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Introduction to Youth Courts ♦ Rhode Island Youth Court ♦ D.C. Youth Court ♦ Youth Advocacy Program

TIMEBANKING AND JUVENILE JUSTICE

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Youth Courts address juvenile behavior. Police Officers refer youth to YC for non-weapon related offenses, i.e. trespassing, fights, and retail thefts. Once the youth is successful in the program, the citation is dismissed. If the youth do not complete the program, the case is returned to the court. The youth's case is heard by a jury of his or her peers, which is a mix of "good" and "bad" kids- (some who successfully completed the program). YC helps the youth with leadership and public speaking skills

- A. The youth go in front of a jury of their (youth) peers
 - i. The jury will ask the family questions:
 - Who was harmed? Was anything done to correct it?
 - Did youth take accountability? Was it a one-time incident?
- B. Sentence imposed by jury:
 - i. community service, related to what they did
 - ii. Mentoring/tutoring/conflict resolution classes
- C. In school timebanks
 - i. School earn hours for the kids and staff
 - ii. School host workshops for staff
 - iii. Public service events
- D. Results:
 - i. Police refer more students to youth court
 - ii. 40% decline in drug activity and fights

Youth Court in Rhode Island

- A. Rhode Island Timebank: Community Connectedness
 - a. Utilizing TB's for mentors & youth (mentors earn time dollars)
 - b. Addressing at-risk youth issues
 - i. Non-violent offenses, attendance, truancy, disorderly conduct
- B. Partnership with school and community
 - a. Pawtucket High School: in school-group mentoring focused on law related & school based policies
 - i. Social Studies Dept. using Street Law Curriculum
 - ii. Educating youth on court procedures
 - b. Family Care Community Partnership (FCCP)
 - c. Family Support Network
 - d. Family Court
 - e. Juvenile Detention
 - f. Woodlawn Community Center
 - i. Engage students during school year & summer (community service)
- C. Youth Court Project
 - a. Street Law 2011 Summer Academy
 - i. Mentoring Program (Mentorri.org, Hamfish.org)
 - ii. Legal Education
 - iii. Youth Board Formation
 - iv. Court Proceedings
 - v. Review Cases
 - b. Partnerships:

Participants

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- i. RWU Law School/ RI/ACLU/ RI Legal/ Education Partnership: rlep.org
- ii. ABA, National Youth Courts and Fellow Youth Court TimeBanks Project

Youth Court in Washington, D.C

- A. Beginning to Present
 - a. 1996- Edgar started youth court
 - i. 100 cases to 1100 cases
- B. Co-productions: youth complete program, then volunteer as jurors
- C. Restorative Justice Concept: Sentencing
 - a. Community service
 - b. Apologies- written/oral
- D. Partners
 - a. Maryland Police Department- refer youth
 - b. School system
 - c. Court System- emerging as biggest fan
 - i. Noticing the cost effectiveness
 - ii. Recidivism 11%
 - d. Law Firms are Supportive
- E. Name Change- now “Youth Court District of Columbia”
- F. Benefit
 - a. Kids are helping to change other kids’ lives
 - b. Youth are respected, and respect others
 - c. Wraparound Model used
- G. Future Directions:
 - a. Judge Barnett- Chair person in Board: National African American Drug Policy Coalition
 - b. Introduce Youth Court to government agencies
 - 1. Have mentors assigned to youth
 - 2. (DYS) Committed kids- want to have a youth court within their agency
 - 3. Sustain funding and connections
 - 4. Law students volunteer with Youth Court
 - 5. Have court sessions on Saturday in the court room

Youth Advocacy Programs (YAP): address youth needs, and keep them in their community

- A. YAP Service’s Model: wraparound model
 - i. Mentoring
 - ii. Person Centered
 - iii. Strength Based Asset Driven
 - iv. Positive youth development (PYD)
- B. Get families and key stake holders involved
 - i. Build trust with families, Judges and PO’s
 - ii. Recruit staff from the community: compatibility
- C. Planned Co-production Intervention Features
 - i. TimeBank: volunteer network provide services to youth
 - a. Youth group intervention
 - b. Active parent and youth participation (their needs?)
 - c. Assessment questions:
 - i. What are the kid’s needs and skills? What can they give?
 - ii. Community assets? Community needs?
 - iii. How can they help their community?
 - iv. How do they feel about their community?