

The role of alternate and individualized education in the reduction of juvenile recidivism

Dr. Lukas Carey

Jeffrey Markoff Innovation in Criminal Justice
Fellowship, 2024

© **Dr. Lukas Carey 2024**
First Published 2024

All rights reserved. No part of this publication may be reproduced, in any form by any means, without permission from the publisher

Report by Dr. Lukas Carey
Typeset by Danielle Cull
Printed by MDM Copy Centre

The International Specialised Skills Institute

1/189 Faraday St,
Carlton VIC 3053
info@issinstitute.org.au
+61 03 9347 4583

ISBN: 978-1-923027-37-4

Table of contents

01	Acknowledgements	1
02	Executive summary	3
03	Fellowship Background	6
04	Fellowship Learnings	9
05	Recommendations and Considerations	13
06	Dissemination of information	33
07	Conclusion	39
08	References	40
09	Appendices	50

01

Acknowledgements

The Awarding Bodies

The ISS Institute plays a pivotal role in creating value and opportunity, encouraging new thinking and early adoption of ideas and practice by investing in individuals. The overarching aim of the ISS Institute is to support the development of a 'Better Skilled Australia'. The Institute does this via the provision of Fellowships that allow Australians to undertake international skills development and applied research that will positively impact Australian industry and the broader community.

The ISS Institute was founded in 1991 by a small group of innovators, including Sir James Gobbo AC, CVO, QC, and former Governor of Victoria, who had a vision of building a community of industry specialists who would lead the up skilling of the Australian workforce.

The Fellowship program builds shared learning, leadership, and innovation across the broad range of industry sectors worked with. Fellows are supported to disseminate learning and ideas, facilitate change and advocate for best practices by sharing their Fellowship learnings with peers, colleagues, government, industry, and community. Since its establishment, ISS Institute has supported over 560 Fellows to undertake skill and knowledge enhancement across a wide range of sectors which has led to positive change, the adoption of best practice approaches and new ways of working in Australia.

The Fellowship programs are led by our partners and designed to achieve the needs and goals desired by the partners. ISS Institute works closely to develop a Fellowship program that meets key industry priorities, thus ensuring that the investment will have a lasting impact.

For further information on ISS Institute Fellows, refer to www.issinstitute.org.au

Governance and Management

- **Patron in Chief:** Lady Primrose Potter AC
- **Patrons:** Mr Tony Schiavello AO and Mr James MacKenzie
- **Founder:** Sir James Gobbo AC, CVO
- **Board Chair:** Professor Amalia Di Iorio AM
- **Board Deputy Chair:** Mark Kerr
- **Board Treasurer:** Adrian Capogreco
- **Board Secretary:** Alisia Romanin
- **Board Members:** Jeremy Gobbo KC
- **Chief Executive Officer:** Dr Katrina Jojkity

Sponsor – Jeffery Markoff

The ISS Institute and its Fellows express their sincere gratitude to Jeffrey Markoff for his support dedication to the Jeffrey Markoff Innovation in Criminal Justice Fellowships. His immense passion for this cause is commendable, and his generous funding has played a critical role in supporting the vital work undertaken by the Fellows. Through their efforts, the Fellows have been able to make a significant impact in addressing the challenges of recidivism and creating a more rehabilitative and inclusive society. Jeffrey Markoff's support has been instrumental in driving positive change and fostering a brighter future for those affected by the cycle of reoffending.

Fellows Acknowledgements

The opportunities afforded to me through the provision of this fellowship have been numerous, as are the people and organizations I would like to thank for their support. First and foremost, I would like to thank Jeffrey Markoff and the ISS Institute for their amazing support, both financially and administrationally. It is simple, without the support of Mr. Markoff these opportunities would not exist and without the ISS Institute supporting the fellows in their work, the level of skill development in Australia would stall. As one of the inaugural fellows in the criminal justice area I would like to encourage Mr. Markoff and the ISS Institute to continue their support of the work being done, as I know personally, I have only scratched the surface and have so much more exploration and development to undertake in order to make more of a difference in the future.

Undertaking such a detailed trip has left me with many others to thank that took the time to speak with me, organise travel and logistics, share their lived experience with me and share my passion for keeping people out of jail. This is an international problem and is that requires collaboration, breaking down the barriers to sharing information and I feel we have made a start here by combining practitioners, academics, Credible Messengers and interested parties together to break down the silos and share information and best practice. Thanks to:

- Dr. Jeffrey Ian Ross – University of Baltimore
- Dr. Stanley Andrisse – Howard University
- Dr. Tarik Masserani – Georgetown University
- Helen Skipper – NY Peer Justice Initiative
- Mr. Sean Pica & Team – Hudson Link
- Chris Pahagian – Youth Justice New York
- Dr. Sal Corbin – Baltimore Peace project
- Frankie Guzman – Youth Justice Initiative
- John Martin – Clarke County Nevada
- Cheryl Wright – Clarke County Nevada
- Shannon Freire – Clarke County Nevada
- Danielle Mindess, Midtown New York Community Court
- Chef Jeff Henderson, The Chef Jeff Project
- Dr. Ricardo Villalobos, Workforce Connections Nevada
- Eboni Washington, Nevada Corrections
- Lila McDowell, Hudson Link
- Julman Tolentino, Credible Messenger Justice Centre
- Charlie Sullivan, CURE International
- Katherine Vockins, Rehabilitation Through the Arts New York
- Maurice Milline, Maya Angelou Academ

02

Executive summary

The incarceration of young people across the globe continues to rise. This issue not only affects the young people being incarcerated, but their families, communities and the work force in general (Skipworth, 2019). The cost of this incarceration is not only felt by the young person and their families but also the taxpayer with the incarceration of a young person shown to cost several hundreds of thousands of dollars annually (Baldry, 2008).

In order to explore ways to reduce the number of young people in Australia being incarcerated, I applied for and was successful in gaining a Markoff fellowship through the ISSI and proposed to visit the USA to explore some of the positive and negative ways in which they are dealing with the issue of juvenile incarceration and recidivism and the role education and other programs play in reducing this phenomenon.

I approached this fellowship coming from three unique viewpoints that placed me in a position to make direct and explicit change, whilst understanding the issue in a way unique to many. Each of these positions has allowed me to approach the fellowship with the ability to enquire, participate and experience things with change at the forefront of thinking and action.

Firstly, when applying for this fellowship, I was in the position of School Deputy Principal at a school working with at risk young people, I saw the challenges faced daily when education is missing or doesn't meet the needs of the individual and the need for alternative options to reduce

the risk of involvement in the justice system. Seeing how other countries, in this instance the USA, incorporated education and alternative programming into their rehabilitation, reintegration and preventative programs provided for some possible life changing adaptations for young people in Australia.

Secondly, I come to this position as an academic where I can use my skills to research and explore programs from not only an educator's angle but also from that of a manager and reviewer. Looking past what can be seen with the naked eye, asking questions and being able to link learnings to current criminological and educational theory has made the findings stronger and provides another vehicle for effective dispersing of information to others to drive change through university lectures, written research, and conference presentations.

Finally, another of the unique experiences I was able to use whilst exploring the programs, facilities and staff in the US was my own previous incarceration. As outlined in the theory of 'Insider Perspective' (Aresti & Darke, 2018; Bint Faisal, Dean, Demirtas, Dharmarajah, Hinde, Mathias, Milner, Raynor, Shah, & Stanford, 2018) those that have experienced something, in this instance incarceration, have a greater opportunity to extract further depth and authenticity when exploring themes or interviewing participants who have also experienced the same. In this instance, my ability to work with other previously incarcerated experts in the field, currently or previously incarcerated people and their families provided this opportunity.

The depth of response and the depth of authenticity in my engagements was commented on by several professionals and colleagues assisting with the fellowship on the ground in the US and in the revision of this document.

The planned fellowship (See appendix 1) saw me speaking with Criminology, Sociology and Law academics from some of the USA most prominent universities and colleges, saw visits to juvenile detention centres and the schools being housed inside them, educational hubs in some of the USA most notorious prisons and a series of practitioners working to keep people regardless of age, gender and creed from incarceration and ongoing involvement in the justice system. The fellowship was a three-week adventure of early departures, late arrivals, tears, sweat, conflict, cuddles, and most of all authenticity. Some of the people I experienced throughout the experience will remain friends for life, while I hope that my attendance to some of the correctional facilities provided some light that their voices are valued, welcomed and together we can push to include the voices of those that have lived and are living it in a more meaningful way moving forward. This battle will never stop and is one I fight for everyday and is one that will assist greatly in reducing the recidivism rate of young people in this country and internationally.

The fellowship allowed me to first-hand experience the way education, individualized programs, the use of lived experience and how community collaborations can reduce the need for incarceration, therefore reducing the rate of juvenile incarceration and in turn recidivism. Bringing together like-minded people to look at alternative way to identify and manage one's bias and to engage with people with lived expertise, were some of the main take aways. Additionally, the role of community and culture and the need to link young people with 'credible messengers' who have lived through an experience such as incarceration, makes the support given more powerful and meaningful (Aresti, Darke, & Earle, 2012; Aresti & Darke, 2018).

The depth of the experience, the connections made, the ongoing professional conversations and sharing of information will continue to break down the silos that many in this field work in. It was interesting to note that many of the people I met with and experienced professionally were as interested in what Australia was doing and the role of education in dealing with reducing recidivism and keeping young people out of jail in a proactive rather than reactive and punitive way. These connections are now turning into partnerships where some of the experts in the field in the USA will be participating in scholarly work with Australian academics and practitioners and several Australian specialists will be presenting at conferences and workshops in the USA and international in the coming months to discuss these topics further.

Setting up communities of best practice is a methodology pronounced in the ISSI mindset and also shows to be successful in education (Owen, 2016) and was something I was excited to commence during my own fellowship. The ability to bring together the youth workers in my own school who are working with young people and a series of youth workers from youth justice centres, re-entry centres and alternative education sites will pay dividends as a place to share experiences, discuss best practice and increase the skills and abilities of all. This best practice approach has also allowed me to connect people in the USA and Australia working in other areas such as assessment, early intervention and daily practice to share with each other and increase efficiencies (Farnsworth, Kleanthous, & Wenger-Trayner, 2016).

The lessons are many, the experiences plentiful, the mistakes immense and the successes not enough, but all form a great learning opportunity, that if shared and implemented can assist young people not only here in Australia but worldwide. These learnings have already started to be shared with several online discussions with international scholars, online tutorials, and lectures, through ongoing webinars, UNSW Lived experience working group and international conferences. In addition to this, I continue to discuss with decision

makers as to how we can change the broken system we currently operate in. My new position sees me using these skills to design a school for young at-risk people based on the learnings of the fellowship and my own work experiences here in Australia. The words are powerful, the lessons strong and if heard by the right ears could be immense in impact.

03

Fellowship Background

Fellowship context

Australia continues to see a growth in incarceration, but a decrease in crime (ABS, 2018a, 2018b, 2020). Recidivism continues to also rise across the country and little to no active research linking alternate education to decreasing recidivism has been undertaken in an Australian context, especially in relation to young people (Richards, 2011; Latessa, Johnson, & Koetzle, 2020). The Jeffrey Markoff Innovations in Criminal Justice Fellowship has provided the opportunity to meet with a wide variety of practitioners, educators, politicians, advocates, and academics and to learn from their successes and mistakes.

The lack of evidence in an Australian context in relation to the role of alternative and individualized education is of great concern itself and is evidence enough to suggest there is a large problem (Reimer & Pangrazio, 2020). With recidivism increasing across all states and territories, research shows that current efforts are not being successful.

The Markoff research fellowship has not only identified the problem of increasing juvenile recidivism in Australia as an area requiring further exploration, but also the exploration of an alternative approach, one that does not come from a mainstream perspective, one based around alternative education, and one aimed individually to reduce recidivism in the juvenile population. Jailing is failing and creating something different to break the school to prison pipeline (Skiba, Arredondo, & Williams, 2014; Mallett, 2016) is needed, urgently.

With a focus on USA based alternative education programs, the facilities they were delivered in, who delivered and funded them, their governance and management structures, the way they were implemented and then assessed, as well as the measurements of success / failure were all great interest. These learnings will assist Australian practitioners, researchers, advocates and more importantly, the young people who are experiencing the justice system in an ongoing manner.

Fellowship methodology and period of travel

Organizing the fellowship was challenging with it was continually evolving and expanding to include people across the country wanting to share their expertise, but also hear about programs undertaken in Australia. Originally a longer and more expansive trip was planned but due to financial limits, the failing Australian dollar and cost of living, a more fine-tuned approach to the program was required, one where down time was minimised and overnight and late-night travel was relied on to maximize exposure. The fellowship trip from start to finish was exactly three weeks and crossed through Washington DC, Maryland, Virginia, Baltimore, New York, Nevada, and Los Angeles.

Due to the busy schedule and to maximize every hour, the use of night flights, the use of after-hours and early morning train rides and plane flights, a mixed methodology was used that was based around face-to-face meetings, site visits,

conference attendance, workshop involvement and zoom calls. This process provided the maximum output while reducing cost and providing the chance to meet others working in the field, that may not have been based in the areas I was traveling.

Throughout the trip I recorded many notes, took lots of pictures and used my travel time to 'dump' loads of information and thinking into my note books. I worked tirelessly to include between half an hour to an hour of reflection and consideration time each day. This time took place in areas such as Central Park in New York, Library of Congress in Washington DC, resting place in Ossining, NY, and other impromptu sites. These served as great inspiration, a reminder of freedom and what I was research and fighting for and served as great places to reflect and consider what I had seen and heard.

The use of photos for me was very helpful and remains so, as I put together this report and others as I disseminate the information gathered and learnings experienced. Being mindful of where I was visiting made this sometimes challenging and made me depend on memory and quick note taking. Places such as Sing Sing prison, Maya Angelou School, Las Vegas Juvenile Detention Centre, and Shawangunk Prison did not allow for books, pens or any recording or cameras / phones to be taken in but relied on my ability to remember and record as soon as practical, on buses, in cars or in some instances in cafes on the side of the road if nowhere else served its purpose.

Fellow biography

The fellowship excited me from the moment I read it, and it influenced how I approached the application for it. Coming at it from three distinctly different positions that all have a strong link to the need to reduce juvenile recidivism has allowed me to gain greater context, information and allows me to use my networks to champion for change.

At the time of application, I was Deputy Principal at a CARE in Perth, Western Australia and looked after more than 100 at risk young people who had

been removed from mainstream education due to numerous reasons such as drug and alcohol challenges, mental health issues, bullying, gender related issues, not fitting in, school not being for them and involvement with the criminal justice system. These young people required additional assistance and support from the specially trained teachers and trainers, the full-time youth workers and psychologists on site and the education assistances allocated to each year level. This ongoing experience allowed me to use my current skills and search for more to ensure no young person is left behind. I had the unique privilege to develop educational programs and manage delivery for these young people to try and increase not only their academic performance but also their social and emotional wellbeing and hopefully keep many of them from incarceration. My current position sees me designing a new school using these learnings and the learnings from the fellowship to reduce justice system involvement and the impact of incarceration on young people and their families.

In addition to this current position, I also work as a session academic at some of the most prestigious universities in Australia in the areas Criminology and Education. This vehicle allows me to stay the forefront of research and to be able to engage with the next generation of criminologists and educators, ensuring they have been exposed to some of the programming and structural feedback I found on this trip. Additionally, this position continues to allow me to stay at the forefront of theory and best practice. This is then used in my advocacy work, direct teaching in school, research, media appearances and the planning for the new school.

Finally, as a previously incarcerated person I have experienced education from 'both sides of the fence' and have seen first-hand that classroom based, mainstream education programs do not meet the needs of many. Working with people of all ages, who have been, or are incarcerated, has highlighted the need for opportunities to break the link between low levels of education and high levels of incarceration, referred to in the literature. My lived experience, research, employment, advocacy

work, webinar and podcast series explore the role of education have placed me in a unique position to steer change in this area in Australia.

Abbreviations / Acronyms / Definitions

DYRS Department of Youth Rehabilitative Services (Maryland, USA)

RJ Restorative Justice

TPOP Truancy Prevention Outreach Program

CARE School Curriculum and Reintegration in Education School

STEM Science, Technology, Engineering and Mathematics

04

Fellowship Learnings

Words cannot not accurately describe the learning opportunities provided on this fellowship. Meeting life savers and life changers, innovators and aspirational leaders all working toward reducing recidivism, especially amongst young people, headlined this trip and became a daily happening across a jam-packed itinerary. Using the idea of phenomenology and reduction (Schmitt, 1959; Smith, 2005; Kee, 2020), I have categorized the learnings and used the below subheadings to explore them.

Educational design and delivery

The design of educational programmes is often based on the expertise of one person or small groups to meet the financial and bureaucratic needs of a government department or board in which they serve. The educational programmes in schools and education settings are mostly designed for delivery to the masses rather than to those with individualised needs. Having worked in both mainstream and specialist education settings I can confirm that in the large majority of areas that this is in fact the case. With an ever-increasing amount of diagnosed and undiagnosed learning disabilities and challenges now present in the classroom, the time for alternative design and potentially, co-design with students and families it is now possible across Australian education.

Throughout the several educational facilities that I visited in the United States of America I was able to experience what REAL individualised programmes look like, how they were delivered and

importantly how they were assessed. The design of educational resources was done specifically for a student, to meet their needs, to align with their employment and future aspirations, and most importantly, to provide tangible outcomes that the students and their families could see. These programmes involved a mixture of meetings and planning between teachers, support staff, psychologists and youth workers, students, and their families. The prevalence of agency in the young person and the role clarification of all others providing input to the young person was frankly mind blowing. I had never experienced something so well organised, clear, and successful as this individualised approach in my twenty plus years in education in Australia. Design of these educational outcomes is not something that happens overnight, but it's something that can utilise off the shelf programmes but brings with them the ability to be tailored to meet the needs of the young person.

Once design had occurred, attention was paid to the method of delivery and the support mechanisms needed for successful uptake and engagement by the student. Identifying any information technology, any additional tactile or kinaesthetic tools and any other provisions needed to set the student up for success. Attention was paid to any diagnosis or potential diagnosis and strong discussions took place amongst all around the table to make sure that the delivery plan met the needs of the student, the expectations of the parents and the legal and ethical requirements of the teachers and school. In one of the unique situations that I found in this site,

discussion regarding the students sleep patterns, medication side effects, and the times in which they function the best were also incorporated into the educational design and delivery plan. The agency provided to the student in this area was second to none and the development of the educational design and its delivery was then documented and signed and agreed to by all parties around the table, making sure accountability to the roles each played were acknowledged.

In a practical sense, school management that was represented around the table was then tasked with resourcing the individual education plan and what was required, in many instances to contact information technology departments, stationary and educational equipment providers and education assistants, to implement the plan. The plan was then attached to the internal learning management system and actions timeline were allocated to all staff members and family. This system and process is truly an example of holistic education for those with diverse needs and should become best practise examples for here in Australia.

Jailing is failing.

Every day of the study tour underlined a simple fact that 'Jailing is failing' and that we continue as a society to make the same mistakes we've been making for hundreds of years and that for the sake of our young people and their future the time is now to do something different. The role of education was made extraordinarily clear through every visit I undertook on the fellowship, but what was even clearer is the absolute need for justice reinvestment discussions to take place and for an alternative to imprisonment to be found. The individual needs of the many young people I had the opportunity to speak with often matched the profile of some of the students I had worked with or was working with in Australia. Although challenging, places like Las Vegas and New York were looking at alternative programming and diverse education methods to reach individuals and to try and steer them away from incarceration.

Several other states in the US were not as progressive and continued with the idea of incarcerating young people, without looking at the source as to why their actions were negative or were deemed to be serious enough for incarceration. Some states in the US continue to incarcerate young people and provide substandard educational opportunities that did not meet their needs and often saw them disengage with education further, keeping them in the prison cycle.

It is clear that the jailing of children does not work in the US or Australia, and it is something that requires significant thought and research at a state-wide and national level. Some U.S. states provide gold standard examples and can provide lessons for justice reinvestment opportunities in Australia, while others provide us with lessons as to why a lack of justice reinvestment doesn't work.

“Failing to plan is planning to fail.”

Planning in education is something that is drilled into university students from the minute they are accepted into the class. Planning lessons, full days, full weeks, terms, and years are an acquired skill that can be based on experience. Many of the facilities I visited targeted older and more experienced staff, especially teachers, as they believed that they bought a greater skill set and lived experience to the case management and individual educational requirements of their students. The ability for a more experienced teacher to not only manage behaviour, but to also use their experience as part of building an education and delivery plan was identified as an essential element of potential success for an incarcerated or at-risk student.

In some of the facilities that I visited the lack of planning for educational outcomes and the lack of planning in regard to resourcing the attainment of educational outcomes was clear and tragically mirrored some of my previous experiences in the CARE school environment in WA. Individual education plans were developed, but scant regard was paid to the details of the individual student, their likes and dislikes in the learning area, their future desires, their current disabilities or learning

challenges and their family and community structure. In addition, the lack of implementation and planning of resources [both human and electronic] was also highlighted and provided clear improvement opportunity for Australian educational leaders, especially those working with young people with learning challenges. Throughout discussions with school principals and staff at several of the East Coast facilities it was clear that training in planning and collaborative communication in planning was paramount. These principles were trained and was something that was present in all conversations and interactions I engaged with. Incorporating the extensive planning and delivery that I experienced into alternative education settings here in Australia would not be difficult, but would require a mindset shift, clarity of the role of the teacher and case manager, individualised funding opportunities for support technology and the presence of a collaborative mindset LED from the principal down to all levels of staff. It was clear that the focus was the student, their education, their reintegration to community and finally reducing recidivism, throughout the large part.

'It's about the people – Find them, train them, and invest in them'.

What was abundantly clear throughout almost all of my visits across the United States were the quality of human being that was working in the education space for currently and previously incarcerated young people and young people at risk. When speaking with the principals they were proud of their workforce and acknowledged the difficulty in recruiting for their positions and the difficulty in retaining them. The retainment of this staff was not due to any negative elements in the main but was related to the quality of staff and their ability to engage with young people that many in other areas have not been able to reach, making them hot property.

Staff members who are happy to go the extra mile and plan individual programmes, use their skills to behaviour manage and generally care about the short- and long-term opportunities for their students

are very hard to find. A principal based in one of the East Coast facilities suggested that his recruitment process is not based on experience exclusively and that he does not accept resumes and cover letters but engages in either a meal or a beverage with someone to gauge their interests and suitability for the position. He felt that finding the right person from the start was important and that once he had done so he was able to design a package to increase retainment and increased training opportunities. He said, 'it's about the people - find them, train them, and invest in them'.

Throughcare is a real thing

The idea of throughcare in some parts of Australian education is embryonic and needs growth and attention. A large number of practitioners and educational leaders, as well as social service practitioners believe they understand what through care looks like and how through care should be delivered. Experiencing through care at the next level in Las Vegas and Los Angeles was a highlight of this study tour. Seeing people of all ages get off the bus from prison at Homeboy Industries in Los Angeles, walk in and be welcomed by a smile and handshake, offered a hot meal, interviewed, and provided multiple layers of support, including housing and educational opportunities, was inspirational. Following the journey of one man for an hour, saw him gain access to education, employment, medical and dental checks, food, and accommodation, and was truly the display of real through care, not the definition thrown around Australian schools and educational facilities.

Linking education and social services together in Homeboy Industries setting provided a 'one stop shop' for all elements of the person's needs. These learnings and real examples of through care must be highlighted in the Australian educational space, and training offered to practitioners as to what through care should actually look like and how it can benefit individuals in the long term and steer them positively towards employment and in turn a crime free life.

Keep it real – don't promise what you can't deliver.

Speaking with many young people, their parents, teachers, and administrators it became abundantly clear that many things were being said but were not being delivered. Early intervention programmes with dealings with some of the issues the young people and their families were facing, were not being met, employment readiness programmes were not actually providing employment opportunities for the young people or their family members at the end of the course and drug and alcohol programmes often didn't supply the support they had mentioned prior to and during the training.

To put it simply, many of the people we engaged with in the US mirrored the opinions many in Australia have suggesting that education providers, practitioners and then employers were saying a lot, promising a lot but delivering little. Several young people I engaged with believed that if they had the opportunity to turn their education into employment, they wouldn't have been incarcerated in the first place. I learned that in order to gain the trust of the young person in question and their families the programmes and journey planned out for them, must have real and tangible milestones throughout the programme and at the end of the programme. Many in the US, mirrored by Australian students, also felt the same and believe the only way they were not going to get involved in the juvenile justice system was through employment and housing.

Lesson learnt, talk is cheap, and actions are louder than words, were ideas that resonated through my discussions with young people and their families while in the US. The educators and case managers also felt that many of the programmes and educational opportunities being provided to young people and their families were more about 'ticking a box' for government funding or for governance purposes, rather than actually solving some of the root cause problems to the young person's criminogenic behaviours. Educators believed that employment guarantees should be made and that a better set of outcomes be managed by case managers linking up schools, alternative

education sites, mental health and drug and alcohol practitioners and industry, to ensure self-development and in the end employment.

An idea shared by a senior manager in one of the juvenile detention centres on the East Coast of the USA suggested social workers or youth workers engage with currently incarcerated young people before their release and use restorative justice practises and round table forums to plan out journeys for young people. These journeys would involve the education and personal development opportunities offered to them while incarcerated, but would then link two opportunities upon release and the gaining of specific qualifications that would meet the young person's needs and wishes in regard to employment. The same social worker would then liaise with an employment agency or specifically through and industry to provide a traineeship or Employment Opportunity for that young person within a specific time of their release from incarceration. Examples of this were seen on the West Coast of the USA in places such as Homeboy industries and through employment arrangements implemented between Las Vegas casinos in hospitality venues and Clark County corrections.

05

Recommendations and Considerations

This is the most important yet challenging section of this piece. Recommendations can remain just that unless they have champions in the community ready to explore, evaluate and implement them. These recommendations vary from structural changes to physical and mindset changes. It is imperative to remind the reader that we are talking about human life here, young people who we are wanting to keep out of the 'School to Prison Pipeline'. Using education, alternative programming, a link to culture and a change in mindset, we can start that process here for young people in Australia.

Future research opportunities

Close the circle – Complete a European study based on the same principles.

Completing a research set in the USA has been exceptional in providing best practice but to close the circle, a similar study is required in Europe to explore best practice and the way they are reducing recidivism through the development of educational programs and collaborations between government, non-government, philanthropic and other agencies, and organizations. It is hoped that by completing a European study similar to the one being reported on in this document, a holistic set of information will exist comparing worldwide best practise and developing potential guidelines and overarching principles to the use of education, hopefully resulting in the design of a model that could influence worldwide recidivism.

Structural Recommendations

Set up of safe community spaces to be used for education of all varieties.

International research has shown that not only in business, but also education and especially when dealing with trauma, the set-up of physical space is important (Thoring, Luippold, & Mueller, 2012; Park & Choi, 2014). The ability to provide linkages to community through the layout design of areas in which young people and their families are being engaged is essential.

As discussed throughout this paper and experienced in nearly all of the stops on the fellowship, community is essential in reducing juvenile recidivism and the ability for families and young people at risk to engage with and access these groups can be started, or potentially stopped with the layout of a facility (Cooper, Fone, & Chiaradia, 2014; Gupta, Kapsali, & Gregg, 2017).

As seen in the Harbor model in Nevada, USA, the inclusion of community partnerships is paramount to success and allows for young people, their families and others to not only visually see partnership and support opportunities, but to gain information and in turn access to services and support (Clark County, 2023). The inclusion of educational opportunities across many areas and the inclusion of juvenile justice specialists, drug and alcohol support systems, parenting and guardian training providers, psychologists, youth, and social workers and in some instances law

enforcement, has made layout important where each has its own identifiable area that is exclusive but also positioned to show that they are part of a complete wraparound program to support the at-risk young person. These principles have been mirrored in community centres and other alternative education settings around the globe (Turner, 1988; Jeney, 2002; Thoring, Luippold, & Mueller, 2012), but have been limited in this type of thinking in school settings, early intervention settings and educational areas in Australia. The Harbor model should be looked at further for physical set up of services to provide early intervention, education, and support to at risk young people and their families. The below photos provide examples of the above at The Harbor (Nevada) and Homeboy Industries (Los Angeles).



Figure 1. The Harbor site 1 & 2 (LV, Nevada)



Figure 2. Homeboy Industries (LA, USA)

Layout of rooms / classes (Non-Traditional educational spaces)

Education settings vary immensely with different skills learnt in different ways across a wide variety of spaces. The layout of these areas is paramount in ensuring engagement and participation, regardless of the learning outcome and activities being undertaken (Thoring, Luippold, & Mueller, 2012; Byers, Imms, & Hartnell-Young, 2014; Park & Choi, 2014).

Research and discussions with young people both inside and outside of Australia have suggested there needs to be an element of ownership inside 'their' classroom where the layout, the items in the room and the positioning of the learning areas have been placed after consultation with the young person (Wild, 2013; Byers, Imms, & Hartnell-Young, 2014). This ownership has been shown to increase the sense of belonging for the young person, which leads to an increase in respect, engagement, attendance and often an increase in academic performance (Wild, 2013).

Layouts of traditional classroom environments usually see a line of desks or tables with the teacher placed at the front of the room. This traditional layout continues to morph in accordance with many adult education principles, with lines of desks being replaced with collaborative tables and group work areas, the teachers desk often replaced with no fixed 'home' type alignment, allowing them

to engage more effectively with students (Kenner & Weinerman, 2011; Byers, Imms, & Hartnell-Young, 2014; Imms & Byers, 2017). Other changes to the traditional models are the inclusion of self-play, self-learn and collaborative play spaces in the classrooms where students, regardless of age and setting can share experiences and place external issues aside as they work in spaces deliberately designed to be more inclusive and engaging for them (Thoring, Luippold, & Mueller, 2012; Park & Choi, 2014).

Several of the sites I visited during the fellowship were schools inside juvenile justice facilities where safety and security of students and property also became a larger concern. Many of the same principles of collaborative and open space, the provision of areas to undertake art, science, technology, drama, music and other activities were provided (more detail of this covered in the next recommendation) (Little & Warr, 2022). The ability to set up secluded spaces, out of instructor view was not possible in these settings, however the ability to seclude using things like screens where some privacy was provided, but not complete block out, also was seen to assist students in practicing or trying new skills in an environment where they could not be judged by others (Little & Warr, 2022).

As displayed in many studies and via my own lived experience, education is often a vehicle for many young people to escape negative or challenging childhood environments (Cecil, Drapkin, MacKenzie, & Hickman, 2000; Cho & Tyler, 2013; Cherney & Fitzgerald, 2016; Chlup, 2020; Cleere, 2020; Darke, Aresti, Faisal, & Ellis, 2020; Reimer & Pangrazio, 2020). Involving the young people in the setup of their education space as well as including them in the way the teaching is delivered and assessed is an essential part of getting them to buy in and engage with the lessons being offered (Palmer, 2012; Thoring, Luippold, & Mueller, 2012; Park & Choi, 2014; Galeshi & Bolin, 2019; Little & Warr, 2022). Samples of these classroom designs are shown below:

*NOTE: the inclusion of quality teaching staff and a well-developed program are also needed to be successful (Reich, 2020).

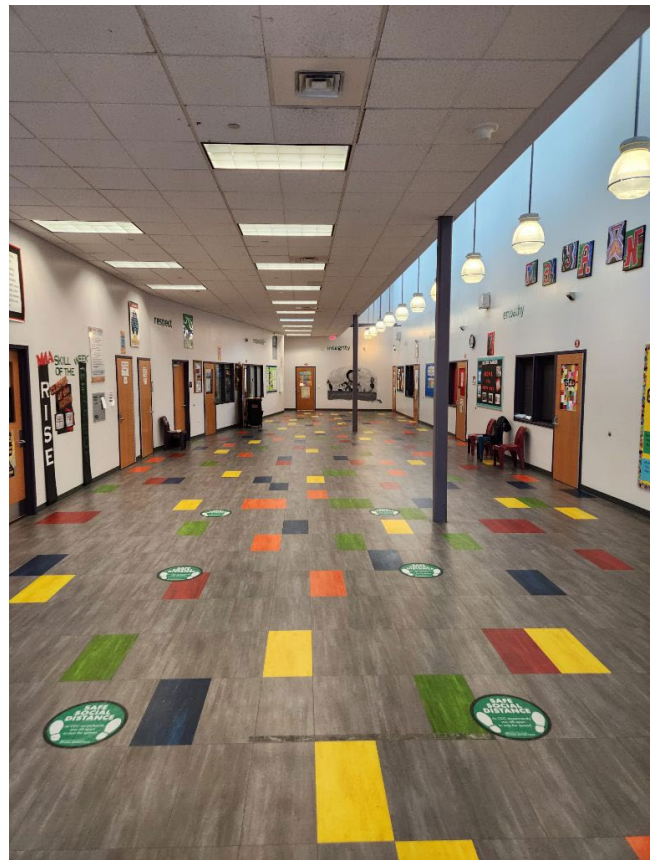


Figure 3. Maya Angelou School (Maryland, USA)

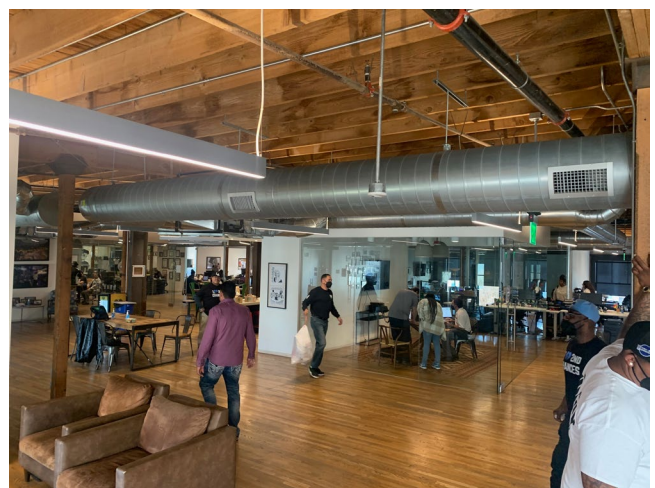


Figure 4. Anti Recidivism Coalition Education Area (LA, USA)



Figure 5. Spring Mountain Youth Camp (LV, Nevada)

Access to technology and Internet

This recommendation seems very simple but is often one of the more difficult ones for non-education based, bureaucrats and senior managers to not grasp, leaving many young people behind. Often the need to save money, lack of understanding of the symptoms of learning challenges and the lack of understanding of assistive technology can cloud the design of a wholistic education program for young people meaning they miss out and are set up to fail (Collins & Halverson, 2010; Ghavifekr & Rosdy, 2015; Collins & Halverson, 2018).

I am not enlightening anyone anything by suggesting that the level of technology in the world is increasing and the ability to engage with education of any form involves some form of linkage with information technology. Research continues to take this link further and strongly suggests that the link to technology and the skills required to operate it move into areas of employment and training, especially for young people (Warschauer & Matuchniak, 2010; Wood, Zivcakova, Gentile, Archer, De Pasquale, & Nosko, 2012; Martín-Gutiérrez, Mora, Añorbe-Díaz, & González-Marrero, 2017). Making them employable in a world where technology is king is paramount and is being missed in many alternate educational facilities in Australia.

The set-up of educational facilities, schools and training centres often does not consider the importance of embracing and including a mix of basic and state of the art technology, hardware and software that can prepare students for the future. This short cited view often puts learners at a distinct disadvantage for long term, but also often doesn't provide them with technology able to assist them with learning or other processing disabilities that risk their attendance and engagement (Gasparini & Culén, 2012; Collins & Halverson, 2018; Dawson, Antonenko, Lane, & Zhu, 2019).

The lack of ability and willingness to provide learning technologies such as virtual reality, voice to text, the use of tablets, the use of smart phones and training to use a variety of social media-based platforms continues to stack the odds against those needing the most help. Those young people that are at the risk of being disengaged from school, resulting in premature departure from school or negative behaviours resulting in removal from school and possible involvement in the justice system are directly being negatively affected due to the lack of technology (Laird & Kuh, 2005; Henrie, Halverson, & Graham, 2015; Heflin, Shewmaker, & Nguyen, 2017).

In order to keep at risk young people engaged with education and to prepare them for future employment, a series of technological upgrades need to occur with basic software and programs provided to staff to monitor progress, predictive speech, assistive technology and access to mobile technology, all with a goal for engagement is required (Adebisi, Liman, & Longpoe, 2015; Alenezi, 2017; Atanga, Jones, Krueger, & Lu, 2020). The use of Apple and Microsoft based products continues to grow both individually and throughout employment settings, however many educational facilities rely on outdated servers, hardware and fire wall systems that do not allow for the use of these technologies, putting those already disadvantaged and disengaged at further risk of drop out. Putting the outcomes of young people before the costs of IT system set up and delivery is important, with it suggested that school and professional and educational based think tanks and

workshops include IT, teaching staff, employers, and students, be developed to ensure the curriculum being taught and the devices curriculum is being delivered on is considered. Looking to link the needs of the young person with technology is paramount not only for engagement now but for the future, allowing them to gain skills now that will assist in gaining positive outcomes in adulthood (Laird & Kuh, 2005; Kopcha, 2012; Ghavifekr & Rosdy, 2015; Henderson, Selwyn, & Aston, 2017; Light, McNaughton, Beukelman, Fager, Fried-Oken, Jakobs, & Jakobs, 2019).



Figure 6. Anti-Recidivism Coalition (LA, USA)



Figure 7. Maya Angelou School – Lecture Hall (Maryland, USA)

Situated near / close to public transport, affordable housing, and targeted areas.

There is strong link between young people who have experienced trauma and come from low socio-economic backgrounds and criminogenic behaviours (Buonanno, 2003; Tanner-Smith, Wilson, & Lipsey, 2013). One of the more common issues related to lower socio economic status is access to accommodation, housing and in many areas reliable transport, making it difficult for the children of many to gain access to individualized and tailored educational settings and outcomes (Lucas, 2019). Taking this into consideration it is essential that in order to allow people of all socio economic statuses to gain access to educational opportunities and job placement training that schools / training facilities are located close to public transport and affordable housing (Koszowski, Gerike, Hubrich, Götschi, Pohle, & Wittwer, 2019; Bastiaanssen, Johnson, & Lucas, 2022).

The ability for schools to either be part of the initial planning of a community or neighborhood is important as it allows for other services such as transport, access to employment and other community services to be built around the educational setting. This initial planning has been part of community design principles for many years, but the need to expand this to include alternative education settings, post-secondary school training providers, on the job training centres and facilities, in the planning of public transport routes. This

increases accessibility and provides opportunity to those in the lower socioeconomic bracket or those without cars, license, or other vehicular access (Liu, Wang, & Xie, 2019; Lucas, 2019; Saif, Zefreh, & Torok, 2019).

It is strongly recommended that government of all levels, developers and property groups not only include planning provisions for mainstream education such as primary school, secondary school, and tertiary level, but also plan for alternate sites, individualized facilities, and practical training facilities. These facilities need to be developed within a wholistic plan providing access to transport, housing and other suitable community facilities.

The physical design is imperative, but further thought as to who will use these facilities is also imperative and is an important role of government departments, local government, and community focus groups. Building the physical elements is not just enough, they must be linked to providers, linked to transport, and linked to a network where the idea of wraparound and wholistic provision of services is paramount.

Additionally, if building a site from scratch is not appropriate or available it is strongly suggested that selecting a site following the same guidelines regarding accessibility is considered for young people and their families to attend and gain the education and training they require (Liu, Wang, & Xie, 2019; Lucas, 2019; Saif, Zefreh, & Torok, 2019).

Shared space with other community groups / services

In order to provide a true throughcare and wraparound service, access to additional services is paramount and what better way that have those visible and present in the same area as education facilities (T. M. Cumming, I. Strnadová, & L. Dowse, 2014; Cumming, 2018). The provision of programs and services to those in need, those with lower socio-economic backgrounds, previously incarcerated people, and their families, are often undertaken by volunteer groups or groups

running on low budgets and expenditure models. Encouraging these groups to share spaces can often not only keep them operational but can create a one-stop shop for people to visit and engage in more than one service or educational provider (Volpe, 2000; Thoring, Luippold, & Mueller, 2012; Smith, Sitas, Rao, Nicholls, McCann, Jonikis, James, Cohen, Ellis, & Waters, 2019; Cumming, Strnadová, Lee, & Lonergan, 2022).

Research and lived experience suggests that many lower social economic and at risk families do not experience singular needs and require multiple agencies and providers to support them (Volpe, 2000; T. M. Cumming, I. Strnadová, & L. Dowse, 2014; Smith, Sitas, Rao, Nicholls, McCann, Jonikis, James, Cohen, Ellis, & Waters, 2019; Silva, Petrilla, Matteson, Mannion, & Huggins, 2020; Cumming, Strnadová, Lee, & Lonergan, 2022). Having multiple groups, including educational providers, all situated in the same spot, can make the access to these varied community resources easier for those travelling to them and can provide multiple supports to multiple family members at the same time. The inclusion of education as the base for these sites can also provide the multi prong approach needed to engage with many (Cooper, Fone, & Chiaradia, 2014; Gupta, Kapsali, & Gregg, 2017; Cumming, 2018).

Many current community centres and local government buildings provide housing for community organisations. These buildings such as libraries, council buildings and council owned shop fronts can provide perfect shared spaces for those requiring assistance to gain access to multiple services on one trip. The ability, however, to provide pop-up opportunities or travelling experts / educators to also share these facilities is something that requires additional focus. Schools can provide the same opportunities bringing the community together in the provision of services and education, but are rarely used in this way in Australia (Hall, 2017; Gislason, 2018).

In a model such as the Harbour model in Las Vegas, multiple experts from education, mental health, doctors, youth workers, social workers

and family planners share facilities and internal resources and utilities to reduce costs, but to also to provide the best holistic throughcare outcome for the at risk family and its individual family members (Clark County, 2023).

Easy to read / navigate signage across all settings.

The link between lack of formalised education, language and literature proficiency and involvement in criminal behaviour has been proven in research over decades. In order to ensure that both formal and informal messages are delivered to the participants in programmes or classes, visitors to facilities and those working in those facilities, clear and concise signage that is easy to read and navigate is required (Ibraheim, 2005; Jeanneret & Britts, 2007; McNamara, Larkin, & Beatson, 2010). Not only does this allow for greater access but also provides another sense of inclusivity for all, even those with low functional literacy can feel included and welcomed as often inability to understand signage or messaging can increase embarrassment and also disengagement (Bush, 2007).

Discussions with many of the facility managers, the facility users, the staff and in some instance students during the fellowship identified that they all felt 'part' of the facility they were in and felt that they knew 'where to go', 'who to see' and 'where to see them' and felt that clear signage and artwork assisted with that. Two of the site leaders mentioned the use of pictures and artwork designed by the students throughout their facilities used pop culture references and figures to highlight direction, instruction, and behaviours inside their centres. This inclusive proactivity increased ownership over the property, allowed for students being in the wrong areas due to lack of understanding of signage and also belonging to be increased, the principals indicated. Students felt that the signage made the place 'theirs' and it didn't feel 'so strict' with fun signs rather than 'normal school signs' appearing on walls and windows.

In addition to directional and instructional signage throughout many of the facilities, a second type of signage also existed, signage that bought together

community messages, community agreements, motivational statements, and quotes. These statements varied from quotes from famous people with cultural links to their community, previous and current clients and information indicating the safeness of the facility, the requirements for involvement in the facility and most importantly that people were welcome in the facility. It is imperative that examples like this are included into current educational and training facilities and spaces where at risk people come together and are vulnerable.

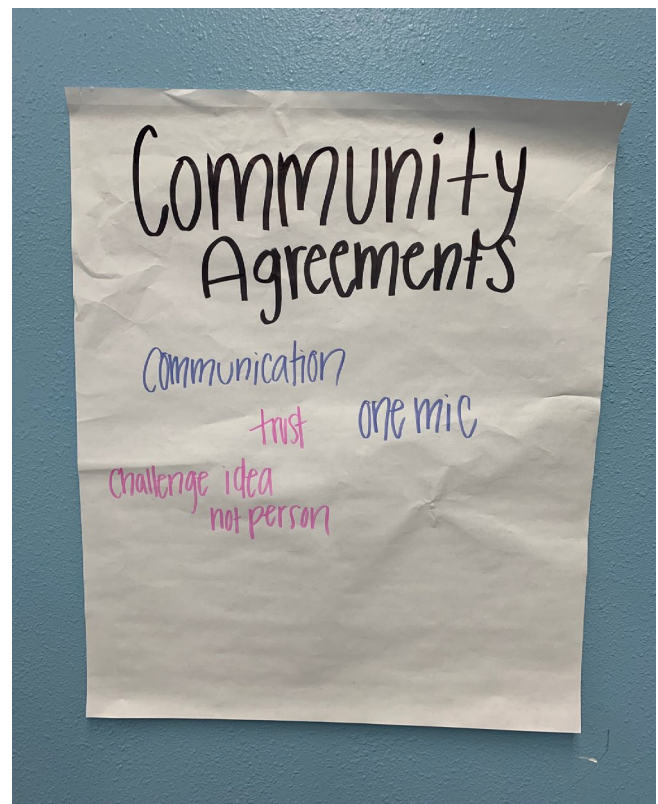




Figure 8. Hudson Link, Ossining, NY

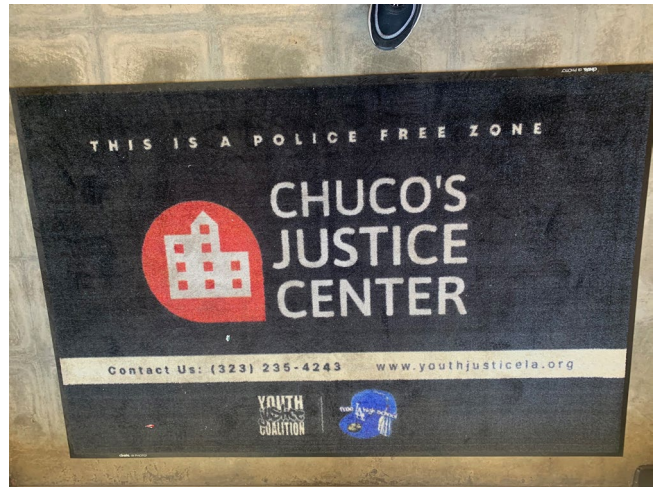


Figure 10. Free LA School, Los Angeles, USA



Figure 9. Henderson Youth Area, LV, Nevada

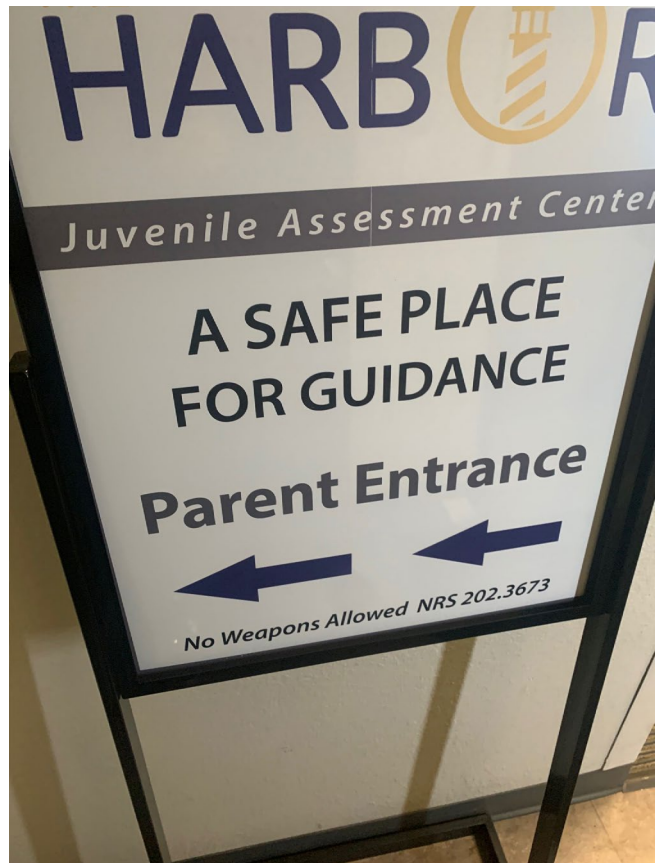


Figure 11. The Harbor, Las Vegas, USA

Embrace and encourage the use of Artificial Intelligence (AI)

The ability to use AI in classrooms and education settings is a fast growing idea and something that must be embraced in order to keep young people at the forefront of technological usage, increasing employment opportunities (Guilherme, 2019; Chen, Chen, & Lin, 2020). Embracing this technology I have used Chat GPT to write the section for me on the ways AI can be used to reduce juvenile recidivism (AI, 2022).

Artificial Intelligence (AI) in education can be used to reduce juvenile recidivism by addressing the root causes of criminal behaviour and improving educational outcomes for at-risk young people. Here are a few ways AI in education can help:

1. **Personalized learning:** AI can help to personalize learning plans for at-risk young people, based on their individual needs, learning styles, and strengths. This can improve engagement and motivation, reduce frustration and disengagement, and ultimately improve educational outcomes.
2. **Early intervention:** AI can identify students who are struggling academically or behaviourally and provide early interventions to prevent them from falling behind or becoming disengaged. This can help to prevent academic failure, which is a major risk factor for juvenile delinquency.
3. **Career readiness:** AI can help to identify the skills and interests of at-risk young people and provide them with personalized career guidance and training. This can help them to develop a sense of purpose and direction, improve their employability, and reduce the likelihood of reoffending.
4. **Social-emotional learning:** AI can help to identify at-risk young people who are struggling with social-emotional skills such as empathy, self-awareness, and self-regulation. This can help to provide targeted interventions to improve their emotional intelligence and reduce the likelihood of aggressive or criminal behaviour.
5. **Family engagement:** AI can help to identify families who may need additional support and connect them with resources and interventions. This can help to address underlying issues such as trauma, substance abuse, and poverty, which are major risk factors for juvenile delinquency.

Overall, AI in education can help to improve the educational outcomes and life prospects of at-risk young people, which in turn can help to reduce juvenile recidivism. However, it is important to ensure that these technologies are used in an ethical and responsible way, and that they are integrated into a holistic, person-centred approach to care. (AI, 2022)

Confidential spacing / design

It is imperative to all practitioners and their clients that there are spaces made available for teaching, confidential sharing of information, counselling, mentoring, or educating. These spaces do not need to be specially designed or managed but need to have sound proofing, privacy from being seen by others and a comfortable space for sharing information (Kenner & Weinerman, 2011). Providing this private space away from others who can see a person gaining assistance can go a long way to taking away the stigma of 'weakness' that several of the young people I spoke with indicated occurred. They believed others were 'watching them' and that when they needed extra help or were sharing information for practitioner support, they were judged and often the information changed their status in their peer group. My own personal experience working in schools concurs with this position with many young people I worked with suggesting the same and that private spaces are needed for them to engage with teachers, psychologists, and other professionals.

Many at risk young people need access to psychologists, youth workers, social workers, counsellors, drug and alcohol professionals and psychiatrists on top of working with education assistants or teachers but are often resistant to do so. The ability to provide an allocated place that can be made more comfortable for young

people to engage with their issues or undertake therapy. Many educational facilities share these spaces with other classes or other services and are often interrupted or have their identity of the people engaging visible to others. Private spaces for engagement are required, dedicated to those providers, ensuring confidentiality, increasing a young person's feeling of security and safety inside that area (Sadowski, 2016; Butler, Kane, & Morshead, 2017).

The vulnerability of many at risk young people and their families is often tested if others in the community gain the knowledge or able to see that they are reaching out for help. In several of the sites visited on this study tour gang involvement and gang membership were issues being faced by many young people and their families. In several instances it was my clear to me that if a gang member was seen entering or being involved with others at these educational, assistance and community centres, that negative impacts would often occur to them or their families. The ability to provide confidentiality and a safe place made not only the at-risk people more comfortable and able to engage at a deeper level, but in several instances, safer from the risk of violence to them and their families. These discussions or engagements are often seen as 'breaking the code' and could be a young person informing as to illegal activities being undertaken or 'snitching' often resulting in violence or retribution.

Programming Recommendations

Increase and trust in STEM education.

Science technology engineering and mathematical (STEM) education is often being seen as being too risky or too dangerous to be implemented in education areas for young at risk people who may show violent or risk taking tendencies (Tan & Calabrese Barton, 2018). When in reality, understanding some of the individual challenges faced by some of the at risk or previously or currently incarcerated young people would suggest completely the opposite. If engage correctly and

appropriately through the use of STEM, they may become more engaged, more interested in the hands-on side of STEM and eventually more prepared for work post education. The young people I spoke with suggested that STEM actually uncovered interests that they had not considered and gave them reason to engage as 'it was interesting' and 'I like using my hands more than writing'. This can go further than classroom engagement and may unlock and interest or specialty that they may not have been exposed to (Schiff, 2013; Tan & Calabrese Barton, 2018; Roscoe, 2022).

Ongoing research into the 'school to prison pipeline' and the link between young at-risk people and incarceration indicates a high level of educational and other developmental challenges amongst a large proportion of these students. These challenges such as dyslexia, dysphoria and ADHD make traditional learning challenging and often require hands on and 'out of the box' teaching and learning. The hands-on element of STEM provide engagement for those who traditionally struggle to be engaged or traditionally don't fit the mould for maths and literacy book work and class work. STEM work engages further through problem solving, hypothesis development and manual trial and error (Herschbach, 2011; Henriksen, 2014).

In addition to developing STEM for greater levels of engagement, Australia and indeed the world, is experiencing a skill shortage where people with strong STEM backgrounds are at high need and the levels of these young people graduating from school is diminishing (Tan & Calabrese Barton, 2018). Young at-risk people often do not finish school the traditional way of completing year 12, but often depart early to undertake jobs where skills developed through STEM education are essential, this was seen with many of the young people I engaged with throughout the fellowship and in my own workplace experience. Increasing STEM therefore is preparing young people for real life work opportunities, for greater engagement opportunities within the classroom and school

environment and is potentially helping fill a skills shortage currently experienced globally (Reimer & Pangrazio, 2020).

Increase in music / arts / drama.

Many young people in numerous school settings as well as incarcerated people of all ages often mention that they have not had the ability to express themselves, own their own narrative or explore their own identities. With the challenges listed previously in this report often experienced by at risk young people it is imperative that educators provide multiple and varied opportunities for them to explore themselves, explore their identity's and find ways in which they can communicate effectively with their peers, their families and the world (Hughes & Wilson, 2004; Hanrahan & Banerjee, 2017). Not only will this assist in learning environments allowing for teaching to occur through music lyrics, numeracy to be developed through timing in music and oral abilities developed thorough acting and speaking, but the further development of explicit music, arts and drama programmes in school and alternative settings is a way for young people to explore themselves and to be able to pass their message to others in a positive and community acceptable way. Young people I engaged with said 'music is the only way I can be heard', 'I get frustrated when adults don't listen, I sing and they hear me then', 'adults are fucked and don't listen to me, so I act like someone else and they do, it's like sorta magic'.

The introduction of music is the first step for inclusion in any environments where it doesn't exist. However it is the explicit development of music programmes that involve singing, recording, writing of songs, the playing of musical instruments and the development of groups, bands, are some of the activities enjoyed and used by many students in alternative educational settings to develop the ability of young and at risk members of the community (Glenn, 1992; Gower & McDowall, 2012; Barrett & Bond, 2015). The ability to resource a fully functional music programme can be an expensive one and it is strongly encouraged to explore facilities already shared or existing in the

community and to develop community partnerships where collaborations could be developed and young people experiencing the same isolation or lack of ways to express themselves may unite and combine (Shields, 2001; Ojukwu, 2017; Millar, Steiner, Caló, & Teasdale, 2020). These collaborations I experienced first-hand were based not only on physical resource sharing, but also the sharing of skilled practitioners and the sharing of fiscal responsibilities.

Art is also another educational element that requires further investment, further development, and explicit teaching in educational settings by non-traditional artists. The idea of sitting in a classroom with paper and pencils has become outdated and is often challenging for many of the at risk young people in the community (Brown & Jeanneret, 2015). Visiting several educational settings, particularly in New York and Los Angeles I saw an array of online, artificial intelligence and technology-based artistry, paired with urban arts, graffiti art and the use of cartoon and anime genres and engagement at a level I had not experienced before as a 20-year educator. The educators at these sites highlighted the importance to develop diverse art programmes as they felt the individuals in their care could explore their own identity, their own form of communication and their own way of positive expression. They believed the exploration of art as an education form decreased negative behaviours and was the reason many of the young people engaged in school instead of negative social behaviours.

These perspectives have been supported by international research but seem to have not been picked up as a whole in Australian alternate education settings. This could be due to perceived cost, lack of resourcing, but more so the lack of willingness to manage and accept the risk that comes with young people using technology and other art related materials (Kay, 2008; Li, Kenzy, Underwood, & Severson, 2015; Rago & Gibson, 2021). Across many of the site's art programmes developed variety, were taught by non-traditional art teachers and were in some instances able to be

monetized allowing for many at risk young people to see art as their way out of the negative lifestyle, to make an income and for many to escape their criminogenic behaviours.

As mentioned in the previous music section, the ability to find partnerships to embrace difference and to develop collaborations not only make the delivery of an explicit art programme more cost effective, but also exposes more young people and more at risk young people to the skills of others, the skills of alternative and different teachers and allows them to express their thoughts, feelings and dreams (De Roeper & Savelsberg, 2009; Adams, 2014; Brown & Jeanneret, 2015). The introduction and expansion of art / music / drama programs in educational settings will go a long way to providing a voice to those who feel they don't have one and may provide someone a means to express their pain, trauma, experiences, and triumphs in a way that can be easily consumed by their peers and others.

Technical skills designed to increase post school outcomes.

Viewing the participants in each of the sites of the tour it was extremely clear that practical skills and technical skills preparing them for employment was paramount. Many of the young people I engaged with had or were in the process of gaining a criminal record, so focus was made on developing the skills for the positions they could still attain with a record. It was essential that this issue was explained to the young people and that although for some their options were limited now due to their types of offences, that the skills they developed now could be used for them in employment in the future when their records were closed or expunged. Many of the young people [and older people] that I observed and had the opportunity to work with had committed crimes that would make them unable to successfully gain fruitful employment in many areas of the community meaning alternatives needed to be explored (Musset, 2019; Keele, Swann, & Davie-Smythe, 2020).

Areas identified during this study tour, and confirmed through my own practise here in Australia, was that manual skills such as mechanical, building, plumbing and other trades as well as cooking, and other hospitality skills were in demand and did not necessarily require a clean criminal record check (Adams, 2012; Cunningham & Villaseñor, 2016). This took pioneering work by people such as Chef Jeff in Nevada, who runs cooking training for young, justice involved people who were not engaged in school or who were returning to community after a period of incarceration. Chef Jeff Henderson teaches industry skills in a disciplined and structured way and provides an opportunity for many people without voice to be heard through the art of cooking. His pop-up kitchens and his development of a food truck bank has provided employment and ongoing success for many. It has taken many years of work by Chef Jeff to get to this point and his success is due to hard work, his own period of incarceration and the support of partners who saw and continue to see the opportunities he is providing. Chef Jeff has written numerous books, has appeared on tv shows such as Oprah and highlights that regardless of background, that if provided with opportunity in the culinary field, success can follow (Holland & Novak, 2013; Henderson, 2014; Johnston, Rodney, & Chong, 2014). The highly competitive Las Vegas strip and surrounds is benefiting from this program and has employed many graduates from the Chef Jeff program (Marek, 2018).

If developed in Australia, the inclusion of these skills, paired with recognised qualifications in such areas would not only provide employment for these young people upon completion of school, but would also tackle some of the employment shortages being experienced in skilled areas across the world (Maclean & Ordonez, 2007; Adams, 2012). The teachers and educators exist, as do the students, it is a case of developing partnerships and increasing exposure. Ensuring employment at the end of any of this type of training is also paramount, as indicated in earlier recommendations, it is essential that tangible outcomes are provided for these at-risk young people and their families.

Develop parent training as part of education.

One of the key stakeholder groups involved in the reduction of juvenile recidivism is parents. Many of whom play a large role in both the development of negative behaviours in young people, but also the way out of these same behaviours. Parents play a major role in the development of the young people, their behaviours (both negative and positive), and can be the missing link between schools, education, employment, reducing recidivism and positive outcomes, and a young person (Nelson, Patience, & MacDonald, 1999; Cowen, 2001).

Visits to Maryland, Virginia and New York provided really clear examples that involving and embracing parents in a positive way can have successful influence over young people of school age, of their siblings and in some instances their extended families (Nelson, Patience, & MacDonald, 1999; Cowen, 2001). Understanding and identifying that many parents of young people involved in the criminal justice system may have their own trauma, mental health issues or other related challenges is the first step and involving them in the process of reducing juvenile recidivism (Dore & Lee, 1999; Burke, 2013). It is important to acknowledge the many parents have had negative linkages or interactions with schools, welfare agencies, juvenile support networks, police and law enforcement and other sundry services, which can negatively influence their interactions with all groups moving forward, so planning and design is paramount (Gould & Richardson, 2006; Barth, 2009).

The Harbour example in Las Vegas ensured that parents were involved with all steps of reducing their young person's recidivism and received support, and in many instances training and skill development of their own, to take away negative aspects such as unemployment, homelessness, drug and alcohol dependency and mental health issues that were inhibiting their ability to help their young person (Clark County, 2023). Seeing a young person and their mother interact with the team at the Harbour allowed me to experience how

wholistic and complete wrap around support is provided in the US and how dealing with some of the root issues in a young person's household can assist in not only breaking their own involvement with the juvenile justice system but potentially the involvement of their parents, siblings, and other family members.

Increase hands on, life ready skills such as cooking and life skills.

Throughout my current and previous work with young people and their families, who are at risk or are involved with the adult or juvenile justice systems, a strong trend has emerged and was confirmed during visits to many centres in the US. This trend suggested that many of the parents of these young people do not have all the skills they need to look after themselves and in many instances their children. Basic skills such as cooking, cleaning, budgeting, financial literacy, maintaining hygiene levels and diet are often missing from many of the young people and families who are at risk or involved in the justice system. Many of these lacks is due to incomplete or substandard education, socio economic status and the lack of resources (Caraher & Lang, 1999; Seeley, Wu, & Caraher, 2010; Fisher, Nicholas, & Marshall, 2011).

It is the role of schools, educational facilities and community welfare spaces to teach and train our young people in ways to prepare themselves for important aspects of their life that if successfully managed could go a long way to increasing positive outcomes for them in the future (Fisher, Nicholas, & Marshall, 2011). These educational pursuits will not only help current young people but will go a long way to breaking the cycle when they become adults and possibly parents themselves. Breaking this cycle at an early age was identified in my visits to Maryland and Virginia, while targeting both parents and young people was the focus in New York and New Jersey.

The Chef Jeff Project, part of the Las Vegas anti recidivism network provides training from a previously incarcerated chef Jeff Henderson in areas not only just revolving around cooking but

also personal growth, determination, resilience and also work ethic, all key lessons for life (Caraher & Lang, 1999; Fisher, Nicholas, & Marshall, 2011). The physical setup of his kitchen mimics that of an industrial kitchen that could be seen in a Michelin star restaurant, but the learnings and teachings are based around Jeff's own lessons in his involvement in the juvenile and then adult justice systems. In the time I spent in the kitchen with Clark County senior staff members, all people were treated the same with all of us playing a role in the team to develop a meal from scratch. Young people who were working in the kitchen were encouraged to teach us, the visitors to the kitchen, skills they had learned and at all times everyone in the kitchen called Jeff – 'Chef'.

This example taught the young people in Jeff's care how to budget, plan meals, preparing cook meals while at all times remaining clean and hygienic in the process. Not only were the skills being taught applicable for then and there, but they transferred into potential employment opportunities in other restaurants and other areas across Las Vegas. In addition to these practical skills the many additional soft skills being taught in a respectful and safe environment had a positive impact on all participants.

In Australia similar programmes operating on a smaller basis are run in primary and secondary schools but do not have the strong practical link to employment and the strong link to life outcomes such as hygiene and health. Expanding on a programme such as the Stephanie Alexander kitchen garden programme maybe an opportunity that could exist, resulting in similar positive outcomes and the reduction of juvenile recidivism (Block, Gibbs, Staiger, Gold, Johnson, Macfarlane, Long, & Townsend, 2012; Gibbs, Staiger, Townsend, Macfarlane, Gold, Block, Johnson, Kulas, & Waters, 2013; Eckermann, Dawber, Yeatman, Quinsey, & Morris, 2014).

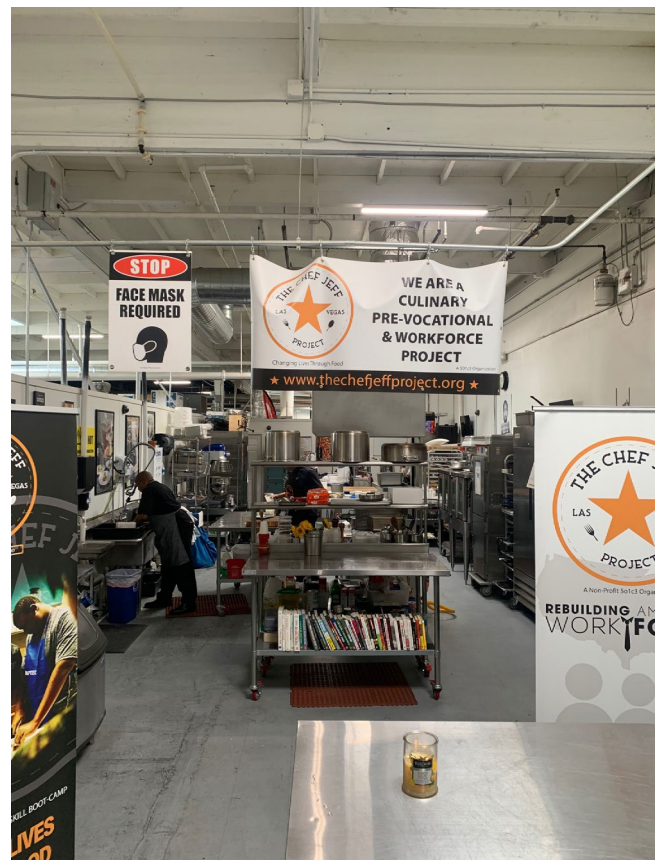




Figure 12. Chef Jeff Project Kitchen, Las Vegas Nevada

Credible Messenger involvement in programs

The idea of a credible messenger is something that continues to grow in the US but has been rarely used and embraced here in Australia. Similar terms such as lived experience mentors and peer mentors have been used to describe those who have lived something and provide their

expertise to others to assist them in navigating their own journey (Sanchez & King, 2018; Racine, 2021; Szkola, 2022). In North America the idea of being a credible messenger not only links to incarceration but also to cultural involvement as an elder or person who has experienced something both negative and positive and is in a position to share these experiences and learnings with others (Lopez-Humphreys & Teater, 2018, 2019).

Australia is in its infancy in regard to embracing lived experience and the idea of someone being a credible messenger. Many human resource and other policies and procedures, such as criminal record checks and in some instances working with children checks, stop those with experiences that have been deemed by society to be negative, from helping others or providing a road map or blueprint to better manage negative situations being faced by young people. The idea of lived experience is being embraced more and more in the mental health space, but Australia is very slow on the uptake in regard to the embracing of lived experience and the promotion of those people as credible messengers to others.

In my visit to the Youth Justice Network in Harlem New York, I was able to see first-hand previously incarcerated musicians, previously incarcerated young and older people, survivors of childhood abuse, youth and social workers with their own lived experience and young people venturing through the juvenile justice system, all working together in a shared and safe environment when no one was alone and no one was unwelcome (Martinez, McGilton, Gulaid, Woodley, Skipper, Farrell, Langness, Shuler, & Willison, 2022). Identifying their value and the value of their journey was key not only for the Credible messenger as a person but also for their effectiveness in helping others.

The sense of belonging of everyone in the Youth Justice Network building could be felt, the idea that regardless of what someone had done, it was their past and that they had valuable lessons to share with others. They believed that because of the presence of these credible messengers,

paired with a well-designed and resources music, art and culinary program that the recidivism rates of their 'family' were decreasing each month, it was advertised and was clear to see (Fuller & Goodman, 2020). Embracing these morals and ideas in the Australian alternative education settings will not only provide support for the young people but will also provide meaning and a sense of belonging also for the credible messengers.



Figure 13. 'Credible Messengers at work' - Youth Justice Network – Harlem, New York.

Cultural linkages to programs for all young people

Probably the clearest learning taken away from this study trip was the involvement of culture and the importance of cultural linkages to every programme being undertaken in an alternative educational environment. Australia is going through a period of change in this sense and is more proactively recognising Aboriginal and First Nations people and culture and are including it more in the educational planning and curriculum of schools of all levels. The challenge remains that the most highly represented group of people in the Australian justice system identify as First nations people and the inclusion of meaningful and authentic cultural links are needed across all levels.

The fellowship visits allowed me to explore culture further and highlighted the understanding and important of African American, Native American culture, Latino culture, Asian culture, and the

culture of others was at the forefront in every facility that I visited (Allen & Boykin, 1992; Brown, 2017). The Maya Angelou school is a school inside a Maryland juvenile detention centre. From the minute I entered the building and cleared security I could see the importance of African American culture and of the many people such as sportsmen and women, musicians and actors, television stars and comedians through to activists and icons, emblazoned on the walls, hallways, and classrooms.

These celebrations of culture did not just end there but expanded to the classroom where these icons were explored, their actions celebrated and discussed and their methods shared across all educators, youth workers and supporters in the school (Duff, 2003; Esposito & Swain, 2009; McIvor, Napoleon, & Dickie, 2009). Students' actions were celebrated through the winning of awards named upon the characteristics shown by the namesake of the school, African American cultural icon, Maya Angelou. The winners of these awards expressed their happiness and 'that they wanted to 'be like Dr. Angelou' or 'was proud to have my name next to hers'.

The importance of linking culture to education not only provides a sense of identity for the student but also a sense of respect, safety, and inclusion (Burrell, 2013). The way multiple cultures were celebrated not only at the Maya Angelou School, but also during my visit to the free LA School in Los Angeles, highlights for me how embryonic Australia is in this space and how a multicultural country such as cannot embrace and celebrate its own native indigenous cultures but also the cultures of many that have arrived on the shores and made life here. Including all of these cultures and educating the majority rather than the minority would encourage inclusivity, celebrate difference and provide alternatives for the many young, disenfranchised people currently or previously involved in the juvenile justice system (Esposito & Swain, 2009; McIvor, Napoleon, & Dickie, 2009).

The idea of culture is expanded to increase not only places and countries of birth but also cities,

towns and areas that have their own culture and their own diversity. This was clear and celebrated at the harbour early intervention centre in Las Vegas NV, where the culture of Las Vegas was omnipresent in the boardroom, meeting room and public work areas. This cultural wrap around mural was seen by young people to represent the history of their city and where they belonged (Clark County, 2023).



Figure 14. Maya Angelou School Art work

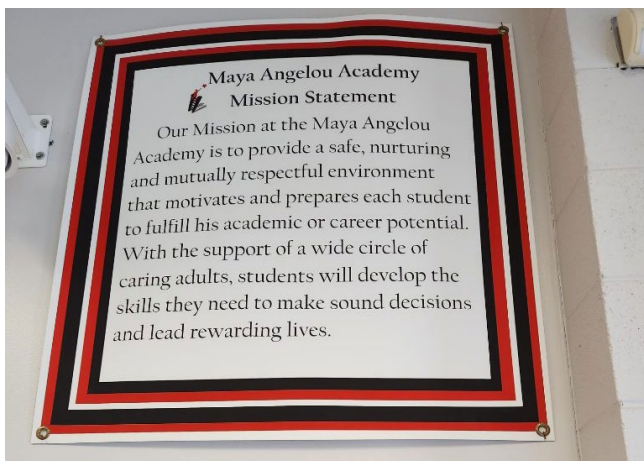


Figure 15. 'Cultural Icons' - Free La School

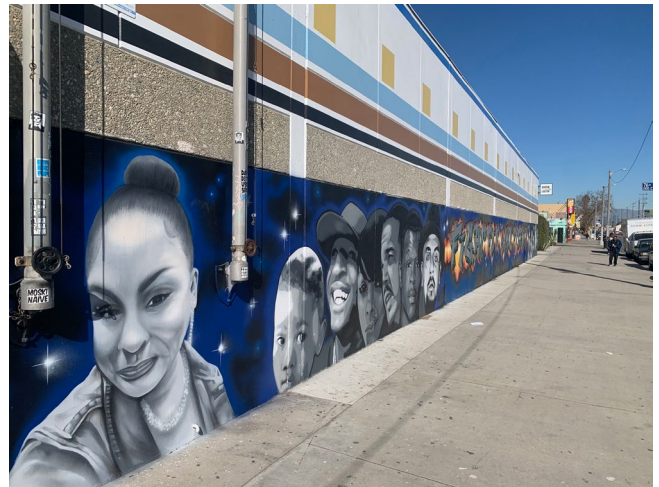


Figure 16. 'This is OUR city' – The Harbor, Las Vegas, Nevada

Mindset changes

Not only did this study tour provide opportunities to see areas where physical, policy and procedure as well as structural change can be made, it also provided an exceptional opportunity to look at required mindset changes to facilitate an ongoing and meaningful decrease in juvenile recidivism in Australia. The areas identified for major mindset change are:

Expand thinking of 'throughcare and wrap around services'.

The idea of throughcare wrap around services in Australia continues to not deliver fully in its promise. Many studies have looked at throughcare wrap around and through care services designed to assist a person prior to, during and post

incarceration and involvement in the criminal justice system. The large majority of these programmes, and the entire idea of a throughcare wraparound service, is still fairly embryotic in Australia and requires greater discussion and exploration. Many exceptional programmes offer drug and alcohol support, housing and homelessness services, education and training opportunities and employment outcomes, but only few offer the entire throughcare wrap around for any one person or family (T. M. Cumming, I. Strnadová, & L. Dowse, 2014; Cumming, 2018; Cumming, Strnadová, Lee, & Lonergan, 2022).

Looking further into the idea of a complete wrap around service and embracing the idea of a holistic support for individual is extraordinarily important but is easily misunderstood. Providing a set of services is very different to providing a set of individualised services for an individual (Smith, Sitas, Rao, Nicholls, McCann, Jonikis, James, Cohen, Ellis, & Waters, 2019; Silva, Petrilla, Matteson, Mannion, & Huggins, 2020). The Harbor programme in Nevada provided this wholistic idea, as did the Anti Recidivism Network in Los Angeles. This involved case management for a period of time post incarceration and looked at all areas of the person's life, not just the actions they undertook to become justice involved. These programmes used the services provided by many to develop a complete educational and through care plan for them to try and reduce the chance of recidivism.

There are no two sets of exactly the same requirements or needs for people involved in the criminal justice system and this is often not fully understood or appreciated in the design of programmes, the flexibility of programmes and the delivery of programmes to mass numbers of people. This mindset change, in Australia, is needed to remove the silos in which many groups operate in and to bring together the excellent education and diversity many programmes offer across the country and provide them as a holistic package tailored to the needs of the individual. Looking at support and targeting areas of concern or need are essential and understanding that experts in the field exist and that cross agency

case management is achievable and can increase outcomes for young people (Volpe, 2000).

Provision of agency to young people

Having worked in schools and education settings for almost all of my adult working life, the opportunity to see and compare young people in the United States of America with those in Australia highlighted one massive mindset change that needs to take place here in Australia, the idea of increased agency among young people. Agency amongst young people is missing in many parts of the education, justice, health and corrections departments in Australia, where young people are told what to do, have their decisions made for them or are not involved in any way in decisions regarding their own or their families futures (Evans, 2007). The idea of agency is not a new one, but is one that many adults and people in power grapple with as they have to pass decision making across to a person they are often employed to control (O'Connor, 2014; Roberts, 2019).

Speaking with many young people in the United States juvenile justice system and also engaging with numerous Australian young people with involvement in the juvenile justice system a shining highlight appeared, the lack of agency in their own decision making. For many this resulted in rebellious or anti authority type behaviour often leading to involvement in the juvenile justice system or removal of the services designed to assist them being taken away (Edwards, 2009; Bryant & Ellard, 2015).

Some of the young people I spoke with in Las Vegas, Los Angeles and Washington DC indicated they 'were not in control of their own lives', 'old people don't know the life of being young on the street', and 'why do white guys think they know about being a black guy'. The lack ability for young people to make their own decisions was prevalent. However, in some of my discussions with young men in New York they indicated 'I decide what I need to do, and my messenger helps me', 'They get me cuz and don't tell me what to do' and 'I learn shit here that helps me decide stuff'.

The idea of agency is a collaborative one and is one that is sorely missing in mainstream education, the justice system and throughout many community agencies designed to assist individuals (Evans, 2007; O'Connor, 2014; Jacoby, 2017; Roberts, 2019). Many young people felt dismissed and that they had had their decisions made for them as children but within judged as adults for the results of their actions. A brisker mindset change is needed here in Australia as it will allow us as adults to work with young people and work with them to teach them the skills required to process their decisions, manage their outcomes, and review the process is for future use or removal from their day-to-day action, not make the decision for them. Listening to the young person's opinion and point of view is essential and returning agency to a young person could go a long way in reducing recidivism and hopefully keeping young people out of the juvenile justice space in the first place (Jacoby, 2017).

Adverse Childhood Experiences (ACES) training for all people working with young people.

Looking for greater understanding as to the actions of some of the young people that are involved or have been involved in the juvenile justice system is imperative is important. One of the areas in which significant research has occurs , but is often not referred to is the idea of adverse childhood experiences (ACES) (Boullier & Blair, 2018). ACES are a group of negative experiences that have occurred to a young person throughout their early formative years that can, and does have a strong influence on antisocial and potentially criminological behaviours in future years (Schilling, Aseltine, & Gore, 2007; Chandler, Roberts, & Chiodo, 2015; Merrick, Ford, Haegerich, & Simon, 2020; Malvaso, Cale, Whitten, Day, Singh, Hackett, Delfabbro, & Ross, 2022). Being born into, or experiencing violence, sexual, physical, or emotional abuse, food insecurity, homelessness and parental involvement with drugs and alcohol are some of the main ones that can increase the chances of a young person disengaging from education and potentially being involved in the criminal justice system (Campbell, Walker, & Egede, 2016).

Not only acknowledging the presence of ACES, but also training those who work with young people and adult aged men and women about the prevalence of adverse childhood experiences and their roles in shaping a person, does not receive the attention required in Australia (Schilling, Aseltine, & Gore, 2007). Many schools and educational facilities that I visited in the United States mirrored some of the practises I undertook as part of the school principal team in an Australian CARE school, where ACES were taught to and discussed openly among staff working directly with young people. Understanding the influence of ACES is imperative in the not only educational settings but also the justice system as it will allow those prosecuting and enforcing the law to understand the many of the actions being undertaken by juvenile offenders come from the trauma developed in childhood (van Duin, Bevaart, Zijlmans, Luijks, Doreleijers, Wierdsma, Oldehinkel, Marhe, & Popma, 2019). Understanding these experiences and their resulted actions can allow for a greater focus on holistic and through care principle implementation, as discussed earlier in this paper. In simple terms, the more we know, the more we understand, the more we can plan for and the more we can help with, a mindset that does not exist in mainstream education, justice, and corrections in Australia currently.

Specific programs / education opportunities for those with learning disabilities

In addition to the above-mentioned adverse childhood experiences, a strong correlation exists between currently and previously incarcerated young people and their ability to learn whilst having diagnosed or undiagnosed learning disabilities such as dyslexia or dysmorphia (Keilitz & Dunivant, 1986; Lindgren, Jensen, Dalteg, Meurling, Ingvar, & Levander, 2002). Currently dyslexia does not attract funding support for students in schools, yet through anecdotal discussion in both the USA and Australia on this study trip and throughout my teaching experience, I would say the large majority of students involved in the justice system have dyslexia or similar educational challenges and have never received assistance from school or other educational settings to manage it (Unger,

1978; Selenius, Dåderman, & Hellström, 2006; Mallett, 2014). Not only is this hugely concerning from a school and education point, but also is disturbing that this key correlation has not been acted upon by many mainstream and alternate schools, or at least discussed in a strategic way to attempt to assist young people in their educational attainments, and hopefully keep them away from the juvenile justice and criminal justice systems both now and in the future.

Specific training for teachers and educators as well as parents and carers, paired with a state and nationwide approach to supporting those with educational disabilities is paramount. Many of the young people identified with learning disabilities, such as dyslexia and dysmorphia, are often at schools or come from families where the ability to fund additional programmes or additional support, and in some instances diagnosis, is out of their financial attainment and is just not possible (Bond, Coltheart, Connell, Firth, Hardy, Nayton, Shaw, & Weeks, 2010; T. Cumming, I. Strnadová, & L. Dowse, 2014).

The cost to diagnose learning disabilities in many areas of Australia can be extraordinarily prohibitive and often results in a young person displaying behaviours that are born from frustration often caused by an undiagnosed learning disability (Unger, 1978; Winters, 1997). Changing our mindset here in Australia to embrace and acknowledge that the education system does not support the majority of people with learning disabilities well is the first step. The second step is understanding that non diagnosis and non-support can result in antisocial behaviour and disruptive behaviours that often result in removal from school, lowered engagement, or cessation of schooling, and in many cases interaction with the juvenile justice system.

06

Dissemination of information

The dissemination of information from this and other study fellowships is essential as it not only lets your information be shared, but also inspires action and in some instances change in the industry. My ability to disseminate the information I uncovered on my recent trip is expansive and diverse. Through a combination of written and verbal media appearances, conference and advisory group presentations, structured lectures and tutorials and membership two advisory groups, has seen many outside the industry gain an understanding of the challenges faced in reducing juvenile recidivism. In addition to these disseminations, I have been a strong advocate for

the expansion an adaption across the education department, alternative and care schools and throughout justice and corrections, to reinvent teaching to at risk and marginalised young people. Below is a list of some of the dissemination events that have shared the findings from the fellowship. At the time of writing several other appearances and media articles are being planned, and several international research and issues papers are being drafted to provide further light to the way the education system can make changes to enable greater engagement and promote a reduce in recidivism.

Event Name	Event Type
ABC Victoria Interview – PM Show	Radio Interview
ABC Western Australia Interview – PM Show	Radio Interview
Murdoch University Guest Lecturer Series	Lecture and Q & A
University of New England Radio Interview	Radio Interview
Working with Offenders Unit – UNE	Lectures (12) and Tutorials (12)
Explaining Crime Unit - UNSW	Lectures (12) and Tutorials (12)
UNSW Education Forum – Inclusive Education	Presentation and Q & A https://youtu.be/Ca8DTcuE-O8
Rise Up Conference	International Conference
Western Australia Justice Association Consultation Project - Education	Project consultation

Australasian Corrections Education Association Board Meetings	Advisory Group Meetings
International Conference on research in Education, Teaching and Learning (ICMETL)	Conference - Keynote speaker
International Teaching and Education Summit (TESUMMIT)	Conference – Keynote Speaker
ABC and Community Television ‘Trauma’ Documentary	Tv Show
Relationships Australia Workshop Series	Presentation and Q & A
Ph.D. Supervision – Education for Incarcerated Students	Ongoing Supervision
After Prison Network Webinar Series - Host	International hosted webinar series
Lived Experience Advisory Group - UNSW	Group member
Rethinking Prison Visitation for Children with incarcerated parents - UNE	Research paper / Published
Reintegration Puzzle Conference Presentation	Presentation and Q & A
Education and School Design working Group – Las Vegas	Group Member
Working Groups (WA) Discussing Education, Homelessness, Incarceration and Juvenile Justice	Group Member x 3

Table 1: Information dissemination events

Impact of the fellowships

After being successful in my application for a fellowship I was told that it would impact me in many ways, I honestly questioned that and thought that maybe the talk was for promotional purposes or to try and increase the attention the newly found fellowship possibly needed. The words 'I was wrong' are often hard to say for many but in this instance are 100% correct. The impact of this fellowship was extensive and expansive, the travel itself was an experience, the planning, contacting, and organizing logistics was a positive experience. The way the fellowship and its fellows are looked at and held by the public and the ISSI community also continues to surprise. I cannot mention the amount of job opportunities offered to me whilst travelling throughout my fellowship and since returning to Australia, the idea of study fellowships is seen favorably throughout many areas of the world, especially the USA and Europe. I have provided greater detail in regard to the impact of this fellowship in the below section of this paper.

Personally

The fellowship provided me with an opportunity to grow and an opportunity to bring together some of my thoughts and feelings regarding incarceration, reintegration, and the negative effects of the juvenile justice system on young people. All of these ideas are close to my heart as I've worked in the field for a significant period of time and have experienced many of them first hand. The opportunity to sharpen my focus and to select one specific topic to aim my efforts into has made me more effective in my advocacy work and also in my ability to identify need and opportunity to improve outcomes for young people.

In addition to the sharpening of my focus, the fellowship has allowed me to meet a large amount of like-minded people who advocate and fight for the rights of young people across the world. This has allowed me to develop a support network of people and organizations who experienced the same pain and disappointment when a young person they work with, or in fact any young person becomes involved with the justice system. Before

the fellowship I often didn't know who to turn to when some of the experiences of students or clients became overwhelming or affected my mental health and well-being, or I became tired constantly fighting and advocating for those without a voice. The new network that the fellowship allowed me to develop has provided and continues to provide a support network for myself and others where we can share our feelings and thoughts and support each other as we know we are all doing the same work and often have the same feelings and experiences.

Trying to take the emotion out of this next statement is difficult, but I can honestly say that the successful attainment of this fellowship and the development of an expansive support network has allowed me to process some of the weight that comes when working with children and young people in need. The expansion of this network is imperative as we know there are many others across the country, and world who experienced the same challenges and need the same support.

Professionally

The impact of this fellowship professionally is also extensive. When I applied for the fellowship and was successful in achieving it, I was working in the principal class in a school supporting at risk young people, many of whom had been justice impacted. Although important, the work here was being done on a micro level with changes able to be made on my own campus with minimal opportunity to make real change organizationally or across other campuses. The changes made at my own campus were visible and increase the agency of the young people in our care and also identified the need for much further work in the areas of governance, policy, and procedure. In my position I was unable to make the influence I felt was needed in the upper echelons of the school and business management but felt comfortable with the changes that had been made at the campus level. For many the idea of comfort is good, for me the fact that I was comfortable in this space was a negative, as comfort can often lead to inaction due to contentment or satisfaction.

The need for greater level thinking, higher level action and real influence could not come working within the structure of my previous employer, the fellowship assisted me in seeing this and provided the additional expertise and recognition needed to look elsewhere. It was during this look elsewhere that a manager position in the area of reintegration was identified, applied for, and successfully attained.

Working with an employer that is at the forefront of revolutionizing reintegration for those of all ages across the state through the attainment of grants, the design of programs and the delivery of services provides a greater scope for change and influence that was previously on offer. Being in a position to be part of discussion groups, working parties and governmental advisory panels in the areas of juvenile justice, aboriginal deaths in custody and reducing juvenile and adult recidivism through the provision of throughcare case management principles, are just some of the areas where I am now I would have impact and provide input as not only a professional in the space, but also as an academic and previously incarcerated person.

The involvement in these groups has seen several projects develop further directly using my learnings from this fellowship to influence long term change for young people in WA. The legacy piece project that I am working on in the design of an alternate school for justice impacted and justice influenced young people, who have ceased or have become disengaged with education. The school will have collaborations with. This collaboration will be the first of its kind in the world and will incorporate trauma informed practice, alternative education and through care case management to provide additional chances for young people to stay away from and remain out of the juvenile and adult justice systems.

Now, working in a space with system impacted people, their children and families at a well-respected and recognised service provider allows me the opportunity to realistically be part of justice related discussion and to be involved in strategic and operational review that can and will make a difference across the entire state.

Organizationally

My current employer encourages and celebrates the lived experience journeys of staff across all levels. My experiences both prior to, during and post fellowship are encouraged to be shared and used to develop the capacities and profiles of others who can assist in reducing juvenile and adult recidivism here in WA. The organisation is in the process of changing its hiring practices to allow for those who have lived incarceration, drug and alcohol dependencies and other mental health and trauma related issues, to provide their services to assist others going through the same challenges. This idea, although introduced in research (Aresti, Darke, & Earle, 2012; Aresti & Darke, 2018; Carey, Grant, & Tompkins, 2022), is being fostered and developed from one of the learnings from the fellowship and from the experiences of the young people I engaged with internationally and worked with throughout my education career.

The organisation has identified that the use of peer and credible messengers to assist young people and their families in dealing with justice related issues and challenges has been successful in many overseas trials and continues to be at the forefront of the new development of policy and procedure affecting staff and in turn clients. These policies and procedures now go beyond the mitigation of risk but have matured to accept risk and develop support mechanisms for staff and clients who are at risk or experience 'slip ups' as part of their journey. Previously staff members with lived experience who had regressed in some way shape or form in their journey were almost always automatically moved on, but now with the change in senior management, a change in direction and the acceptance of the risks involved with hiring those with lived experience, the organisation is now a beacon and the sounding board from others in regard to the way and why this is done.

The provision of someone who has walked the same journey as a client is so powerful and has been shown to reduce recidivism amongst those of all ages (Doyle, Pfothenauer, Bartels, & Hopkins, 2020; Doyle, Gardner, & Wells, 2021; Doyle, Yates, Bartels, Hopkins, & Taylor, 2022; Duvnjak, Stewart,

Young, & Turvey, 2022). Organizationally this now takes place at all levels with not only client facing staff with lived experience embraced, encouraged, and celebrated, with their stories and experiences key to the positions taken by the company, but others promoted and recruited to positions of influence and their lived experiences heard in the halls of government and by influences across the state. My inclusion in the senior management team is the first of its kind in the organisation and provides me with a direct voice to government, government departments and funders, senior bureaucrats and lawmakers and allows me to influence changes that will affect the entire state.

The idea of my current employer reaching into the provision of education was near on fanciful in past decades, however the learnings from the fellowship as well as my own previous and current experiences in educator with at risk young people, has provided a new focus and possibly a new answer to reducing juvenile recidivism here in WA. The organisation is exploring and is supportive of me designing a school that will specialize in working with young people at risk or who have current or past involvement in the juvenile justice system. The organization allows me to develop curriculum, to identify and recruit staff and to develop policy and procedure in a world first collaboration between multiple government agencies, not for profits, practitioners, and local business. It is my hope and desire that the design of this educational facility will not only influence those in WA but potentially throughout the remainder of the country and possibly the world.

Sector

The reintegration and reducing recidivism sector in WA directly mirror some parts of the USA in which I visited during my fellowship. Some amazing work is being done by some great organizations and driven individuals but this work in the mainstream is done in silos with the resources often competed for rather than collaborated. Many grants or funding towards not-for-profit organizations is often done so in a competitive tendering process where the stronger or more resourced group gains funding

over often the smaller and more effective and efficient organizations delivering better outcomes for individuals and their families.

The youth justice sector here in Australia is of high concern with some states exploring and experimenting with alternative justice reinvestment, while others such as WA continue to imprison young people and watch them deteriorate into self-harm and in some instances premature self-inflicted death. The sector is screaming for assistance and alternative views in regard to the way juvenile and youth incarceration and involvement with the justice system can be reduced and how education and employment can be one of the answers amongst this myriad of challenges.

The understanding that many of the young people involved in the juvenile justice setting come from low levels of literacy and numeracy and with many having unidentified learning issues and challenges, still does not receive as much attention as it should. The idea that school in the mainstream is failing our young people continues to gain ascendancy and I believe that my employer and in turn myself a strong in steering this discussion through multiple presentations, conferences, guiding papers and through the involvement in focus groups.

The alternate education industry, specifically CARE schools in WA have a varied history with some schools providing great opportunities for many of the state's most at risk young people, while many see the financial opportunities and possibilities from a business sense and alter or stop their delivery of services to those most in need. Combining my previous employment across several decades, the information gathered and explored through this fellowship and my own lived experience allow me, paired with my current employer, to steer change through the design of a new alternative to education for those with the above-mentioned challenges. The sector will be better off with this planning and discussion and has already seen change in several other settings with changes of focus and additional attention being provided to those that most need it.

Summary of impact: Implementation of the fellowship findings

Authenticity and lived experience are the key in relation to the reduction of juvenile recidivism and in fact recidivism of all people of all ages. The ability to link like-minded people together, to bring cross sector organisations and individuals to the table to discuss this pressing issue is paramount. My own ability to gain access to many similar facilities in the United States of America provided me with an additional international scope to bring to these key and important conversations. Understanding that education is failing many young people and that mainstream schools are often underutilized or under resourced to provide alternative education opportunities is all contributing to the increasing number of young people going to jail and remaining involved on multiple occasions with the justice system.

Having been granted the opportunity to access this fellowship I feel it is not only my roll but also my responsibility to steer this discussion, to champion this cause and to ensure that impassioned pleas and advocacy appeared with strong levels of education and strong levels of academic rigour. Ensuring the combination of lived experience and learned experience will assist to breakdown these silos, will assist in bringing groups together with multiple skills, various approaches but one strong resolve to reduce recidivism and the involvement of young people and in fact all people in the criminal justice system.

07

Conclusion

The role of education and alternative education in reducing juvenile recidivism is of great importance. Not every young person or adult can achieve positive educational outcomes from a mainstream classroom and school setting. Many require access to alternative education opportunities, that may include, but are not limited to, additional education support, hands on learning opportunities, additional electronic or information technological support or be situated outside of a classroom. Adding to these challenges the existence of non-diagnosed and diagnosed learning disabilities and the prevalence of adverse childhood experiences, mainstream education is not for everyone, and alternative education is not doing enough to focus on the individual and their educational and societal needs.

There is an undeniable link between those young people that fail or are disengaged from education and involvement in the juvenile and adult justice systems across the world. Increasing the opportunity for more young people to gain access to education, to gain support through their educational journey and to gain access to alternative educational opportunities, with real outcomes such as employment or qualifications, will reduce juvenile recidivism, and in turn the numbers of incarcerated young people.

Making change is not easy, nor is identifying faults or weakness, however that is what is required to move forward in this space. Society has been making the same mistakes for hundreds of years and continues to see young people imprisoned, young people returning to prison and

unsupported and damaged young people turning into incarcerated adults. The way we are currently doing it is not working, education is failing, justice is failing, health is failing and most of all jailing is failing.

This report has outline comparisons between the United States of America and Australia and that changes need to take place in not only physical areas such as classroom and facility design, but also in the area of family and community involvement, training, and competency development in those working with young people and their families in the community. Additionally, the breaking down of silos where information and learnings can be shared to best achieve outcomes for young people and their families and through a mindset change that without listening to young people, providing them with agency to be involved in their own decision making and education, we will continue to be put in cages and will be continued to be traumatised by the system that is designed to protect them.

Further study and comparison in this area is required with an additional focus made on European facilities and programmes. Incorporating successful programmes through the United States, Europe and Australia who not only assist in the developing of best practise communities but also provide evidence-based research, and evidence-based practise, for decision makers in government to develop policy and procedure best designed to support young people and progress them from a status of surviving to a position of thriving.

08

References

- ABS. (2018a). Media Release: Prisoner Numbers up 4 percent from 2017.
- ABS. (2018b). Prisoners in Australia. Australian Bureau of Statistics.
- ABS. (2020). Report on Government Services 2020 - Corrective Services. <https://www.pc.gov.au/research/ongoing/report-on-government-services/2020/justice/corrective-services>
- Adams, A. V. (2012). The role of skills development in overcoming social disadvantage. Background paper prepared for the education for all global monitoring report.
- Adams, R. (2014). Let's give them more room: Arts partnerships, Arts education and the Australian Curriculum. *NJ*, 38(1), 38-47.
- Adebisi, R. O., Liman, N. A., & Longpoe, P. K. (2015). Using Assistive Technology in Teaching Children with Learning Disabilities in the 21st Century. *Journal of Education and Practice*, 6(24), 14-20.
- AI, O. (2022). Chat GPT. Retrieved 1/4/23 from <https://openai.com>
- Alenezi, A. (2017). Obstacles for teachers to integrate technology with instruction. *Education and Information Technologies*, 22, 1797-1816.
- Allen, B. A., & Boykin, A. W. (1992). African-American children and the educational process: Alleviating cultural discontinuity through prescriptive pedagogy. *School Psychology Review*, 21(4), 586-596.
- Aresti, A., & Darke, S. (2018). Developing Insider Perspectives in Research Activism. *Journal of Prisoners on Prisons*, 27(2), 3-16.
- Aresti, A., Darke, S., & Earle, R. (2012). *British Convict Criminology: Developing critical insider perspectives on prison*.
- Atanga, C., Jones, B. A., Krueger, L. E., & Lu, S. (2020). Teachers of students with learning disabilities: Assistive technology knowledge, perceptions, interests, and barriers. *Journal of Special Education Technology*, 35(4), 236-248.
- Baldry, E. (2008). The booming industry: Australian prisons. NSW: School of Social Sciences and International Studies.

- Barrett, M., & Bond, N. (2015). Connecting through music: The contribution of a music programme to fostering positive youth development. *Research studies in music education*, 37(1), 37-54.
- Barth, R. P. (2009). Preventing child abuse and neglect with parent training: Evidence and opportunities. *The future of Children*, 95-118.
- Bastiaanssen, J., Johnson, D., & Lucas, K. (2022). Does better job accessibility help people gain employment? The role of public transport in Great Britain. *Urban studies*, 59(2), 301-322.
- Bint Faisal, A., Dean, M., Demirtas, M., Dharmarajah, S., Hinde, D., Mathias, M., Milner, G., Raynor, M., Shah, M., & Stanford, A. (2018). Insider Perspectives in Higher Education Within the British Prison System. *Journal of Prisoners on Prisons*, 27(2), 75-90.
- Block, K., Gibbs, L., Staiger, P., Gold, L., Johnson, B., Macfarlane, S., Long, C., & Townsend, M. (2012). Growing community: the impact of the Stephanie Alexander Kitchen Garden Program on the social and learning environment in primary schools. *Health Education & Behavior*, 39(4), 419-432.
- Bond, J., Coltheart, M., Connell, T., Firth, N., Hardy, M., Nayton, M., Shaw, J., & Weeks, A. (2010). Helping people with dyslexia: a national action agenda. Report from the Dyslexia Working Party submitted to the Parliamentary Secretary for Disabilities and Children's Services.
- Boullier, M., & Blair, M. (2018). Adverse childhood experiences. *Paediatrics and Child Health*, 28(3), 132-137.
- Brown, M. A. (2017). Being heard: How a listening culture supports the implementation of schoolwide restorative practices. *Restorative Justice*, 5(1), 53-69.
- Brown, R., & Jeanneret, N. (2015). Re-engaging at-risk youth through art—The evolution program. *International Journal of Education & the Arts*, 16(14).
- Bryant, J., & Ellard, J. (2015). Hope as a form of agency in the future thinking of disenfranchised young people. *Journal of youth studies*, 18(4), 485-499.
- Buonanno, P. (2003). The socioeconomic determinants of crime. A review of the literature.
- Burke, M. M. (2013). Improving parental involvement: Training special education advocates. *Journal of Disability Policy Studies*, 23(4), 225-234.
- Burrell, S. (2013). Trauma and the environment of care in juvenile institutions. Retrieved September, 9, 2014.
- Bush, M. D. (2007). Facilitating the integration of culture and vocabulary learning: The categorization and use of pictures in the classroom. *Foreign Language Annals*, 40(4), 727-745.
- Butler, J. K., Kane, R. G., & Morshead, C. E. (2017). "It's my safe space": Student voice, teacher education, and the relational space of an urban high school. *Urban Education*, 52(7), 889-916.
- Byers, T., Imms, W., & Hartnell-Young, E. (2014). Making the case for space: The effect of learning spaces on teaching and learning. *Curriculum and Teaching*, 29(1), 5-19.

- Campbell, J. A., Walker, R. J., & Egede, L. E. (2016). Associations between adverse childhood experiences, high-risk behaviors, and morbidity in adulthood. *American journal of preventive medicine*, 50(3), 344-352.
- Caraher, M., & Lang, T. (1999). Can't cook, won't cook: A review of cooking skills and their relevance to health promotion. *International journal of health promotion and education*, 37(3), 89-100.
- Carey, L., Grant, A., & Tompkins, S. (2022). Swinging doors: An autoethnographic look at the challenges faced by previously incarcerated people in the USA and Australia. *Journal of Prisoners on Prisons*, 30(1), 38-63.
- Cecil, D. K., Drapkin, D. A., MacKenzie, D. L., & Hickman, L. J. (2000). The effectiveness of adult basic education and life-skills programs in reducing recidivism: A review and assessment of the research. *Journal of Correctional Education*, 207-226.
- Chandler, G. E., Roberts, S. J., & Chiodo, L. (2015). Resilience intervention for young adults with adverse childhood experiences. *Journal of the American Psychiatric Nurses Association*, 21(6), 406-416.
- Chen, L., Chen, P., & Lin, Z. (2020). Artificial intelligence in education: A review. *Ieee Access*, 8, 75264-75278.
- Cherney, A., & Fitzgerald, R. (2016). Finding and keeping a job: The value and meaning of employment for parolees. *International Journal of Offender Therapy and Comparative Criminology*, 60(1), 21-37.
- Chlup, D. T. (2020). Prison Education. *The Handbook of Adult and Continuing Education*.
- Cho, R. M., & Tyler, J. H. (2013). Does prison-based adult basic education improve postrelease outcomes for male prisoners in Florida? *Crime & delinquency*, 59(7), 975-1005.
- Clark County, N. (2023). The Harbor. Retrieved 17/2/2023 from <https://theharborlv.com/>
- Cleere, G. (2020). *Prison Education and Desistance: Changing Perspectives*. Routledge.
- Collins, A., & Halverson, R. (2010). The second educational revolution: Rethinking education in the age of technology. *Journal of computer assisted learning*, 26(1), 18-27.
- Collins, A., & Halverson, R. (2018). *Rethinking education in the age of technology: The digital revolution and schooling in America*. Teachers College Press.
- Cooper, C. H. V., Fone, D. L., & Chiaradia, A. J. F. (2014). Measuring the impact of spatial network layout on community social cohesion: a cross-sectional study. *International Journal of Health Geographics*, 13, 1-14.
- Cowen, P. S. (2001). Effectiveness of a parent education intervention for at-risk families. *Journal for Specialists in Pediatric Nursing*, 6(2), 73-82.
- Cumming, T., Strnadová, I., & Dowse, L. (2014). At-risk youth in Australian schools and promising models of intervention. *International Journal of Special Education*, 29(3).

- Cumming, T. M. (2018). Supporting the transition of incarcerated youth back to the community: A multi-systemic wraparound approach. *Incarcerated youth transitioning back to the community: International perspectives*, 77-94.
- Cumming, T. M., Strnadová, I., & Dowse, L. (2014). At-risk youth in Australian schools and promising models of intervention. *International Journal of Special Education (IJSE)*, 29(3).
- Cumming, T. M., Strnadová, I., Lee, H. M., & Lonergan, R. (2022). Education-Centred Formal Wraparound Services in Support of School-Aged Students With Complex Support Needs: A Systematic Review. *Australasian Journal of Special and Inclusive Education*, 1-14.
- Cunningham, W. V., & Villaseñor, P. (2016). Employer voices, employer demands, and implications for public skills development policy connecting the labor and education sectors. *The World Bank Research Observer*, 31(1), 102-134.
- Darke, S., Aresti, A., Faisal, A. B., & Ellis, N. (2020). Prisoner university partnerships at Westminster.
- Dawson, K., Antonenko, P., Lane, H., & Zhu, J. (2019). Assistive technologies to support students with dyslexia. *Teaching Exceptional Children*, 51(3), 226-239.
- De Roeper, J., & Savelsberg, H. J. (2009). Challenging the youth policy imperative: engaging young people through the arts. *Journal of youth studies*, 12(2), 209-225.
- Dore, M. M., & Lee, J. M. (1999). The role of parent training with abusive and neglectful parents. *Family relations*, 313-325.
- Doyle, C., Gardner, K., & Wells, K. (2021). The importance of incorporating lived experience in efforts to reduce Australian reincarceration rates. *International Journal for Crime, Justice and Social Democracy*, 10(2), 83-98.
- Doyle, C., Pfothner, D., Bartels, L., & Hopkins, A. (2020). The experiences of people leaving prison in the Australian Capital Territory. Canberra: Public Service Research Group.
- Doyle, C., Yates, S., Bartels, L., Hopkins, A., & Taylor, H. (2022). 'Just a bunch of what ifs and unknowns': The post-prison service provision experiences of people in Canberra, Australia. *International Journal of Law, Crime and Justice*, 70, 100546.
- Duff, C. (2003). The importance of culture and context: rethinking risk and risk management in young drug using populations. *Health, risk & society*, 5(3), 285-299.
- Duvnjak, A., Stewart, V., Young, P., & Turvey, L. (2022). How does lived experience of incarceration impact upon the helping process in social work practice?: A scoping review. *The British Journal of Social Work*, 52(1), 354-373.
- Eckermann, S., Dawber, J., Yeatman, H., Quinsey, K., & Morris, D. (2014). Evaluating return on investment in a school based health promotion and prevention program: The investment multiplier for the Stephanie Alexander Kitchen Garden National Program. *Social science & medicine*, 114, 103-112.
- Edwards, A. (2009). Relational agency in collaborations for the well-being of children and young people. *Journal of Children's Services*, 4(1), 33-43.

- Esposito, J., & Swain, A. N. (2009). Pathways to Social Justice: Urban Teachers' Uses of Culturally Relevant Pedagogy as a Conduit for Teaching for Social Justice. *Penn GSE Perspectives on Urban Education*, 6(1), 38-48.
- Evans, K. (2007). Concepts of bounded agency in education, work, and the personal lives of young adults. *International journal of psychology*, 42(2), 85-93.
- Farnsworth, V., Kleanthous, I., & Wenger-Trayner, E. (2016). Communities of practice as a social theory of learning: A conversation with Etienne Wenger. *British journal of educational studies*, 64(2), 139-160.
- [Record #3013 is using a reference type undefined in this output style.]
- Fuller, C., & Goodman, H. (2020). The answer is in the community: Credible messengers and justice system involved youth. *Social Work with Groups*, 43(1-2), 70-74.
- Galeshi, R., & Bolin, R. M. (2019). The influence of correctional education, skill proficiency, and lifelong learning on social outcomes of incarcerated individuals: Results from PIAAC. *The Social Science Journal*.
- Gasparini, A. A., & Culén, A. L. (2012). Tablet PCs—An assistive technology for students with reading difficulties. *ACHI 2012: The Fifth International Conference on Advances in Computer-Human Interactions*,
- Ghavifekr, S., & Rosdy, W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International journal of research in education and science*, 1(2), 175-191.
- Gibbs, L., Staiger, P., Townsend, M., Macfarlane, S., Gold, L., Block, K., Johnson, B., Kulas, J., & Waters, E. (2013). Methodology for the evaluation of the Stephanie Alexander Kitchen Garden program. *Health Promotion Journal of Australia*, 24(1), 32-43.
- Gislason, N. (2018). The whole school: Planning and evaluating innovative middle and secondary schools. In *School space and its occupation* (pp. 187-201). Brill.
- Glenn, K. (1992). The many benefits of music education—now and in the future. *NASSP Bulletin*, 76(544), 1-4.
- Gould, N., & Richardson, J. (2006). Parent-training/education programmes in the management of children with conduct disorders: developing an integrated evidence-based perspective for health and social care. *Journal of Children's Services*.
- Gower, L., & McDowall, J. (2012). Interactive music video games and children's musical development. *British Journal of Music Education*, 29(1), 91-105.
- Guilherme, A. (2019). AI and education: the importance of teacher and student relations. *AI & society*, 34, 47-54.
- Gupta, R., Kapsali, M., & Gregg, M. (2017). Comparative building performance evaluation of a 'sustainable' community centre and a public library building. *Building Services Engineering Research and Technology*, 38(6), 691-710.

- Hall, T. (2017). Architecting the 'third teacher': Solid foundations for the participatory and principled design of schools and (built) learning environments. *European Journal of Education*, 52(3), 318-326.
- Hanrahan, F., & Banerjee, R. (2017). 'It makes me feel alive': the socio-motivational impact of drama and theatre on marginalised young people. *Emotional and Behavioural Difficulties*, 22(1), 35-49.
- Heflin, H., Shewmaker, J., & Nguyen, J. (2017). Impact of mobile technology on student attitudes, engagement, and learning. *Computers & education*, 107, 91-99.
- Henderson, J. (2014). Chef Jeff Henderson:" If You Can See It, You Can Be It".
- Henderson, M., Selwyn, N., & Aston, R. (2017). What works and why? Student perceptions of 'useful' digital technology in university teaching and learning. *Studies in Higher Education*, 42(8), 1567-1579.
- Henrie, C. R., Halverson, L. R., & Graham, C. R. (2015). Measuring student engagement in technology-mediated learning: A review. *Computers & education*, 90, 36-53.
- Henriksen, D. (2014). Full STEAM ahead: Creativity in excellent STEM teaching practices. *The STEAM journal*, 1(2), 15.
- Herschbach, D. R. (2011). The STEM initiative: Constraints and challenges. *Journal of stem teacher education*, 48(1), 96-122.
- Holland, S. L., & Novak, D. R. (2013). "Food Changed My Life": The Chef Jeff Project and the Politics of Rehabilitative Cooking. *Critical Studies in Media Communication*, 30(1), 34-51.
- Hughes, J., & Wilson, K. (2004). Playing a part: the impact of youth theatre on young people's personal and social development. *Research in Drama Education*, 9(1), 57-72.
- Ibraheim, L. (2005). Using multi-text visual aids in the classroom. *Social Educator*, 23(1), 39-44.
- Imms, W., & Byers, T. (2017). Impact of classroom design on teacher pedagogy and student engagement and performance in mathematics. *Learning Environments Research*, 20, 139-152.
- Jacoby, B. (2017). The new student activism: Supporting students as agents of social change. *Journal of College and Character*, 18(1), 1-8.
- Jeanneret, N., & Britts, R. (2007). 'Scaffolding' aural tasks: Visual aids to focussed listening in the classroom. *Celebrating Musical Communities: Proceedings of the XVI Australian Society for Music Education (ASME) 40th Anniversary National Conference*, Perth,
- Jeney, L. (2002). Hungary's Educational Community Centres.
- Johnston, J., Rodney, A., & Chong, P. (2014). Making change in the kitchen? A study of celebrity cookbooks, culinary personas, and inequality. *Poetics*, 47, 1-22.
- Kay, L. (2008). Art education pedagogy and practice with adolescent students at-risk in alternative high schools Northern Illinois University].
- Kee, H. (2020). Phenomenological reduction in Merleau-Ponty's *The Structure of Behavior*: An alternative approach to the naturalization of phenomenology. *European Journal of Philosophy*, 28(1), 15-32.

- Keele, S., Swann, R., & Davie-Smythe, A. (2020). Identifying best practice in career education and development in Australian secondary schools. *Australian journal of career development*, 29(1), 54-66.
- Keilitz, I., & Dunivant, N. (1986). The relationship between learning disability and juvenile delinquency: Current state of knowledge. *Remedial and Special Education*, 7(3), 18-26.
- Kenner, C., & Weinerman, J. (2011). Adult learning theory: Applications to non-traditional college students. *Journal of College Reading and Learning*, 41(2), 87-96.
- Kopcha, T. J. (2012). Teachers' perceptions of the barriers to technology integration and practices with technology under situated professional development. *Computers & education*, 59(4), 1109-1121.
- Koszowski, C., Gerike, R., Hubrich, S., Götschi, T., Pohle, M., & Wittwer, R. (2019). Active mobility: bringing together transport planning, urban planning, and public health. *Towards user-centric transport in europe: challenges, solutions and collaborations*, 149-171.
- Laird, T. F. N., & Kuh, G. D. (2005). Student experiences with information technology and their relationship to other aspects of student engagement. *Research in Higher education*, 46, 211-233.
- Latessa, E., Johnson, S., & Koetzle, D. (2020). *What works (and doesn't) in reducing recidivism*. Routledge.
- Li, X., Kenzy, P., Underwood, L., & Severson, L. (2015). Dramatic impact of action research of arts-based teaching on at-risk students. *Educational Action Research*, 23(4), 567-580.
- Light, J., McNaughton, D., Beukelman, D., Fager, S. K., Fried-Oken, M., Jakobs, T., & Jakobs, E. (2019). Challenges and opportunities in augmentative and alternative communication: Research and technology development to enhance communication and participation for individuals with complex communication needs. *Augmentative and Alternative Communication*, 35(1), 1-12.
- Lindgren, M., Jensen, J., Dalteg, A., Meurling, A. W., Ingvar, D. H., & Levander, S. (2002). Dyslexia and AD/HD among Swedish prison inmates. *Journal of Scandinavian Studies in Criminology and Crime Prevention*, 3(1), 84-95.
- Little, R., & Warr, J. (2022). Abstraction, belonging and comfort in the prison classroom. *Incarceration*, 3(3), 26326663221142759.
- Liu, Y., Wang, S., & Xie, B. (2019). Evaluating the effects of public transport fare policy change together with built and non-built environment features on ridership: The case in South East Queensland, Australia. *Transport Policy*, 76, 78-89.
- Lopez-Humphreys, M., & Teater, B. (2018). Peer mentoring justice-involved youth: a training model to promote secondary desistance and restorative justice among mentors. *Int'l J. Restorative Just.*, 1, 187.
- Lopez-Humphreys, M., & Teater, B. (2019). Transformations of the self: Learning from the experiences of returned citizens participating in peer mentor support training. *Urban Social Work*, 3(2), 136-155.
- Lucas, K. (2019). A new evolution for transport-related social exclusion research? *Journal of transport geography*, 81, 102529.
- Maclean, R., & Ordonez, V. (2007). Work, skills development for employability and education for sustainable development. *Educational Research for Policy and Practice*, 6, 123-140.

- Mallett, C. A. (2014). The “learning disabilities to juvenile detention” pipeline: A case study. *Children & Schools*, 36(3), 147-154.
- Mallett, C. A. (2016). The school-to-prison pipeline: A critical review of the punitive paradigm shift. *Child and adolescent social work journal*, 33, 15-24.
- Malvaso, C. G., Cale, J., Whitten, T., Day, A., Singh, S., Hackett, L., Delfabbro, P. H., & Ross, S. (2022). Associations between adverse childhood experiences and trauma among young people who offend: A systematic literature review. *Trauma, Violence, & Abuse*, 23(5), 1677-1694.
- Marek, E. U. (2018). The post-incarceration kitchen: Food-based community organizing and employment after imprisonment. *American Studies*, 57(3), 57-79.
- Martín-Gutiérrez, J., Mora, C. E., Añorbe-Díaz, B., & González-Marrero, A. (2017). Virtual technologies trends in education. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(2), 469-486.
- Martinez, R., McGilton, M., Gulaid, A., Woodley, D., Skipper, H., Farrell, L., Langness, M., Shuler, R., & Willison, J. (2022). *New York City’s Wounded Healers: A Cross-Program, Participatory Action Research Study of Credible Messengers*.
- Mclvor, O., Napoleon, A., & Dickie, K. M. (2009). Language and culture as protective factors for at-risk communities. *International Journal of Indigenous Health*, 5(1), 6-25.
- McNamara, J., Larkin, I., & Beatson, A. (2010). Using poster presentations as assessment of work integrated learning. *Work Integrated Learning-Responding to Challenges: Proceedings of the 2010 ACEN National Conference*,
- Merrick, M. T., Ford, D. C., Haegerich, T. M., & Simon, T. (2020). Adverse childhood experiences increase risk for prescription opioid misuse. *The Journal of Primary Prevention*, 41, 139-152.
- Millar, S. R., Steiner, A., Caló, F., & Teasdale, S. (2020). COOL Music: a ‘bottom-up’ music intervention for hard-to-reach young people in Scotland. *British Journal of Music Education*, 37(1), 87-98.
- Musset, P. (2019). Improving work-based learning in schools.
- Nelson, B. V., Patience, T. H., & MacDonald, D. C. (1999). Adolescent risk behavior and the influence of parents and education. *The Journal of the American Board of Family Practice*, 12(6), 436-443.
- O’Connor, C. D. (2014). Agency and reflexivity in boomtown transitions: Young people deciding on a school and work direction. *Journal of education and work*, 27(4), 372-391.
- Ojukwu, E. V. (2017). Music education: A vehicle for fostering positive youth development. *UJAH: Unizik Journal of Arts and Humanities*, 18(2), 489-506.
- Owen, S. (2016). Professional learning communities: Building skills, reinvigorating the passion, and nurturing teacher wellbeing and “flourishing” within significantly innovative schooling contexts. *Educational review*, 68(4), 403-419.
- Palmer, S. M. (2012). Postsecondary correctional education: Recognizing and overcoming barriers to success. *Adult Learning*, 23(4), 163-169.

- Park, E. L., & Choi, B. K. (2014). Transformation of classroom spaces: Traditional versus active learning classroom in colleges. *Higher Education*, 68, 749-771.
- [Record #2973 is using a reference type undefined in this output style.]
- Rago, J., & Gibson, R. (2021). How visual arts can promote perseverance, confidence and creative risk-taking in young students. *australian art education*, 42(1), 50-69.
- Reich, J. (2020). *Failure to disrupt: Why technology alone can't transform education*. Harvard University Press.
- Reimer, K., & Pangrazio, L. (2020). Educating on the margins: young people's insights into effective alternative education. *International Journal of Inclusive Education*, 24(5), 479-495.
- Richards, K. (2011). Technical and background paper: Measuring juvenile recidivism in Australia.
- Roberts, K. (2019). Structure and agency: The new youth research agenda. In *Youth, citizenship and social change in a European context* (pp. 56-66). Routledge.
- Roscoe, R. D. (2022). Please join me/us/them on my/our/their journey to justice in STEM. *Discourse Processes*, 59(5-6), 345-360.
- Sadowski, M. (2016). More than a safe space. *Educational Leadership*, 74(1), 33-36.
- Saif, M., Zefreh, M., & Torok, A. (2019). Public transport accessibility: A literature review. *Periodica Polytechnica Transportation Engineering*, 47(1), 36-43.
- Sanchez, M., & King, E. (2018). *Credible Messenger Program Info Sheet*.
- Schiff, M. (2013). *Dignity, Disparity and Desistance: Effective Restorative Justice Strategies to Plug the "School-to-Prison Pipeline"*.
- Schilling, E. A., Aseltine, R. H., & Gore, S. (2007). Adverse childhood experiences and mental health in young adults: a longitudinal survey. *BMC Public Health*, 7, 1-10.
- Schmitt, R. (1959). Husserl's transcendental-phenomenological reduction. *Philosophy and Phenomenological Research*, 20(2), 238-245.
- Seeley, A., Wu, M., & Caraher, M. (2010). Should we teach cooking in schools? A systematic review of the literature of school-based cooking interventions. *Journal of the Home Economics Institute of Australia*, 17(1), 10-18.
- Selenius, H., Dåderman, A., & Hellström, Å. (2006). Memory performance in dyslexic male juvenile delinquents convicted of severe offences does not differ from that in dyslexic male junior college students. *The World Journal of Biological Psychiatry*, 7(1), 41-50.
- Shields, C. (2001). Music education and mentoring as intervention for at-risk urban adolescents: Their self-perceptions, opinions, and attitudes. *Journal of Research in Music Education*, 49(3), 273-286.
- Silva, D. J., Petrilla, C. M., Matteson, D., Mannion, S., & Huggins, S. L. (2020). Increasing resilience in youth and families: YAP's wraparound advocate service model. *Child & Youth Services*, 41(1), 51-82.

- Skiba, R. J., Arredondo, M. I., & Williams, N. T. (2014). More than a metaphor: The contribution of exclusionary discipline to a school-to-prison pipeline. *Equity & Excellence in Education*, 47(4), 546-564.
- Skipworth, J. (2019). The Australian and New Zealand prison crisis: Cultural and clinical issues. *Australian & New Zealand Journal of Psychiatry*, 53(5), 472-473.
- Smith, J. (2005). Merleau-Ponty and the phenomenological reduction. *Inquiry*, 48(6), 553-571.
- Smith, W., Sitas, M., Rao, P., Nicholls, C., McCann, P., Jonikis, T., James, J., Cohen, S., Ellis, J., & Waters, F. (2019). Intensive community treatment and support "Youth Wraparound" service in Western Australia: A case and feasibility study. *Early Intervention in Psychiatry*, 13(1), 151-158.
- Szkola, J. (2022). *Credible Messengers: An Exploratory Analysis of What Makes Them "Credible"*.
- Tan, E., & Calabrese Barton, A. (2018). Towards critical justice: Exploring intersectionality in community-based STEM-rich making with youth from non-dominant communities. *Equity & Excellence in Education*, 51(1), 48-61.
- Tanner-Smith, E. E., Wilson, S. J., & Lipsey, M. W. (2013). Risk factors and crime. *The Oxford handbook of criminological theory*, 89-111.
- Thoring, K., Luippold, C., & Mueller, R. M. (2012). Creative space in design education: a typology of spatial functions. *DS 74: Proceedings of the 14th International Conference on Engineering & Product Design Education (E&PDE12) Design Education for Future Wellbeing*, Antwerp, Belgium, 06-07.9. 2012,
- Turner, J. F. (1988). One million dollars, one thousand people-the Mossburn community centre.
- Unger, K. V. (1978). Learning disabilities and juvenile delinquency. *J. Juv. & Fam. Cts.*, 29, 25.
- van Duin, L., Bevaart, F., Zijlmans, J., Luijckx, M. A., Doreleijers, T. A. H., Wierdsma, A. I., Oldehinkel, A. J., Marhe, R., & Popma, A. (2019). The role of adverse childhood experiences and mental health care use in psychological dysfunction of male multi-problem young adults. *European child & adolescent psychiatry*, 28, 1065-1078.
- Volpe, R. (2000). What have we learned documenting and evaluating school-linked services for children and youth at risk. *Pan-Canadian Education Research Agenda*, Ottawa. April. < www.cmec.ca.
- Warschauer, M., & Matuchniak, T. (2010). New technology and digital worlds: Analyzing evidence of equity in access, use, and outcomes. *Review of research in education*, 34(1), 179-225.
- Wild, C. (2013). Who owns the classroom? Profit, pedagogy, belonging, power. *International Journal of Art & Design Education*, 32(3), 288-299.
- Winters, C. (1997). Learning disabilities, crime, delinquency, and special education placement. *Adolescence*, 32(126).
- Wood, E., Zivcakova, L., Gentile, P., Archer, K., De Pasquale, D., & Nosko, A. (2012). Examining the impact of off-task multi-tasking with technology on real-time classroom learning. *Computers & education*, 58(1), 365-374.

09

Appendices



Figure 17. Chef Jeff and Team and John Martin (Director of Justice, Clarke County, Nevada)



Figure 18. Dr. Stanley Andrisse (Howard University / Prison to Ph.D.), Washington DC



Figure 19. Hudson Link Building Team (Ossining, New York)



Figure 20. Bronx NEON (Neighborhood Opportunity Network)



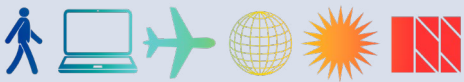
Figure 22. Professor Jeffery Ross (University of Baltimore)



Figure 21. Sean Pica (Director – Hudson Link)



Figure 23. Credible Messenger – Helen 'Skip' Skipper, New York City



International
Specialised
Skills
Institute



est. 1991