

Coming Home:
Recommendations for Holistically Supporting Youth & Young Adults
During Reentry from Incarceration and Detention

Developed by the National Youth Homelessness Partnership &
the National Council on Youth Homelessness
with support from the Raikes Foundation



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A note about language: As you read the document, you will notice terms in blue. These are terms we thought could be helpful to define, particularly for people who may not be used to the language used in youth development and juvenile justice spaces. Please refer to [the glossary](#) for common ways these terms are defined, including some that may be defined differently by different systems and providers.

Introduction

Being involved in the juvenile and criminal legal system puts young people at risk for long-term housing instability and homelessness.

And housing instability and homelessness puts young people at risk for being involved in the juvenile and criminal legal systems.

We believe we can take specific actions to reduce this risk, especially at the point when young people are [reentering](#) their communities after [incarceration](#) or [detention](#).

This document outlines a set of recommendations for organizations, systems and service providers to support youth and young adults (up to age 25) who are involved with the criminal or juvenile legal systems, *particularly those who have been incarcerated or in [custodial care](#), as they reenter their homes and communities.*

We begin with some background, including how we developed these recommendations. At the end of the document, we define some key terms and include resources and examples of programs and communities doing this well.

Our hope is that this resource serves as a tool to engage communities, providers, policymakers and system leaders in dialogue about how we can support young people to obtain and maintain stable housing after exiting incarceration or detention. We also hope that this will be a resource for youth and young adult leaders who are advocating in their communities, and the service providers who support them. Systems cannot work in isolation to support young people [holistically](#). *We encourage those of you using this resource to pull together people from education and health care and workforce and child welfare and homelessness response systems and more.*

Will you be a part of starting the conversation in your community?

How were these recommendations developed?

In 2024, the Youth Reentry Work Group was formed through the work of the National Youth Homelessness Partnership (NYHP), under contract with the US Interagency Council on Homelessness. In keeping with the model of the NYHP, federal partners, national partners and members of the National Council on Youth Homelessness (formerly the National Youth Advisory Group) participated in the work group. Federal partners included staff representatives from the Department of Education, Department of Health and Human Services, Department of Labor, AmeriCorps and USICH. National partners included the Coalition for Juvenile Justice and the National Network for Youth.

Five NYAG members including, Amara Santos (CA), Kalyn Garcia (CA), Malik Rivers (DC), Dane Valentine (OK) and Zoryna Lealai (AK), contributed to the work group. The work group was supported by Dr. Alex Wagaman and Briany Cruz of Virginia Commonwealth University, under contract with USICH, and then later continued directly through Virginia Commonwealth University with support from the Raikes Foundation.



Background

What do we know?

Data indicates that a [disproportionate](#) percentage of youth and young adults experiencing homelessness have been impacted by the juvenile and criminal legal system. Estimates suggest that **46%** of youth experiencing homelessness have been held in juvenile detention, as compared to **15%** of youth in the general population. And approximately 57% of youth experiencing homelessness have been involved in the [child welfare system](#), juvenile justice system, or both. A study conducted across eleven U.S. cities found that 62% of youth and young adults experiencing homelessness had been arrested at least once. Many of the [behaviors and survival strategies](#) that youth and young adults experiencing homelessness engage in are criminalized.

Experiencing homelessness puts youth at greater risk for juvenile and criminal legal involvement. And similarly, juvenile and criminal justice involvement puts youth and young adults at greater risk for experiencing homelessness. Criminal legal records can serve as barriers to housing and [family reunification](#). System involvement also causes disruptions to education, employment and health care, and [compounded trauma](#) for young people. And youth without a GED or high school diploma face increased risk for homelessness.

The factors that cause or impact a young person's involvement with the juvenile and criminal legal system often go unaddressed during a period of detention or

incarceration. For example, family poverty, family homelessness and/or family conflict are factors influencing system involvement for youth. Left unaddressed, the youth returns to the same environmental or circumstantial constraints they previously experienced with the additional challenge of having a record. As part of the three-year plans submitted to [Department of Justice's Office of Juvenile Justice and Delinquency Prevention for Title II grants](#), states are required to show that they are helping young people with [reentry planning](#), which includes [housing supports](#). More specifically, states participating in Title II must address the following in their three-year plans:

A description of reentry planning by the State/Territory for juveniles and ensure reentry planning will include— (A) a written case plan based on an assessment of needs that includes— (i) the pre-release and post-release plans for the juveniles; (ii) the living arrangement to which the juveniles are to be discharged; and (iii) any other plans developed for the juveniles based on an individualized assessment; and (B) review processes.

The reentry process for youth is an essential component of preventing and ending youth homelessness and related cycles of justice system involvement. There are policies that can ease the transition from detention or system-involvement back into the community for youth, many of which require cross-system collaboration. And there are practices that providers can engage in one-on-one to holistically support the youth they serve.

Our Framework

Housing & Holistic Wellbeing

We know that housing instability is connected to all aspects of our health and wellbeing. If a young person does not have strong, healthy relationships with a network of support, it will be hard for them to get and keep housing. If a young person doesn't have adequate health and mental health care, then it will be challenging to secure an income that is required to maintain housing. This is why we decided to highlight reentry recommendations in each domain or area of wellbeing, including: (1) housing, (2) health and mental health, (3) social connection and relationships including supportive adults, (4) education, (5) workforce and income, (6) legal support, (7) child care, (8) transportation, (9) resources to manage unanticipated challenges or crises, and (10) family reunification. *We have to pay attention to young people as whole people, recognizing the [interconnectedness](#) of their lives.*

We think it is important to acknowledge that all youth are different. They have different needs, desires, goals and circumstances. A reentry plan should take these differences into consideration and individualize the goals and action items accordingly. Our approach to these recommendations is to think about youth existing within a larger

family and community system, broadly defined. In places throughout our recommendations, we have made specific suggestions about considerations for subgroups of young people based on their unique needs.

Timing of Support

We also know that many of the youth involved with the juvenile and criminal legal systems did not have what they needed in each of these domains of wellbeing when they entered the system. In fact, that could be a major reason for their system involvement. This means that the resources and supports they need will not change overnight or be in place without effort and support over time. Because of this, we believe that reentry begins AT THE POINT OF ENTRY, should be worked on throughout the duration of a young person's incarceration or detention, and extend past their reentry into community. As you will see, we have listed recommendations at each of these time points for each domain of wellbeing. *We believe that having a strong, individualized reentry plan with concrete action steps in the beginning can mobilize the resources needed to achieve it by the time of reentry.* This also creates space for the plan to adapt as needed over time, as circumstances change and relationships with the young people we serve develop.

Recommendations

What do we mean by “system”?

Below we make recommendations for system action. These recommendations will primarily be focused on the juvenile and criminal legal systems. These recommendations highlight what is needed to create policies, protocols and resources for the providers - those working directly with young people - to implement the recommendations we have outlined for them. We know that system changes are needed to create the infrastructure required for consistent and high quality implementation.

What do we mean by “provider”?

Below we also make recommendations for actions that those working directly with youth and young adults during and after incarceration and detention can take to prepare for and support a successful reentry that sets young people up for long-term housing stability.

Both sets of recommendations work in concert with one another to enhance the reentry process for youth in a way that emphasizes long-term housing stability as a goal.

Housing		
	System	Provider
At entry	Develop entry point assessment tools that include questions about housing status/living situation just prior to contact with juvenile/criminal legal system, housing status/living situation of family, and viability/safety of returning to live with family upon exit. Train providers to ask housing status/living situation questions. Develop data sharing infrastructure - with attention to data protections and ethics - to ensure that those working with the young people during incarceration/detention have this information and incorporate it into reentry case planning early. Develop partnerships with organizations that can support the family in stabilizing their housing, as needed, if returning family is a viable option. Identify opportunities/resources for which young people may be eligible (for example, Foster Youth to Independence (FYI) vouchers for youth who have been in foster care) and develop necessary partnerships. Identify programs and resources that youth will not be eligible for due to juvenile/criminal legal involvement. Identify policy opportunities to increase access.	Assess housing options early, including where they were living prior to incarceration or detention and whether it is a safe and viable housing option upon return. Connect youth and families with existing programs. Ensure youth have necessary documents (identification, etc). Identify whether the young person has siblings and/or their own children for whom they feel responsible and will need to consider when finding housing upon reentry. Get on housing program waiting lists. It is important to ask if the young person or any family members are gang-affiliated where they previously lived in order to address safety and legal concerns when identifying housing options upon reentry.

During incarceration or detention	Support/facilitate points of contact and coordination between juvenile/criminal legal system staff and housing/homelessness response systems in the communities from which young people are coming. Train staff on how to have trauma-informed conversations with young people about the anticipated barriers to housing they may face when leaving, and safety concerns the youth may have that can inform case planning for housing upon reentry.	Assess dynamics in the family of origin or home, and any current family and community networks that the youth has in their life. Develop a stable housing plan in collaboration with case managers that were supporting youth prior to incarceration/detention. Assist with applications for housing benefits. Address housing needs for families to provide stability. Consider location for youth with gang affiliation. Offer continuous education for the youth and their family as appropriate on how rental leases work, different housing options, tenant rights and responsibilities, and where to find resources for housing.
At and after reentry	Identify resources for state-funded and supported transitional housing programs, and increased affordable housing options for young people leaving incarceration/detention. Designate, mandate and fund aftercare staff and associated follow-up services. Ensure that the Title I, Part D funded transition services are being used to support the reentry process and that staff have the resources and guidance they need to connect youth to housing services in their community.	Offer transitional housing to prevent return to unsafe environments, provide ongoing check-ins and support from community-based resources. When possible, avoid transitional housing programs that use a congregate housing model, which mirrors incarceration. These environments can unintentionally reinforce trauma and hinder reintegration. Educate youth on housing-related legal barriers. Share local crisis housing resources such as shelters just in case of emergencies or change of plans. Provide youth with resources that exist in the community to which they will return. For example, school-aged youth should be connected to their local homeless liaison. This process should occur

		as part of the facility's Title I, Part D funded transition program. Provide local transportation routes and resources for when youth leaves incarceration.
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Legal Support		
	System	Provider
At entry	Develop a state-level youth-focused ombudsperson office to receive and review accounts of rights violations from youth involved with the juvenile/criminal legal system. Develop a youth advisory board to support the development of a youth bill of rights for system-involved youth. Develop protocols for sharing youth rights with a young person and their family at entry.	Provide “know your rights” education and legal aid connections. Legal service providers should support youth by educating them about their charges or their sentence, explaining decisions about placement, length of stay expectations, and the process to determine when they can be released. Legal service providers can share the importance of staying engaged in education or vocational programs during system involvement and how that impacts the placement, length of stay, or release decisions. Provide information and education about a young person's rights around access to education, vocational, and even medical support services. Support recommendations for social service connections for youth and their families early in the process. If a youth bill of rights exists, review it early and provide a written copy of it to the young person including who to contact if they feel their rights have been violated. Ensure youth know who their attorney is, how to contact their attorney, and what their rights are regarding legal access while

		incarcerated or in detention. Provide education to ensure that youth understand what their charges are: Are they able to make parole early? etc. and make those decisions and connections early on to start the process.
During incarceration or detention	Develop protocols for regular touchpoints with youth and their families to inform them of their ability to access counsel and legal support, as indicated by law. Develop tools and protocol for assessing legal needs of a young person's family, and potential associated barriers to housing stability for the young person at reentry. Train staff in having trauma-informed conversations with young people about the impact of their legal involvement and incarceration/detention on their ability to access what they need in the other domains of wellbeing.	Offer accessible legal support for youth and families. Support youth in knowing, preparing for, and meeting their legal requirements, including court dates, etc. Assess legal needs of the youth and their family, particularly those with whom they may return to live. Identify trauma-informed legal providers and make appropriate referrals. Provide/offer educational workshops on topics such as: • Housing law- tenant's rights, etc • Employment and labor laws
At and after reentry	Develop partnerships with legal services and set up protocol/agreements to make direct referrals for young people as they reenter their community.	Assist with record expungement and reducing legal barriers to obtaining and maintaining housing, income, family/social connections, etc. Provide ongoing legal access and advocacy, through aftercare and/or direct referrals to community-based resources. Secure any necessary releases of information, with consent from the young person, to support ongoing connections and opportunities for referrals and other support services.

Family Reunification		
	System	Provider
At entry	Develop or identify youth-centered assessment tools and protocol to assess family relationships and factors impacting potential for reunification at reentry, including safety and youth choice. Identify tools and resources for staff to engage in assessment as they determine whether family reunification is safe and in the best interest of the youth. Resources that are used in child welfare have been included in our toolkit resource list.	Conduct assessment of family relationships. Mapping these relationships can open up conversations about safe reunification options, as well as factors that may need to be addressed prior to reentry that would enhance the capacity of a young person and their family to reconnect and/or live together. Utilize Family Partnership or Transition Planning meetings to openly discuss concerns related to risk, safety, and stability. These meetings provide a structured space for families to bring their support system to the table- people who will continue to assist them after formal services end. If family reunification is not the best option for a young person, work with the young person and community organizations to identify alternative options.
During incarceration or detention	Foster partnerships with organizations and programs that can address family safety issues and support family members in stabilizing as appropriate, if it is determined that the young person will return home at reentry.	Support families struggling with homelessness or other barriers with connections and referrals to local resources. If youth has been out of the home for a significant period, it's important to have a clear conversation about household expectations, rules, and routines prior to reunification. Conflicts will arise and challenges are expected. Families need to be equipped with tools to manage these situations effectively.
At and after reentry	Establish partnerships that support young people and their families in navigating conflict and accessing support after reentry to	Provide legal education on family reunification and how it works if there are custody issues involving a court order or the child welfare system,

	prevent future system involvement. Ensure that these services are culturally relevant and identity-specific as needed. Note: Both regular Title I, Part D and transition funds can support this work either as part of family engagement or as part of successful transition.	including how to regain custody of a child, how to pursue emancipation, and what rights a young person has to consent for their own housing and care. Continue to provide familial support through aftercare and/or refer the young person and their family to a provider who can. If a young person will not be returning home to family of origin or family of choice, support the youth in identifying identity-specific and cultural connections that they want or need in the household/family to which they will return. When appropriate, refer to guidance from the Indian Child Welfare Act (ICWA). Provide access to community-based legal support and crisis hotlines if a conflict occurs.
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Workforce Development and Employment		
	System	Provider
At entry	Fund/develop/invest in youth employment readiness programs for young people during incarceration/detention. Develop assessment that includes employment history, readiness and interests/goals. Train staff on assessment, including social biases that may inadvertently discourage youth from pursuing certain fields or career paths.	Assess skills, interests, goals and employment history early. Include assessment that explores what drives each youth, helping them connect those passions to sustainable career paths. Identify previous employment that the young person had and determine, together with the youth, if communication about the potential to transition back to that job or place of employment would be feasible.
During incarceration or detention	Invest in staffing that supports job readiness preparation and/or partner with an organization that can provide it. Identify opportunities to draw on Title	Provide educational information on job market requirements. Support young people in knowing what is required to get a job or pursue a career in their area of choice.

	<u>I. Part D funds to support career and technical education, including programs through which youth earn industry-recognized credentials.</u>	Offer professional development training and career counseling. Example topics include: • Resume building (& figuring out who their references could be) • Certifications on interests of the youth • Interview skills • Soft skills, such as time management, communication, collaboration and team work. • Relationship building in the workplace • Managing conflict in the workplace Host or attend career fairs to have potential future employers make connections with young people. Engage in discussions and case planning with youth that acknowledge the barriers to employment associated with juvenile/criminal legal involvement, including strategies for overcoming or reducing them. Identify workforce programs that the young person could be eligible for upon reentry. Support youth in the application process, securing enrollment prior to reentry whenever possible.
At and after reentry	Develop formal partnerships or agreements with industry groups and trade organizations for connections at reentry. Develop connections with legal services to support youth in knowing their employment rights in your state/locality and create access points for youth to receive legal support after reentry. Develop partnerships with	Facilitate access to sustainable employment opportunities for youth in their own community. Increase access to resources to address barriers to employment , including expungement services. Recognize risks of survival based labor (ex. sex work) and implement harm reduction strategies.

	organizations that offer workforce development and support, job placement, and employment barrier reduction services. Develop referral processes that ease transition into the program immediately upon reentry.	Ensure youth have access to resources to acquire work clothes, uniforms, etc. Make direct connections between youth and local workforce programs. Facilitate enrollment to begin immediately upon reentry. Facilitate introductions to and connections with potential job/career-related mentors and mentorship programs.
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Education		
	System	Provider
At entry	Develop assessment of educational history, needs and goals for youth entering incarceration/detention and/or develop data-sharing protocol that allows systems to understand the educational status, history and needs of a young person entering the juvenile or criminal legal system. See non-regulatory guidance for Title I, Part D. Train staff on understanding educational trauma and applying the skills necessary to sensitively assess the educational history and needs of youth. Professional development for teachers can be funded through Title I, Part D.	Ensure youth understand their options to continue education while incarcerated/detained as well as after (GED, trade school, higher education). Assess the educational history and status of youth, including educational trauma they may have experienced. Ensure those who are not aged out of K-12 school are able to make informed choices about receiving a GED versus a high school diploma, and able to continue their high school education while incarcerated to minimize lost time and credits. Partner with young person to find out what their career/educational interests are and connect them with those things. For example: if a young person says they like English, connect them with more literature and books.
During incarceration or detention	Review 5 principles for high quality education for justice-involved youth, developed by the Department of Justice and Department of Education. Assess	Assess special education and language learner needs. Prepare to facilitate seamless school transitions and credit

	current facility-based educational services and address gaps or limitations. Develop/strengthen partnerships with state department of education and local school districts to ensure processes are in place to ensure that preparation for a smooth transition is in place, if returning to school. Identify opportunities for youth and their families (as appropriate) to have choice and control in decision-making related to rights around school-district election upon reentry, particularly prioritizing safety and prevention of further system involvement.	evaluations. If the young person has an IEP, ensure the student is receiving associated services and supports. Provide “know your rights” training and information around IEPs and educational access for the young person and family, as appropriate. Include a school representative in the exit planning process. Get the school involved early and keep them involved. Offer continuing education on topics such as: • Computer skills • Financial literacy • History • How to do research • Trauma-informed care • Sex/reproductive education Support independent learning on topics of interest to the young person. Provide general “know your rights” education on educational opportunities and navigating school once in community.
At and after reentry	Actively engage multi-system collaborations to ensure records transfer and management processes and appropriate school placement supports are in place and maintained to ensure students have equal access to quality education. See Title I, Part D transition requirements and available funding to support this. Understand the McKinney-Vento Act and associated eligibility/supports for youth. Develop relationship with state McKinney-Vento coordinator to ensure youth who are eligible at	Get youth back into school as soon as possible upon reentry to enhance normalization/socialization and limit lost educational time. Identify and explore alternative schooling options (night school, vocational training), as appropriate, without defaulting to this as the only option for youth. Connect youth with wrap-around case management and/or an educational advocate in their community.

	point of reentry have easy access to school and associated services/support. Develop partnerships with organizations at the state and local levels that can provide wrap-around case management and/or be an education advocate.	Support youth and family in accessing and sharing documentation on credits and credit transfers to school they will attend. Connect young people to the local library or community center that has access to computers and the internet. Assist the young person in completing the FAFSA to ensure possible housing or assistance into college, as appropriate. Assess if the young person is eligible for state funded programs to pursue higher education.
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Health and Mental Health		
	System	Provider
At entry	Develop entry point assessment tools that include questions about health and mental health, including needs and resources, that are inclusive and affirming. Train staff to conduct assessment with cultural humility and sensitivity to the associated stigma around mental and reproductive health in some cultures and communities. Develop data collection and documentation protocol in partnership with young people with lived experience expertise, and that address the ethics associated with data collection on populations that experience marginalization.	Screen young people for overall physical, behavioral and mental health, including access to care in each area. Identify areas where resources and referrals are needed. Ensure any information provided is at the developmental, reading and comprehension level of the young person. - Areas to include: - Physical health - Food security/Nutrition - Reproductive health - Mental health - Substance use - Dental - Vision - Existing health conditions and disabilities Determine what care is needed immediately and make appropriate connections with care providers, including for access to medication.

During incarceration or detention	Develop partnership with state Medicaid office to ease application process and enhance continuity of care. Develop partnerships with community-based health and mental health providers in communities from which youth are coming to your system or facility.	Assist with health insurance applications (Medicaid, CHIP). Develop care plans before release, ensuring continuity of treatment. Ensure youth have the prescriptions they need for medications, including eyesight prescriptions as needed. Make a plan for transfer of medical records. Make a direct referral/connection to health and mental health care providers in the community they are reentering. Make a direct referral to substance use prevention and/or treatment services as needed based on individual needs of young person. Teach young people how to apply for SNAP or other public assistance that they may be eligible for, particularly related to accessing food and hygiene items. Plan for outpatient therapy and continuous support with substance use disorder if needed upon reentry. Note: Providers should work with community-based organizations to identify resources that are affirming to youth of color and/or LGBTQ+ youth. Provide education on mental health and nutrition.
At and after reentry	Increase access to no-cost health and mental health care upon reentry. Develop protocol to ensure seamless transitions in health and mental health care, including medication access.	Make direct connections with a local health and mental health provider. Work to ensure seamless transition between therapists upon reentry. Connect with aftercare services and supports to provide ongoing support and ensure that any barriers to

		getting to appointments are addressed. Ensure that youth know how to access care if they leave the community where they reentered. Ensure medication access. Connect young people with aftercare services and support that are available for up to a year post-reentry. Title I, Part D transition funds can be used to facilitate some of this work. Ensure access to insurance information, cards, or documents necessary to access community-based care.
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Social Connection		
	System	Provider
At entry	Develop and fund peer-based support networks and mentoring programs for young people to be connected with early and often while incarcerated/detained. Assess at entry the strength of family relationships/connections (including chosen family).	Assess a young person's social network, and areas where they would like to enhance or strengthen it. Develop goals to strengthen connections with existing support networks (mentors, support groups, family). Develop and/or make referrals to support groups for certain needs and culturally relevant connections: • LGBTQ youth • Substance use related • Gang affiliation • Parenting groups • Multicultural groups for young people (Latinx, BIPOC , etc) Connect youth with family members, as appropriate, particularly for youth who have been disconnected.

		Connect youth with kinship guardians of children, if applicable .
During incarceration or detention	Develop partnerships with community-based programs that provide ongoing support groups, peer networks and mentorship. Train staff to deliver family strengthening programming and services, when appropriate and desired by the young person. Title I, Part D funds can and should be used to provide family engagement activities, which are required under the law. Develop and train staff to implement ongoing assessment tools to determine perceived strength of support and networks outside of the juvenile/criminal legal system. Develop protocols and resources for intentionally supporting young people in maintaining connections with pre-existing social supports (such as attending a house of worship virtually, or calling a mentor regularly).	Maintain structured engagement with mentors and family. Proactively plan for social reintegration to prevent isolation. Deliver workshops for young people on topics such as: • Life skills • Working with others/in groups • Healthy relationship building Consider development of a pen pal system or way to connect youth with their peers.
At and after reentry	Expand mentorship programs offered beyond the facility, including credible messengers with lived experience, Increase funding for community centers, arts programs, and public support services in communities from which young people come. Develop partnerships with programs and services that offer family/peer mediation and conflict transformation support, including those that train youth with these skills.	Make referrals to facilitate continuous involvement or participation in support groups depending on need. Assist youth in identifying support groups in their communities, including those that are specifically for young people who are returning from incarceration/detention. Identify and make connections with family therapy providers as appropriate. Consider the cultural relevance of any care provider/referrals.

Child Care		
	System	Provider
At entry	Develop assessment and case planning processes to ensure that a young person who is pregnant and/or parenting has the services/care they need and opportunities for regular and consistent communication with their child/ren. Include legal rights of incarcerated/detained parenting youth in the information shared with young people at entry.	Assess whether there are children in the young person's life (including siblings) for whom they feel responsible or have caretaking roles with. Help parenting and caretaking youth identify child care and custody support systems, addressing safety needs of the child/ren for whom they are a caretaker. Educate youth on their parental rights and associated systems/resources while incarcerated or in detention. Make referrals to family lawyers/legal support, as appropriate. If a young person's child is in the custody of a family member, identify resources that may be needed to support the household in meeting the needs of the child/ren (ie; TANF, SNAP, WIC, etc).
During incarceration or detention	Develop/fund/invest in programs that foster connection and relationship between a young person who is incarcerated/detained and their child/ren. Develop partnerships/connections with legal aid providers who can consult with youth on parental rights issues. Invest in the development of a child care advocate to work with parenting young people during incarceration and after reentry. Getting connected with and navigating systems such as custody, child support, and	Prioritize planning to maintain parental rights and family connections, when appropriate. Support ongoing communication about life events of children for whom the young person is a parent or caregiver. Connect with family lawyers in the community where they will re-enter/return. Identify affordable child care options, including available child care subsidies, and support the young person with completing and

	supportive services (including early intervention) are much easier with a trained advocate.	submitting applications. Offer parenting/caregiving support groups.
At and after reentry	Identify and build bridges with local programs that offer child care subsidies and parenting support. Develop policies/partnerships that allow for youth to get on child care subsidy waiting lists prior to reentry.	Connect parents with free/affordable child care programs and parenting support in the community where they will re-enter or return. Educate youth on their parental rights upon re-entry, as well as the developmental needs of their children during the transition back home. Identify and connect the young person with meal programs and food support upon re-entry, including those that provide food for families with children. Educate youth on where they can access regular or emergency supplies for caring for their child, such as WIC or a diaper bank, if needed.

Transportation		
	System	Provider
At entry	Develop assessment tools that identify transportation opportunities and barriers experienced by youth in their communities.	Identify and assess transportation barriers youth experienced in their community. Identify what forms of identification youth have and what they need to acquire.
During incarceration or detention	Develop partnership with the state department of motor vehicles to ease the process of obtaining state identification.	Assist youth in obtaining their missing identification, and preparing to obtain a driver's license, if they do not already have one.

		Offer education on navigating public transportation systems, including how to find out what transportation is available in their community. If youth have a goal of obtaining their own transportation, such as a car, provide education to support informed decision-making on the costs of having a car versus finding alternatives to transportation, how a car note and insurance work, etc.
At and after reentry	Fund aftercare services and associated staff including access to resources needed for transportation. Facilitate partnerships with state Medicaid offices to develop connections with medicaid-funded medical transportation services.	Provide access to bus passes, gas stipends, or alternative transportation (bikes, skateboards). For youth in rural areas, acknowledge and strategize about resources needed based on the geography and transportation available. Identify resources to secure need-based transportation to doctor's appointments, mental health care, legal appointments, etc.

Crisis Management and Wrap Around Services		
	System	Provider
At entry	Develop an assessment that includes items that support an awareness of crisis points in a young person's life at which an accessible resource or support could have been helpful and/or prevented system involvement. Train staff on trauma-informed assessment.	Assess crisis-related needs that youth experienced prior to or at the point of engagement with the juvenile/criminal legal system. Provide therapeutic/mental health care that offers support in addressing the young person's crisis management skills and capacity.
During incarceration-	Engage in community-level resource mapping to identify assets and gaps	Develop individualized crisis response plans in partnership with

tion or detention	in resources/services. Develop necessary connections/partnerships to ease access for youth after reentry. Develop skill-based training for youth to enhance crisis management, resource navigation, and conflict management.	each young person. Educate youth on available emergency resources in their service area (food banks, shelters, financial aid) Ensure direct connections to and enrollment in crisis mental health services and supports based on the needs of the youth.
At and after reentry	Develop policies and protocols to ensure that every young person exits with the name and contact information for a mentor, peer, or other trusted relationship who they believe can support them in a crisis. Assess aftercare services and invest in strengthening them as needed.	Provide aftercare case management and frequent follow-ups. Ensure community-based resources provided to the youth are accessible and up to date. Make direct, warm connections to community-based providers prior to reentry.

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