

The background of the slide features a faded, sepia-toned image of a clock face on the left and a gavel on the right. The clock face shows the number 12 and some tick marks. The gavel is positioned vertically, with its head at the top and handle extending downwards.

# **Building Community for Youth Involved in the Juvenile Justice and Child Welfare System**

**Restorative Community Service  
&  
Time Bank Interventions**

**2006 IIRP Conference  
Bethlehem, PA, USA**

# Agenda

- Brief Overview of the Service Model of YAP, Inc.
- Group Exercise: Time Bank Exchanges
- Pilot Scheme #1: Time Banking and Restorative Community Service
- New Tools and Processes
- Case Examples
- Pilot Scheme #2: Group Community Service Projects Based on Positive Youth Development Principles
- Project Examples
- Questions and Answers

# **YAP, Inc.'s Mission Statement...**

- **“To provide community based cost effective alternatives for families with young people who are, have been, or may be subject to compulsory placement, supervision, treatment and/or incarceration in public or private institutions”**
- **YAP operates within the premise that even the most troubled families have strengths and capabilities that can and must be developed. The core feature of advocate programs are designed to guide the development of these strengths so that young people can remain or be returned to their home communities**

# YAP, Inc. Programs

## YAP US

- 125 assorted programs in 10 States plus the District of Columbia (Juvenile Justice, Child Welfare, Alternatives to Detention, Autism, Learning Disabilities, Street Gangs, Mental Health, etc)

## YAP Ireland: Child Welfare Programs in 4 areas including Dublin and Galway

## YAP UK: Youth Justice Programs

- London (8 local authorities)
- Northeast (Sunderland, Gateshead, South Tyneside) and Leicester-consultation/training)

## Other International YAP Programmes

- Guatemala (Street Children)
- Sierra Leone (Child Soldiers/ Street Children)

# Key Components of YAP's Reintegration and Support Strategy

## Current Programming

- Case Management based on Wraparound Principles
- Advocates/Mentors, including Family Partners
- Supported Work
- Wrap Funds/Flexible Dollars

## New Components Being Piloted

### Theoretical Base: Co-Production

Utilizing parents and Youths as “contributors”, resources, contributors and change agents. Empowerment and Collaboration strategies with and for youth.

### Restorative Community Service Interventions

- ✓ Time Banking Social Networking & Service Exchanges
- ✓ Community Service Projects Based on Positive Youth Development Best Practices-Group and Individual Interventions

# YAP's Target Population

- Adjudicated Juvenile Delinquents
  - Most not serious crimes
- Youth with Mental Health Issues
- Status Offenders
  - Persons in Need of Supervision (PINS) (e.g., Truants, trouble in school, Curfews not being met)

# **New Pilot Project Themes**

- **“Do Less, Empower More”**
- **Active Youth and Parent Participation and Engagement**
- **Reduce the “involuntariness” of services**
- **Build child and family teams**
- **Utilizing Youth and Parent Skills and Assets in New Venues**
- **Finding New Ways for Staff and Clients to Collaborate**
- **Build Social Capital and new life trajectories for youth/families**

## Brief Overview and Definitions

- **Co-Production**: A Partnership Between the agency/organization and the consumer of the services whereby the consumer is no longer a passive recipient but actually creates value by producing labor that can benefit the consumer, the agency or the larger community. Time Banking schemes are concrete methods of Implementing Co-Production.
  - Edgar Cahn, from YAP Inc.'s Board of Directors, is the originator of co-production and time banking (see Cahn, 2004)



# **5 Core Values of Co-Production**

**Assets**

**Redefining Work**

**Reciprocity**

**Social Support & Social Capital Generation**

**Social Justice**



# Core Value: Reciprocity

**Reciprocity: The impulse to give back is universal. Wherever possible, we must replace one-way acts of largesse in whatever form with two-way transactions. “You need me,” becomes “We need each other.”**

- Thinking of youth/family members as service providers
- Moving away from staff doing, doing, and doing some more
- Staff as “matchmakers”—matching unmet service needs with service participants & neighbors who can help each other.

# Core Value: Social Capital

- **Capital created through a youth's cluster of family, extended family, friends, colleagues and neighbors.**
- **Key service goal:**
  - Creating/enhancing informal networks
- **Material benefits sought:**
  - Improved educational attainment and job prospects
- **Key service goal:**
  - Building community capacities

# Co-Production and Restorative Community Service: Perfect Together

- Mandated Community Service as a “Gateway Intervention” (Bazemore & Terry, 1997): Youth to Progress into Leadership Roles within YAP, Inc. or within other community organizations post discharge
- Restorative Community Service Goals:
  1. Offender Change/ Identity Transformation,
  2. Earning Community Trust through Service
  3. Enhancing Community Capacity-Building Social Support & Social Capital for the Offender and the Community (Bazemore & Karp, 2004)
- Emphasis on Youth Competency Development and “Learning by Doing” (Bazemore & Terry, 1997)
- “Acts of Required Helpfulness” (Werner & Smith, 1992)

# Co-Production and Restorative Community Service: Perfect Together

- Certain youth need to be “propelled” into situations that promote the development of initiative (Larson, 2000)
- Emphasis on Creative and Symbolic Restitution (Eglish, 1975)
- Service activity provide opportunities to bring offender and conventional adults together. Provide opportunities for bonding and social modeling (Bazemore & Terry, 1997)
- Offenders to be involved in the planning and executing of community service projects (Bazemore & Terry, 1997)
- Service projects provide for a sense of accomplishment, closure and community recognition. Use of Reintegration ceremonies (Braithwaite & Mugford, 1994)

# Time Banking Exercise

Use your “Time Dollars” to make exchanges with others in the room

- Find someone who can assist you with each of your three services needed.
- Find someone you can assist using your three skills or strengths.

# Pilot Scheme #1: Time Banking and Restorative Community Service

- **Time Banking:** A unique transaction-based system and approach that leverages the talents, capabilities and energies of individuals traditionally referred to as “clients” so that they are viewed as partners and co-producers to achieve mutually agreed upon goals and outcomes.

# **Time Banking in a Nutshell**

from Fair Shares First Annual Review, Gloucester, UK in Cahn, 2004

- **Members list the services they can offer and those that they need.**
- **All agree to both give and receive services.**
- **Everyone is interviewed and provides references.**
- **Every hour giving help earns the giver one credit, a TIME Pound/Euro/Dollar.**
- **Members “buy” the services they need with their credits.**
- **The computer matches the task, the giver and the receiver.**
- **Every transaction is recorded on a computer “time bank”.**
- **Members receive a regular “bank” statement One hour is one credit regardless of the skills one offers.**
- **Members can donate credits to friends or to the “credit pool”.**
- **Everyone is seen as special to friends or to the “credit pool”.**
- **All activities maintain set standards of care and a code of ethics.**



# Time Banking and Restorative Community Service

- Youth Helping Youth in program (YY)
- Youth helping families other than their own in program (YF)
- Youth Repairing Harm to Victims Directly (YV)
- Youth assisting Time Bank members as part of restorative contract (Y-TB)
- Youth assisting YAP, Inc. (Y-YAP)
- Youth assisting another community organization (Y-CBO)
- Youth creating a pot of hours of service to be given to victims or surrogates as part of restorative contract (YV-YSV)
- Time Bank members (e.g., other youth, other adults in community, etc.) assisting youth in repairing harm through “cashing in” time hours (TB-Y)

# Time Banking

## Tompkins County (NY) YAP has its own time bank

### Current data:

- 71 current members including YAP kids, family members, alumni, businesses, other CBO's, staff
- 14 businesses have joined; 4 are non-profits
- Transactions mushroomed from 6 in January, 42 for February to 97 in August and 118 in September.
- A number of youth earned time hours by “adopting a community project”. The project, “Celebration of Success”, is an independent living program for foster children in the county. Tompkins County YAP youth fundraised for the project. They worked alongside their caseworkers and other prominent DSS staff, giving them immediate positive exposure.

# Time Banking-Tompkins

- Beginning to expand membership to other CW/JJ organizations
- A social event for time bank members takes place bi-monthly
- Kitchen Cabinet planning group formed. Consists of 2 community members, 2 parents, 2 youth
- Seeking separate contract with Probation. Youth and families diverted to the time bank to serve, as a condition of their release. Parents earn time bank hours for accompanying their youth in service projects

## **Time Banking in YAP, Inc.**

- New Seneca County (NY) program will have a time bank that will assist in re-integrating youth returning from juvenile prisons.
- Houston YAP (HCAP) is assisting with the community time banking in Houston by collaborating with Houston Hope, a large charity in the area

# **Time Banking**

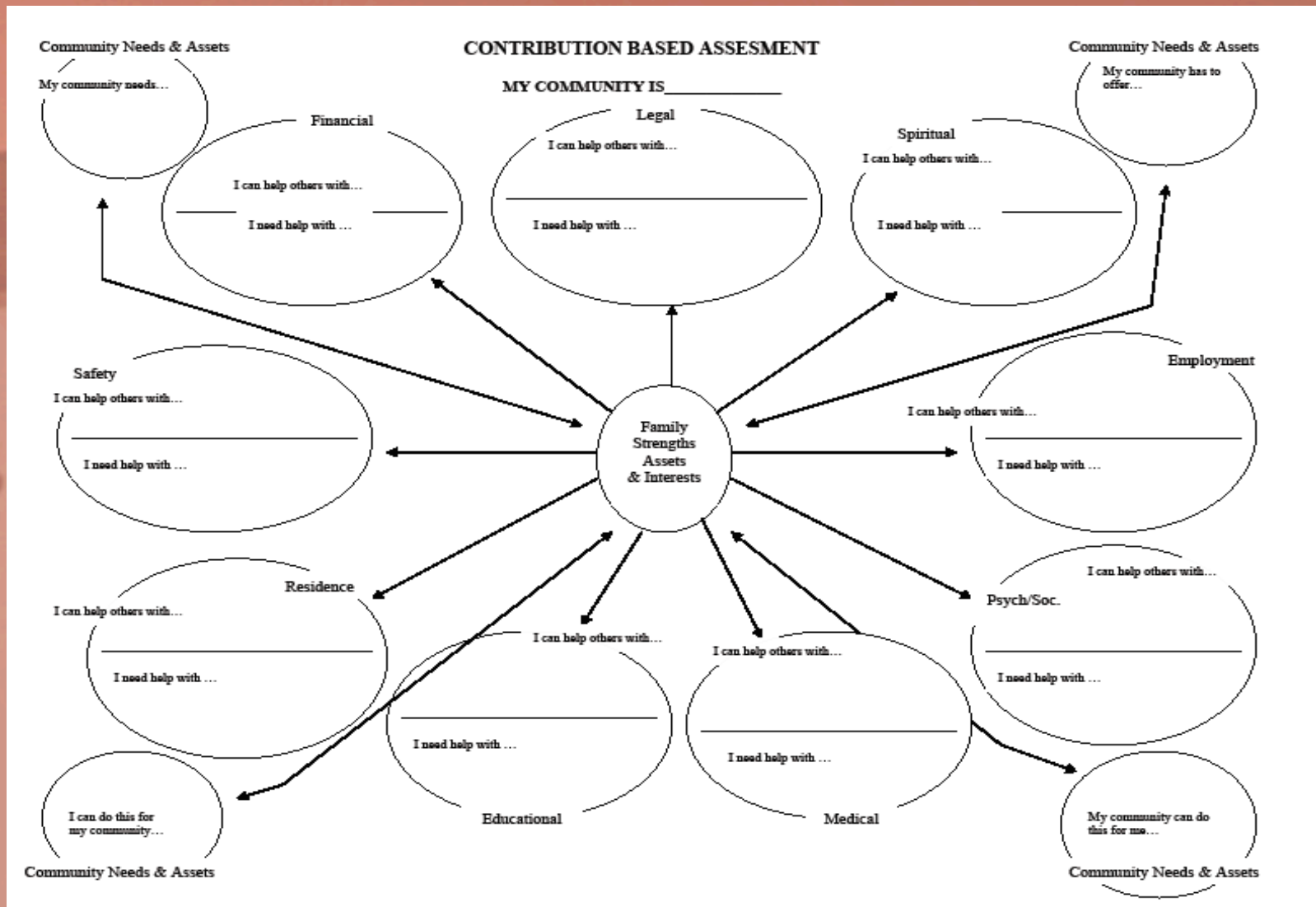
## **New tools**

Contribution-based assessments

Time Bank Application Form

Co-Production Contracts between youth & YAP, Inc.

# Contribution Based Assessment



# Time Bank Application

## Time Dollar Application

Name: \_\_\_\_\_ Phone#: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Email: \_\_\_\_\_

### Availability:

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Morning							
Afternoon							
Evening							
Flexible							

### THREE SKILLS NEEDED

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

### THREE SKILLS TO OFFER

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

OTHER AREA'S OF INTEREST: \_\_\_\_\_

### Reference:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**Mobility:** Drivers License: \_\_\_\_ Bus: \_\_\_\_ Access to a Car: \_\_\_\_

### Emergency Contact Information:

Name \_\_\_\_\_ Phone# \_\_\_\_\_

Allergies: \_\_\_\_\_

**Signature:** \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signature:** \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Parent or Guardian (if under 18)

Return application to: Tompkins County YAP, 910 W. State Street, Ithaca, NY 14850

# Co-Production Contract

## TOMPKINS COUNTY ADVOCATE PROGRAM

910 West State Street Ithaca New York 14850

Phone: 607-277-5254 Fax 607-277-5329

NAME: Sam Smith

ADDRESS: Ithaca, NY

**THE AGREEMENT:** I, **Sam Smith**, agree to partner with YAP staff to assist the agency or the youth/families it serves in the following way:

*3 hour each week for 5 weeks meeting with and speaking to people mandated to participate in the Community Justus Center as an alternative to incarceration. I will also work with YAP to develop the motivational speaking curriculum.*

I agree to provide **three** hour's of service per week assisting the agency. I have the opportunity to earn 15 time-banked hours that can be used to help accomplish my personal goals set forth below:

*I have always been interested in dancing, but have never taken formal lessons. I would like to take dance lessons. I think this would help me improve my concentration, and coordination for the sports I play like basketball and cheerleading.*

Are there any **OBSTACLES** in your life (Example: transportation needs, childcare) that would be a barrier to you contributing?

*I do not drive so I need help getting to CJC. My Mom works so she can't take me all the time. I would like an adult I know to be there with me when I meet with the people at CJC.*

How might YAP **ASSIST** you in addressing the above obstacles?

*YAP can offer help with transportation and supervision. If Sam's mother transports and supervises Sam while at CJC she will earn 2 Time Bank hours for herself.*

As a contributor, you have a few choices in terms of time banking. You can put all hours earned into the "community" time bank account. **OR**, YAP agrees to "redeem" a portion of the time banked hours by providing you with the following concrete goods or service which will help you meet the personal goals you have set forth above.

*Sam Smith will bank 5 Time Dollars and YAP will enroll and pay tuition for her to participate in dance class.*

**The people below agree to the conditions of this contract:**

\_\_\_\_\_  
**Sam Smith**

\_\_\_\_\_  
**Director**

\_\_\_\_\_  
**Mother Smith**



# Time Banking

## Review Case Vignette

- Discussion Questions:
  - With this restorative approach, how does the offender, victims, and community benefit?
  - Do you have any other suggestions about how to restoratively plan for this youth using Time Dollars?

# **Pilot Scheme #2:**

## **Group Community Service Projects Based on Positive Youth Development Principles**

### **Key features:**

- Structured 12-14 week group programming using positive youth development best practices
- Youth leadership: Roles for program graduates and alumni
- Parents as “co-producers” with staff
- Individualized approach building in youth strength and interests
- Use of supported work and time banking
- Inter-organizational collaboration with community and government agencies
- Reintegration ceremony at project completion

# Traditional Community Service Placements for Youth Meeting Court Mandates

## This is what kids often face:

- Service as Punishment
- Menial jobs
- Poorly Structured-Little Supervision
- Poor Outcomes-Congregating Troubled youth together to create more deviancy (see Poulin, Dishion & Burraston, 2001; Dishion, McCord & Poulin, 1999).
- Little improvement in community safety or community trust of youth
- Victims not in equation

# **“Cutting Edge” Restorative Community Service**

(see Bazemore and Maloney, 1994)

Mentoring/Intergenerational Services

Economic Development Projects

Helping the Disadvantaged

Citizenship and Civic Participation

Crime Prevention Projects

“Giving Back” to youth in similar situations

# Key Features of Community Service Programming within the Pilots

## St. Lawrence Demonstration:

- “Adopting a Government Agency” (DEC; Local Fire Dept)
- “Adopting a Community Agency (Boys and Girls Club)
- Youth as Funders: Choosing Which Organizations to Serve

## Philadelphia

- “Adopting a Habitat for Humanity Project”

## Houston

- “Adopting a Community Time Bank”
- Assisting Houston Police, Seniors and Disabled in Maintaining Property up to Code
- Creating an In-house Services Sorority
- **Phase 2 kids or graduates as peer leaders for the project**

# Using Positive Youth Development and Restorative Community Service Principles to Structure the Project

(see Bazemore & Karp, 2003; McLaughlin, 2000)

## To build into each 12 week group plan

- Community service to meet a clearly defined community need; one that the offender will understand as meaningful service work
- Community to be approached as to the kinds of needs they have for which the youth can contribute?
- Community service to at least symbolically link the offender with his/her victims
- Community service performed in the offender's neighborhood
- Community service to bring offenders and conventional adults together, to provide opportunities for bonding and role modeling
- Youth involved in planning and executing of projects
- Individual youth strengths, interests and assets tapped/utilized?
- Create a safe environment to foster positive outcomes for the youth (e.g., no bullying, no demeaning behavior allowed, respect)
- Adults to nurture the project-providing feedback, teaching new skills, supporting the youth in action, etc.
- Project to enhance identity change for the youth-Youth to receive titles and specific responsibilities
- Linking youth with new adults and peers at the work site

# Using Positive Youth Development and Restorative Community Service Principles to Structure the Project

## To build into each 12 week group plan

- Youth to build new trajectories and opportunities economically, educationally and socially
- Projects with a clear beginning, middle and end Community recognition after completion of mandated community service project
- Clients to be asked to stay on to work or volunteer at a specific site when the CS work was completed or to assist YAP, Inc. with future projects.
- Offenders viewed as resources necessary to complete the job
- Offenders feel genuinely needed to solve the community problem being tackled
- Offenders to developing stronger self-images as a result of their community service work
- Offenders to be viewed differently by peers and community as a result of their community work?
- Offenders to experience a sense of accomplishment, closure and recognition as a result of their work
- Creative participation by the parents/extended family members in assisting in the mandated community services project.

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# Contact Information

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For more information about Time Banking in the US, see [www.timebanks.org](http://www.timebanks.org)