are serving additional communities at the same time.

Communication

Communication emerged as a theme early on. The theme of Communication consisted of the following categories: *calibration of interagency language* and *interagency collaboration*.

Most participants saw the improvement of communication between agencies as a major goal of the partnership. A Workforce Development participant viewed the regular meetings as the method for achieving the goal of improved communication.

...how we communicate on a regular basis. Is it through meetings, through emails, uh timely discussions, whatever it may be. What worked really well for us, and specifically [for our team and the Probation team] was the fact that we could have meetings, aside from the [partnership] group, and we had our own meetings in terms of, "Okay now that we know what the group wants or what we're supposed to provide to the group, how can we get it to them?" or, you know, "What are your limitations? What are your resources?"

The regular collaborative partnership meetings generated requests for data that sometimes could not be fulfilled by one agency alone. It provided opportunities for discussion between agencies that were not previously communicating on a regular basis. The agencies in this case (Probation and Workforce Development) were able to establish regular meetings and developed a new system,

Through that, it helped us develop a good tracking process, and out of it came the automated referral system, which is really big. We didn't get a chance to implement it fully throughout [the collaborative partnership] project, but it came about because of the project. And that automated referral system allows us to receive information real time [one of our largest constraints] That helped resolve a lot of the issues. So, the

communication, and the brainstorming that we were able to do between departments, that's definitely where I saw [improvements]

The participant went on to discuss how regular discussion and communication helped to construct a 'bird's eye view' of how all the agencies were interconnected in their service to JJ involved youth. They felt this would not have been possible in typical methods, emails, where communication was more superficial. A Probation participant described the communication as, *"[keeping] everyone updated. We were able to react to different aspects of the program that needed to change or needed more information... it facilitated us making collaborations better... [agencies were able to] identify the challenges and/or barriers for successful outcomes."*

Participants expressed that working on communication improved interagency collaboration overall and led to changes to systems of operation. Another Probation participant referenced communication to and from the university research team was helpful; the team synthesized and communicated data provided by agencies, in addition to tracking agenda items and scheduling upcoming meetings.

Effective communication was also dependent on the use of terms understood across agencies. Initially, this had to do with simple agency specific language or abbreviations not everyone understood, for example, the abbreviation WBL, work-based learning. In addition, agencies were able to better define the services they provided to youth. A major example of this phenomenon was changes made to the MOU, memorandum of understanding, between contracted agencies who were defining services very differently. In this case, Probation was under the impression that Workforce Development was helping JJ youth obtain permanent unsubsidized employment once released from juvenile camps, while Workforce Development focused more on work experiences, work learning activities, and subsidized employment

experiences for youth. The calibration of language also allowed agencies to compare their measures and definitions of success, an Education participant expressed “[it] let us know how they're really measuring performance. It gives us a really good view of the actual work that's happening... we all need to bring [and discuss] how are we being measured to do our job, let's bring it to the table.” This theme held in the analysis of meetings notes. In the notes from January 2019, there was a discussion focused on describing service delivery with “enrolled or placed.” Participants from Probation pointed out that students “enrolled or placed” in community Workforce Development services, could have simply been entered into the agencies database, rather than being placed in a job. The discussion included the issue of lost contact with youths, so they were no longer able to be contacted for attendance in community services. This prompted further discussions about ways community partners could engage youth *prior* to their release to better facilitate their transition and attendance to post release community Workforce Development programs.

Data Processes

The theme of Data Processes consisted of the categories: *data collection* and *data analysis*. Participants viewed data collection and analysis related to school attendance and employment for the two populations of JJ youth and young adults as a primary activity for the collaborative partnership to determine whether identified goals were being met. First, all agencies took measures to remove and protect identifying information about individual JJ youth and young adults for privacy purposes. Agencies were able to develop and provide data reports for the partnership that had not been generated previously. As the partnership continued, some agencies were able to see new ways the data could be used to gather specific information about

cohorts of youth that could be used in the implementation of interventions as well as measures of success and growth, Workforce Development mentioned,

I think [name removed] had some great charts and information put together because of the information that [Education] provided. That's information we never see, we never look at, but now we know if half of [our] Probation youth are below a sixth grade [math/reading equivalency], just as an example, ... should we address it? We do have the resources at [Workforce Development] to address that under different funding. Um, so that's kind of like an eye-opener and building that dialogue during the meetings, I think was huge.

Probation identified the data critical to tracking referrals and enrollments over time. Education participants noted data requests allowed them to identify areas of needed intervention, in Math and Reading, for youth. Additionally, an Education participant noted their information systems were more aligned to the needs of partnership data collection, citing their robust profiles of each youth, the system's ability to change requirements easily for report running, and their ability to access multiple data bases. This contrasted with agencies like Probation and Workforce Development who sometimes had more anecdotal information tracking or required use of paper tracking systems. One Probation participant described data collection issues as follows,

I think the biggest challenge with collecting the data is that we do it manually.. we had to create an Excel spreadsheet and when you have a lot of information, it goes on and on... .. you know how data is. Once you collect one thing, you [other agencies] want to add [another data field], so that probably was one of the biggest challenges...I want to say almost daily, information can change, right? One day you have a kid that was released

from camp, and you plug him in into the system and then the next day something else is going on.

Frustration with data collection procedures was discussed by more than one agency. One Workforce Development participant expressed frustration that other agencies could not utilize their data system,

...youth earn about 20 hours of paid instruction on work ethics, for instance, just like the basic elements of work readiness. These are proactive activities that youth can engage in, and it's something that, [probation officers] need to know about. [When] it's time for the youth to go back to court and say, "okay what are they doing to make their lives better?" The [probation officer] would have information available to share with the court. We know that was a big gap of information sharing that that probably still exists because [accessing the system] wasn't fully implemented...overall, is the automated referral system, far more efficient than, than you know faxing or emailing a PDF form? Oh yes... it added a layer of complication for us, um at the administrative level. That's all.

In addition to the missed opportunities for information described above, longitudinal data was identified by Education as important to the planning of future goal areas, “...Looking at data timelines... 35 released from Camp... 11 graduated, 4 attending school... Those discussions and how [youth] were connecting [to other services] is important as we develop programming, we're going to articulate better goals.” In addition, longitudinal data allowed agencies to identify when contact with youth was lost, this provided opportunities to change services with the intention of reviewing future data to determine if contact with youth improved. One Education participant described the data analysis as follows,

We were able to look at things from a data perspective to see if there were any trends in regard to the students that were able to attain [job] positions and students that were not. Or if there were any commonalities from the education standpoint, and even a [work] training standpoint... it allowed us to take a deeper dive into what's going on with our students once they leave from an educational perspective and an employment perspective.

They are referencing the work experiences youth may have had while in camp to see if the youth who were able to successfully obtain employment post release were all previously in a specific type of training. Or possibly, to determine if there were similarities in their educational profiles. Ultimately, the hope was that by identifying these trends the agencies would be able to identify which programs and services were supporting youth in successfully obtaining employment.

Personnel Trainings

The theme of personnel trainings consisted of the following categories from meeting notes analysis: *agency specific training* and *job training*. This theme referenced the various trainings participants attended or requested for their agencies during meetings. There were two trainings requested and meant to disseminate information discussed during partnership meetings; one for the Probation agency (to provide additional case management information to deputy probation officers) and the other for the Workforce Development agency (from Probation about serving JJ youth and young adults specifically). Trainings were meant to empower participants in various areas of serving JJ involved youth, “[*university team member*] reported that our [*partnership*] coach would consult with [*additional personnel*], about who might be additional relevant subject matter experts for our Partnership.” This meeting note was representative of the partnerships actions to obtain relevant trainings for practice. These trainings covered topics such as: career and technical training, homeless adjudicated youth, and case management resources.

Edits to Flowchart

The flowchart was a visual representation of the services provided by participating agencies to JJ youth and young adults from their time in camp, during, and after their transition back to their communities. Edits to flowchart consisted of the following categories from meeting notes analysis: *current processes* and *future steps*. The flowchart was a topic of focus for several reasons; it was continually revisited and revised during meetings over the course of the partnership. There were adjustments related to current services (e.g., expectations of probation officers) mostly in reference to additional information that could be communicated to other agency partners (e.g., community Workforce Development) prior to the youth's transition to community.

After box 10, inserted a new box for transition MDT [multidisciplinary team meeting], Transition MDT is now box 11, Community agencies can at least participate by phone, Might not be able to call in for all of the meeting. Maybe the first 10 minutes. Box 11: Aftercare DPO [deputy probation officer], [Workforce Development] will send updated flow chart info.

The above meeting note was in reference to additional procedures for the multidisciplinary team meeting; partnership members felt introducing the community support agents to the youth and family earlier might increase the chances of youth attendance once released to the community. Partnership members were also able to identify opportunities for concurrent services on the processes flowchart. Once agencies had determined the areas of the flowchart where 'loss of contact with youth' was occurring, there were future steps added in an attempt to rectify the loss areas. Analysis of meeting notes demonstrated a strong focus on the discussion and revision of the systems flowchart during partnership meetings. The flowchart was a point of focus in nearly

half of the meetings that were analyzed. See Appendix F. Revisions to agencies' services flowchart.

Logistics of Systems and Services

The theme of logistics of systems and services consisted of the following categories: *strengthened interagency collaboration, service adjustments, youth focus, and special education.* The perceived outcomes of the partnership were mostly viewed as logistical changes and improvements to the services provided to youth or the revision of interagency systems designed to transition youth from camp to community. As one Education participant noted, “...*we can now identify, and refine, improve our practices collectively and collaboratively as agency partners throughout [our county].*” A Workforce Development participant described how they adjusted service expectations for their employees in the camps,

...at the beginning, there was a misconception as to what we did at the camps and at the halls. [It was a] lack of information, “What are these soft skills training that the youth are receiving at the camps or the halls?” [discussing in greater detail] cleared it up and putting that [program information] on the flowchart, specifying the number of hours, the timeframes, who's responsible for what, created a sense of ownership and a sense of empowerment to each division or each department [responsible for services].

Once these adjustments were made, supervisors were able to utilize the flowchart to disseminate information to the stakeholders working in the camps and halls. As mentioned previously, typical flowchart changes provided structures to promote accountability and clear expectations.

Participants viewed the activities over the length of the partnership as solidifying the working relationships of these agencies. They were viewed as an environment to plan and execute adjustments to systems of processing information and services provided to youth. One

Probation participant described the partnership as an opportunity to follow JJ involved youth through their transition to the community, determine which procedures and services helped them do this successfully, and promote or strengthen those programs while adjusting those that were not serving them well. Coordinating services was mentioned by Education, Probation, and Workforce Development participants as a positive and sustainable outcome of the partnership.

One Education participant described how the partnership examination of systems led to modification of youth programs, *“we’re serving students, but we want to ensure our user interface [clearly demonstrates] how interactions and engagement are happening. That’s a big piece, we can really see it from the youth’s perspective through interaction with all these different [agency] groups.”* The ability to speak with agency partners about the timing and procedures for youth supports was crucial; as mentioned previously, most partners had some level of management responsibility and were able to confirm procedure logistics. A Workforce Development participant described it as follows *“[examining partnership agencies’ services] helped us identify bottlenecks and challenges, we implemented specific procedures ... we don’t even do [previous method] anymore. We’re doing direct referrals. [We identified] “Okay what doesn’t work?” We scrap that and we implement what’s working.”* This process of discussing logistics of how youth were moving through multiple agency services was echoed by other participants as the way they were able to find gaps and areas of need where youth were disconnected from services and lost contact.

To summarize, the findings of the first research question included discovery of six themes. Analysis of the interviews and meetings notes demonstrated a strong focus on staff and resources, communication practices between agencies, data collection and analysis for the partnership, logistics of systems and services, personnel trainings, and edits to flowchart.

Special Education.

It should be mentioned that although youth eligible for special education were not the primary focus of the collaborative project, there was data collected and reported to the participating agencies on this specific population. Data collected and reported on youth eligible for special education services included standardized test scores for English and Math, along with their outcomes for employment and graduation. The university team added questions regarding this population after the project completed to collect general information on how youth were being served. The questions asked if participants thought the partnership had a specific impact on special education youth and young adults; additionally, it was asked how each agency served youth eligible for special education, and how, if at all, their services might differ from the general population.

Findings for this topic were one of three categories: *no method of identification*, *individualized for all*, and *identified and provided appropriate services*. *No method of identification* was representative of agencies that stated in their work with juvenile justice youth and young adults, there was no method of identification for special education services, it was not information that was collected or provided to the agency. *Individualized for all* was representative of agency participant responses that each youth they worked with received an individualized review of their needs and had a plan created to best support them. Finally, some agencies were very clear about their process to identify students that received special education services, once identified, the students' required services were implemented. This response was categorized as *identified and provided appropriate services*.

2. What were the major takeaways of the collaborative effort?

The second research question was answered using two themes of the interviews: *Major Barriers* and *Future Collaboration Efforts*. Both are discussed further.

Major Barriers

The theme of major barriers to the partnership, consisted of the categories: *collaboration blocks, work environment issues, and service issues*. Participants discussed several major barriers to the collaboration. One of the largest areas of input was interference from individual agency daily requirements. In this partnership, with four participating agencies, each agency could be working with a number of additional outside agencies, used in conjunction to their services. For example, one Education agency participant described working with up to 36 county departments, all of which could potentially have different policies and procedures.

Also... it just always seemed like [county centers] are just so many... we were just dealing with a lot, I never knew exactly who we were dealing with, you know? It's like, we didn't have the right people, no, I don't [mean the right people] at the table—or all the people at the table...when we did bring all the people, it was so many people, so it just was all over the place, if that makes sense.

In addition, each agency had multiple priorities; the foci of their own area (Education, Probation, Mental Health, Work Development) versus the work required to support the collaborative partnership. As stated by an Education participant, “... *the two biggest things, um, competing priorities, different funding structures, and really a unified database that can tie it all together, that we all have equal access to.*” In addition, size of agency had the effect of intimidating smaller agencies in requesting additional supports or information. For example, one Workforce Development participant mentioned, “*before I would not have felt ... comfortable speaking to*

them, [the partnership provided] an equal level as partners. And you know, with the county hierarchy, some departments, you just can't go up and talk to a certain manager.” The collaborative partnership also called for significant time commitment, not only for regular meetings, but for the execution of partnership data collection requests. Participants pointed out this was in addition to their daily, sometimes over full, schedules. Ultimately, partnership data collection requests interfered with their ability to complete partnership tasks in a reasonable amount of time.

Collaboration participants and agency structure were not always ideally aligned. This concept was adequately described by one Education participant as follows,

...with the people in the room, um, and I will just reiterate, they are not the site level [people]...what I mean by that, they're not running the facilities...they do have some role at the table in the facilities, but they're not the authority over the facilities, [whereas some participants are]. So, there's a bit of, um, separation there.

Participants could not control management or distribution of funds for other agencies and met with dead ends on issues they deemed important to success. One Education participant said, “*we came up with the plans, but we don't [necessarily] have the resources, nor do we have the political backing or the power behind it to make them happen”*. Funding for youth transportation to required services was noted as an example of a want that could not be done. In addition, one participant noted that even though there were several work development programs they were aware of, they were “tied” to using the county contracted program.

Older systems were problematic, as at least one agency had a paper record system, rather than an electronic database, and therefore took longer to research data requests. In addition, that system of collection was not easily adjustable to requests for additional areas of data. Frustration

with requests for data were mentioned by most participants, both with waiting for information from other agencies, and from those who were required to process the requests,

...the county also has a lot of, a lot of red tape, um when it comes to sharing information. Going back to the information sharing and data sharing, we have to really work around that, and I wish there was a better way - where we could just have a general template that says you're going to share data between these two departments for this specific project. And there really isn't.

Participants felt there was a lack of clarity throughout the collaborative partnership, some mentioned it was understandable as this was a first attempt with this type of national project. This included input regarding the commitment level of each agency, clear expectations when participating personnel were leaving and being replaced, and frequent check-ins regarding goals. One agency representative who came in as a replacement for someone promoted during the collaborative partnership project, expressed confusion with the original information regarding goals of the partnership versus expectations for their individual agency,

...but then when I became more involved, I noticed that there was a lot more to it than what I [thought] the project was... from the get-go, [if] we would have uh established... the parameters we're trying to address, the data we're trying to collect, um and maybe the end um goal. Flush it out a little bit more, I think that that definitely would have helped.

Participants also felt requests for data would have benefitted from communication of a clearly defined purpose of the data, otherwise it felt as though, “we're just collecting data to be collecting data”.

Interagency collaboration methods were brought up as a barrier during the collaborative partnership project. Many of these issues stemmed from information sharing. Some continued to reference information platforms that did not have the capability of running reports easily. Still others were simply in reference to the turnaround time of information requests. One Workforce Development participant thought more frequent partnership meetings could improve communication issues; they felt there was breakdown in emails between meeting dates:

[We] could have readjusted and said, 'Okay, this has gotten a lot bigger... we need more frequent communication' [to work on barriers] then even if you forget to do something in one meeting... you have the minutes, uh so you can get it done".

Another participant noted they would have appreciated more communication around agency specific language they did not have context for. Finally, inconsistent participation, of one agency, was noted as an interference to effective collaboration.

Service interruptions were encountered during the partnership and mentioned by a few participants as a barrier. Many of these issues were focused around the area of employment and the work development agency. There were issues of tracking youth after release, mentioned by an Education participant,

...the moment that they're released, although they're still mandated according to their officers, uh this doesn't always occur, right? They become difficult to contact. Um, they may schedule an appointment. They don't show up, or they just fall off after a few hours of participation.

There were similar statements according to a Probation participant, “...the biggest barrier was connecting youth with services once they leave. We had good service application and delivery as

relates to participating in the camp setting [work experience]. However, it seemed to drop off pretty dramatically once youth left camp”.

Transportation was noted by an Education participant as one interference to the partnership’s service continuity. Noting that safe transportation in underserved communities was a persistent issue. In addition to trainings, certifications, and paid work experiences, youth did not have work transportation arranged prior to release. Most participants noted service continuity issues during the transitional period from correctional juvenile camp to community. Participants mentioned not connecting youth with community services sooner while they were still in camp settings might have caused barriers. Some noted unknown impeding circumstances of individual youths, and others thought youth should be incentivized more throughout the transition process with monetary rewards, free meals, and other incentives. Examining major barriers was helpful in identifying changes for future collaboration efforts.

Future Collaboration Efforts

The theme of future collaboration efforts consisted of the categories: *adjustments to collaboration process, required components, and additional considerations*. This theme was the second major takeaway for the interviewed participants.

In future collaboration efforts, most participants voiced a desire to collect more direct input from the youth involved in their programs. This was not only as an assessment measure, but a way to receive direct input from youth that would inform agency practices, perhaps to help agencies select areas of focus for specific cohorts of youth. One Workforce Development participant shared,

Youth, they don't care about what we do [laughs] in terms of the time that we're spending on, you know, development. They want to know ‘how it affects me’. If we can show the

youth, this is how we're improving, maybe it empowers the youth to want to know and care about what we do.

The participant went on to describe the various challenges in engaging youth and some of the issues that arise as push back to participation in programs. They felt having the ability to collect feedback directly from youth could provide additional ways to improve engagement.

But it would also help us, getting information firsthand, because then we know what the what the challenges are with the youth, right? ... I think we're always quick to implement projects and [we] forget the youth component for a bit, like, would the youth even like to work 120 hours at the Camp? And the youth that don't want to work, why? I mean, what, why wouldn't somebody want to make \$15 an hour? Well, because I can make more money selling drugs on the street. So, how do we get you away from selling those drugs in the street and [help you] make it? So maybe the youth also need a training, [like trainings we're currently requesting] where we can have a speaker come in and talk directly to the youth [about these topics].

Another participant spoke about public forums they would like to hold not only for families, but specifically for the youth who are utilizing their services. There was a desire to engage communities in conversations about what challenges are being experienced in the present. One participant mentioned that as different detention facilities close and more youth are coming into community services, the youth perspective will be necessary to develop successful programs. Finally, one Education participant wondered if it was possible for the work development agency to collect youth input as to areas of career interest. This would be in order to find jobs/programs aligned directly to youths' interests (culinary, electrical, etc.).

When discussing ideas for future collaboration partnerships, a few participants were explicit about the need for participation of personnel with the ability to implement change. These action agents were referenced as “key players, key county players, players who could make decisions”. One Probation participant expressed the following about the idea of power players:

So that is always a good process, because when those levels of people... are involved, it helps move things forward more quickly. And that's always beneficial, instead of having to say, "No, you know, I need to go back to my senior director, who needs to go back to the bureau chief, and we'll talk about it next month, right?" Well, we were able to say, "No we can't do that yet, but this is what we can do, and we want to work towards that," or "Yes, this is what we can do now. How can we, uh, what's the best way to collect that data, or do this referral, or work this out, etc.?"

In addition, there was a view that the university research team involvement was particularly helpful in this collaborative partnership. The research team was referenced to as “outside perspectives” that were able to provide good feedback and assist with data analysis. One participant viewed the research team as unspoken leadership who were able to take ownership of scheduling, summarizing tasks, and following up on information from previous meetings.

Participants overwhelmingly recommended future collaboration partnerships to continue, “... yeah, absolutely... [this is] the future of the juvenile justice system... more and more of these camps are closing out... more youth [are] being released to the community... I feel like [our agency] is seeing this as an investment in our youth, rather than [detainment]”. Others mentioned the partnership allowed them to maintain a focus on their goals, as opposed to getting “lost in our day-to-day work”. The collaborative partnership was viewed not only as a space for

new ideas and improvements, but there was a regular follow up component that participants found valuable, for example,

...it's [the partnership is] a constant reminder that we need to continue improving our skills. So, the partnership would help, like [participant name removed] mentioned, we don't have a follow-up to the last training. So, if the partnership was in place, [the next steps would be] "Okay, we all hold each other accountable. Um, are we going to invite [participating agency]? Is this only our [agency] training? Or, who's going to conduct the training?" Um, so, definitely, I would say the partnership needs to continue and the next steps for the partnership should be reinforcing what we've done.

In addition, an Education participant recommended that as the partnership continues, its members should consider the construction of a handbook, or some type of guiding framework that can eventually be expanded to include more agencies, *"I think the structure was really good because we had good norms, and we had good agreements on how we were going to behave with one another. Um, so, we need to continue and yes, and I think we need to expand um to a broader group"*. Both Probation and Education participants felt the partnership was ready to be expanded,

Because right now, we were looking at these 40, but [today] I have 400 kids that are enrolled in juvenile court schools. Um, we also have about um 200 in County Community Schools and independent study. I have [a large percentage] of students who are not showing up in those schools.

The participant felt that similar collaborative strategies of communication, data, and follow up had the potential to improve retention in this aspect of their individual agency.

Other participants mentioned the updated process and improved communication as reasons the collaborative partnership should continue. One participant said the following about the Agencies Process Flowchart that was updated and revisited throughout the partnership:

I think it's [the process flowchart is] gonna be huge, because that flowchart is also gonna play a part with our new partner, if [agency removed] is how we continue to service these youth, with the resources that we have available. Um, so, without that flowchart, I don't think um our project would have had that much of an impact. I think the flowchart really is, you know, the heart of what we did, and I think rightfully so, because it does stress the process we're to follow and how we don't lose contact with the youth... and how do we make sure that the youth are achieving those (positive) outcomes when they leave detention?

It should be noted one participant said the partnership should continue, although they were unsure if it needed to continue as an entire collaborative partnership as opposed to occasional check ins, however, this participant did not participate the entire length of the collaborative project.

In summary of the second research question, major takeaways of the collaborative partnership, were mainly focused on two themes: major barriers and future collaboration efforts. Major barriers consisted of collaboration blocks and issues, work environment issues like agency systems, and service issues such as continuity of service.

Discussion

Themes found were consistent across both interviews and meeting notes. This was not surprising since they are reflective of the issues focused on by the participants, which were often discussed and noted during partnership meetings. This provided triangulation of the data, and the findings of interview and meeting analyses are discussed. Finally, consistent with the conceptual framework based on Taxonomy of Transition Programming 2.0 (Kohler et al., 2016), analysis of interviews and meeting notes showed the partnership spent a significant amount of focus on: data shared among agencies via established procedures, cross-agency development provided, and systems barriers to collaboration are minimized. Data were requested and submitted throughout the partnership, and many felt the collaboration would benefit from a data system all agencies could access. Cross-agency development was provided over the course of the partnership, one example being workforce development requested training on how to work with adjudicated youth and young adults from the probation agency. Finally, participants felt that the partnership meetings provided the space to discuss system barriers with the ability to make needed adjustments and there were recommendations for future collaborations that intended to minimize collaboration barriers.

Agencies benefitted from a deeper understanding of what partner agencies did in their work. Learning about other programs, specifically for Workforce Development, prompted change within their own agency. This was demonstrated in the Workforce participant's reported conversations with superiors regarding understaffing, obtainment of trainings for their agents from other agency partners, and an increase of data and information they intended to use in future funding requests. Calibration of interagency language was also an interesting finding. It demonstrated that agencies could have completely different expectations regarding youth

outcomes because of language used, even though they had contracts and memorandums of understanding between them.

Requests from various partners for data led to the development of new tracking processes. Workforce development, through discussions within the agency, was able to develop an automated referral system. This system allowed information that would otherwise be delayed, to be delivered in real time, which they viewed as an improvement. In addition, partnership requests and frequent communication through the meetings facilitated regular contact between the agencies that was previously not typical.

The partnership prompted a discovery for participants of the interrelated nature of each agency's work. Workforce development had typically focused on work experience hours and various work preparation trainings in camp and community settings. However, access to data provided by the Educational agency prompted a discussion about ways educational intervention supports could be integrated into the Workforce Development experience.

Workforce development addressed that their agents were working with various populations day to day. Receiving specialized training from Probation allowed agents to better understand the experience and needs of JJ involved youth. This aligns with Hampton's (2020) study, although focused on the specific needs of CSEY, which found that service providers should have an in depth understanding of specific population needs in order to provide services to them most effectively. The finding that programs should be designed according to the individual needs of specific populations also aligns to Bullis and Yovanoff's (2002) study.

Input about data collection demonstrated the deficits of not having an overarching information system that all agencies, with a vested interest in JJ youth, could access. This was referenced by an Education participant as a 'unified database'. In addition to ease of data

collection, Workforce Development pointed out there was information about youth training hours, that could be referenced in support of youth during court hearings, however probation officers were mostly working from written records and did not have a data system where that type of information could be easily accessed. Each agency had its own systems of information tracking, some automated and others in written records. In addition, some agencies researched and collected data that was readily available within other agency databases. As noted by previous research, these issues in communication systems delayed the transfer of student data between agencies (Sinclair, 2020). This data issue was also consistent with the findings of Cole and Cohen (2013), who identified *access to information* as one of their barrier themes. This was in reference to the lack of a unified data platform that would allow agencies to access youth information quickly.

The collaborative partnership brought participants together who may not have communicated directly otherwise. Despite noted differences in funding sources, priorities, and administrative levels, participants were able to work together over the course of two years. It was interesting that despite the creation of partnership goals, and a regular review of them, participants still expressed a lack of clearly defined outcomes.

The need for youth engagement was an interesting finding of the partnership analysis. It may have been attributed to repeated examination of the flowchart of systems, that agency participants began to focus on obtaining the youth perspective of how they experience the transition of services from juvenile camp to the community. This area has been researched by Mizel and Abrams' (2020) study analyzing the perspectives of young men's reentry experiences. One of their findings related to the importance of continuity of service was aligned to the finding of this study. Agency participants expressed concern about continuity of service during reentry

and noted when transition services were not set up in a timely fashion, they were more likely to lose contact with youth.

Participants also noted the university research team was an important attribute of the collaborative partnership. They felt they were instrumental in maintaining meeting structures, schedules, and for the analysis of data. It also may have been that members of the university research team were able to act as moderators of the partnership, and no one agency had a leading position. They were also able to assist the partnership in the construction of data reports (using data across agencies) and presentations that took place with the other selected partnerships during the annual convenings. These were first held in Washington DC and later moved to an online format during Covid restrictions.

Limitations

There are limitations regarding transferability and possible replication of this study, since the focus was specifically on one group collaboration of a county in the western portion of the US. As such, it may not be representative of all such partnerships, counties, or agency participants involved. There is also the limitation of possible bias; the researcher was an observer and member of the university research team collaborating with the partnership. The participation of the researcher in the project may have also had an influence on participant responses to study questions. Another limitation of the study was the lack of youth input. The length of time of this study was limited and as further data was not collected, it is unknown what happened following the collaborative project's end. Finally, as this was a single case study of a partnership in a specific county, it would be challenging to transfer the study and findings to all such partnerships.

Implications

Despite the study's limitations, there are practical implications of the work. The findings suggest interagency collaborative partnerships have the potential to effect systems level changes to agencies that support juvenile justice involved youth during their transition from a juvenile camp to the community. The agencies participating in this study focused on the variable of educational and employment outcomes, which previous research had demonstrated their impact in lowering recidivism rates (Abrams, et al., 2011; Unruh, et al., 2009). The partnership had takeaways that future collaborative efforts, like this one, should consider.

The “Unified Database”

The term unified database was referenced by one of the Education partners, however it was referenced by several agency participants as: overarching system and one database. There are multiple agencies that support the reentry of JJ youth. Despite the fact that Education, Probation, Mental Health, and Workforce Development all had a vested interest in the support of the same youth, there is not one unified database that can be accessed by all agencies. A possible consequence of this was that each agency was missing specific information that could have assisted their work to support youth. The example given by workforce development was a probation officer potentially missing information (re: work experience hours or completed activities) that could have been present to the court as evidence of a youth's personal development. Additionally, a unified database would discontinue the occurrences of agencies collecting information already obtained by other partners and underscore missing data that none of the agency partners have collected. A possible example is post-release contact information that could prevent loss of contact with the youth. Sometimes assumptions are made as to which agency has collected the information. Finally, the unified database would have the potential to

significantly lower interagency requests for information, as it would all be accessible in real time. At this time, the lack of such a database can be attributed to confidentiality concerns and privacy issues such as the Health Insurance Portability and Accountability Act of 1996 (HIPPA) which is meant to protect sensitive information from being shared without an individual's knowledge or permission.

Explicit Agency Roles and Expectations

Several participants expressed surprise about the misunderstanding of contracted services between Probation and Workforce Development. The collaborative partnership resulted in adjustments to their memorandum of understanding. This occurrence exemplified the potential of ambiguous terminology resulting in service delivery error. This should be considered by those undertaking multi-agency collaborative partnerships. Each agency should describe in detail the services they provide to youth, in addition to agency expectation of youth outcomes that all staff are held accountable to. This information then becomes foundational in construction of an interagency flowchart.

Construction of an Interagency Flowchart

Participants cited the flowchart as one of the most valuable outcomes of the collaborative partnership. It was also mentioned in a partnership meeting when participants were giving a debrief of their time in Washington, DC for the national convening of the 16 selected partnerships. They reported the interagency flowchart was a focus of review, questions, and several other partnerships asked for copies of it. It provided a visual representation not only of the timeline for transition from juvenile camp to the community, but each agency had expected action steps along the timeline. Information was color coded to specific agencies responsible for action steps. Discussion, review, and edits presented the opportunity for process changes.

Recommendations

Based on the findings of this study, there are three recommendations for future research. First, future interagency collaboration studies should extend the timeframe of studies to include data collection of youth outcomes, following system changes (Unruh, et al. 2009). The collaboration of this study took place over two years and some system changes had only recently been implemented as of the end of the partnership. As a result, we were not able to collect and analyze youth outcomes (for an extended period following final changes to the flowchart) to compare and determine if system changes were impacting youth outcomes in education or employment. Secondly, future research should examine juvenile justice county programs or agency partnerships that have or are implementing a unified database across agencies like Probation, Mental Health, Education, and Workforce Development to determine the impact on agency practice and youth outcomes during reentry. Finally, research should continue to examine the practices of highly effective juvenile justice reentry programs that have shown improved outcomes for youth outcomes in education and employment (Cavendish, 2014); (McDaniel & Carter, 2019).

Conclusion

The intent of this case study was to describe an interagency collaborative partnership in juvenile justice. The findings hoped to inform future collaborative endeavors about what participants considered roles, goals, action steps, and outcomes of the partnership. In addition, participant perspectives of major barriers to the partnership and recommendations for future collaborative efforts were included. Through analysis of interviews and meeting notes, the findings indicated participants felt their progress was impeded by the lack of a unified database and that by not having explicit agency roles and expectations there was misalignment of services provided to youth. Finally, participants were able to identify construction of an interagency flowchart as one of the partnership's most successful outcomes as it provided agencies an opportunity to define and calibrate their services, identify gaps in service delivery that could be remedied by system level changes, and ensure that services were being implemented to fidelity in a timely manner. Continued research on these types of collaborations, and their long-term impact on youth outcomes, have potential to better support juvenile justice involved youth in obtaining positive reentry outcomes.

Appendix A. Interview questions used for analysis & Data alignment

	Perceived Roles	Perceived Goals	Perceived Action Steps	Perceived Outcomes	Major Takeaways
What agency do you work for and what is your role?					
What is your understanding of the goals of the ... Young Adult Diversion Partnership?					
What is your understanding of what the ... Partnership has done to achieve these goals?					
What has been your role in achieving these goals? Has your role changed?					
What do you see as the major barriers to achieving these goals?					
Do you attend Partnership meetings? What do you see as the purpose of these meetings? What is your role in the meetings? Has that changed?					
Are you aware of the Flowchart that has been developed/revised? Have you played a part in the revisions? If so, what did you do? What effect do you think the Flowchart and its revisions have had? Why?					
Are you aware of the data that have been collected as part of this Partnership? Have you had a role in collecting or analyzing this data? If so, what has been your role? Have there been challenges in collecting or analyzing the data? If so, what?					
What effect do you think the collection and analysis of these data have had on attaining the goals of the Partnership?					

<p>How would you describe the collaboration between the various Partnership agencies? Has there been a change in the collaboration as a result of the Partnership? Are there any recommendations that you have about improving the collaboration?</p>					
<p>Do you think this Partnership should continue after it officially ended in August 2020? If so, what are your recommendations about what the next steps should be for the Partnership? If not, why not?</p>					
<p>Do you think being one of 16 partnerships selected for this U.S. Department of Education and Justice initiative has been important or made a difference? In what way?</p>					
<p>In what way, if any, do you think the Partnership has affected services for youth receiving special education? Does your agency address youth who receive special education services differently from the services received by other youth?</p>					
<p>Is there other information that you'd like to share about this Partnership?</p>					

Appendix B. Coding and Data Reduction

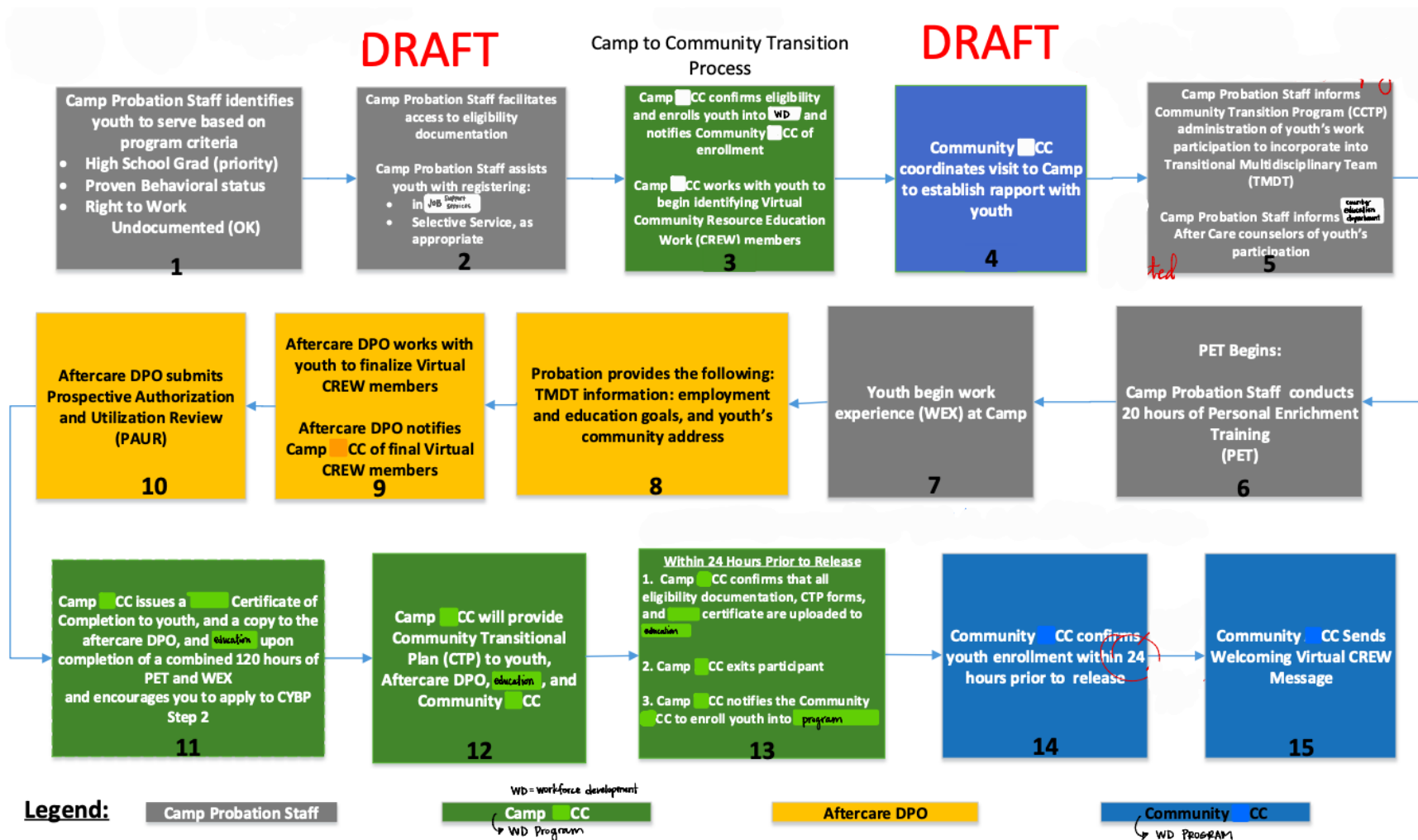
Primary Codes (57)	Categories (20)	Final Themes (8)
Perceived Roles		
Interagency Training Training Requests Staff Capacity Funding Requests	Training Work Supports	Staff/Resources
Perceived Goals		
Contract and MOU Language* Agency Specific Terms Improve Communication Goal Development	Calibration of Interagency Language Interagency Collaboration	Communication*
Perceived Action Steps		
Sharing Data Across Agencies Data Reports* Data as Comprehensive View Data for Smaller Groups	Data Collection Data Analysis	Data Processes*
Outcomes		
Clarification of Agency Roles Collaborative Improvements Improvement of Interagency Practices Sustainability of Practices Process Revision Visual Representation of Process Creativity in system/service designs Improve Interagency Service Coordination Job Position Change Program Development Youth Employment Youth Benefit from system/services disability not disclosed -sped due diligence and services - sped individualized for all - sped	Strengthened Interagency Collaboration Services Adjustments Youth Focus Special Education	Logistics of Systems & Services
Takeaways		
Creation of Collaboration Model Continued Collaboration Required Engage Stakeholders	Adjustments to Collaboration Process	Future Collaboration Efforts

<p>Expansion Flowchart Power Players System Updates Career Development university involvement Future Changes to JJ USDE</p>	<p>Required Components</p> <p>Additional Considerations</p>	
<p>Lack of Database Access Lack of Clearly Defined Outcomes Issues in Communication Frequency of Meetings, Not Enough No Designated Work Time Outdated Systems Lack of Staff Resources Bureaucracy Interference Continuity of Service Difficulties Educational Gaps Youth Lack of Transportation</p>	<p>Collaboration Blocks</p> <p>Work Environment Issues</p> <p>Service Issues</p>	<p>Major Barriers</p>
Meeting Notes		
<p>training for probation officers training for workforce development webinar: career and technical training training: homeless/adjudicated youth trainings from USDE representatives</p>	<p>Agency Specific Training</p> <p>Job Training</p>	<p>Personnel Trainings</p>
<p>2 agency step added to flowchart (concurrent services) probation officer step clarification new referral step added to flowchart</p>	<p>Current Processes</p> <p>Future Steps</p>	<p>Edits to Flowchart</p>

* THEME IDENTIFIED IN MTG
NOTES and INTERVIEW ANALYSIS

Appendix C. Revisions to Agencies' Services Flowchart

DRAFT #1



GRAY: Camp Probation; GREEN: Camp Workforce Development; YELLOW: Probation Aftercare; BLUE: Community Workforce Development

DRAFT #2

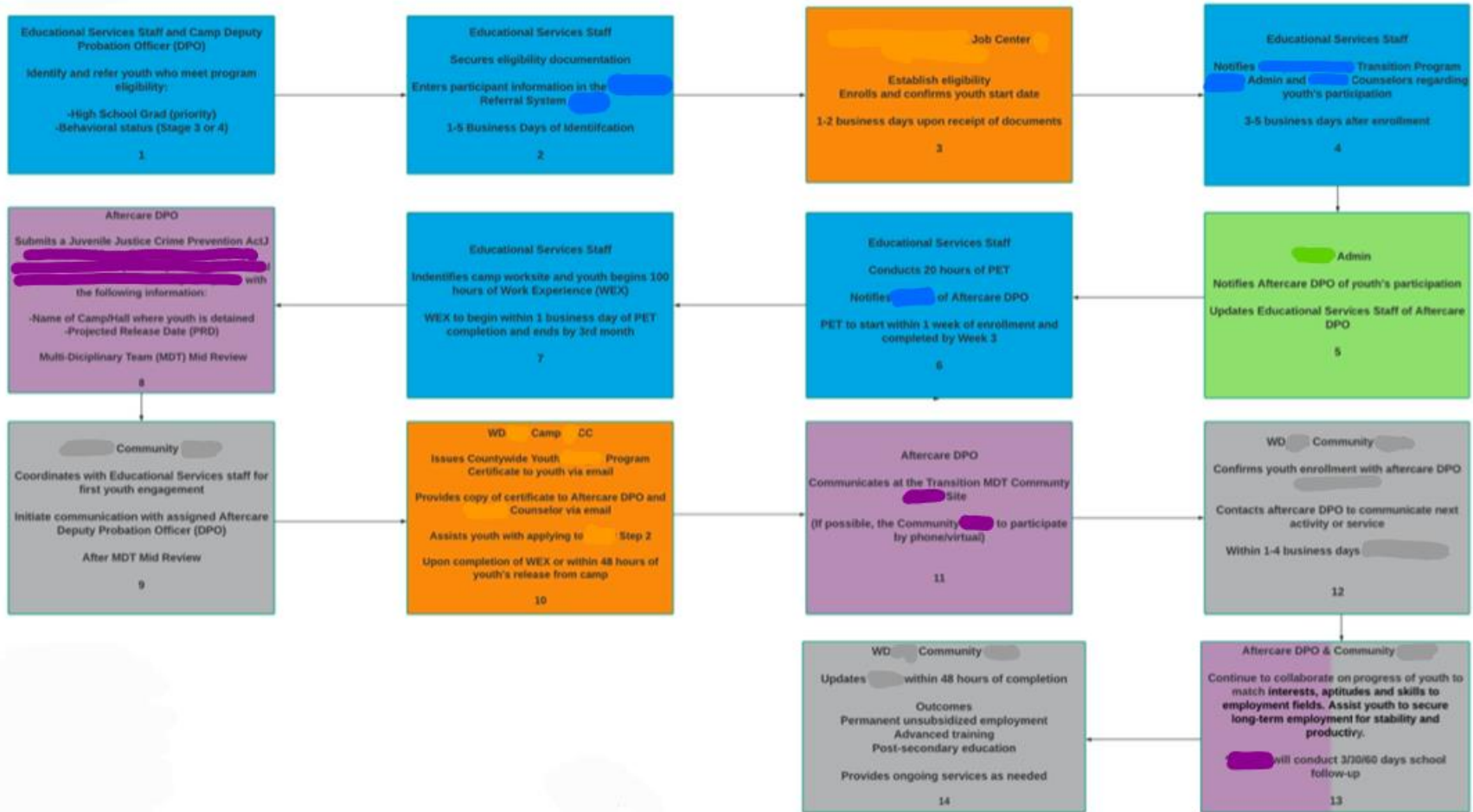
Probation Camp to Community Transition Process Flow



BLUE: EDUCATION; **ORANGE:** Camp Workforce Development; **PURPLE:** Probation Aftercare; **GRAY:** Community Workforce Development; **GREEN:** CAMP PROBATION; **TEAL:** Combination of Agencies (later changed)

DRAFT #3

Probation Camp to Community
Transition Process Flow



BLUE: EDUCATION; **ORANGE:** Camp Workforce Development; **PURPLE:** Probation Aftercare; **GRAY:** Community Workforce Development; **GREEN:** CAMP PROBATION

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