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CENTER FOR JUSTICE
Personal & Social Identity
...
Week 1

Justice Ambassadors Graduation

Youth Empowerment, Leadership, and Advocacy
Educational Seminar

Youth In-Justice



Pivoting Through Mentorship

YOUTH IN-JUSTICE: PIVOTING THROUGH MENTORSHIP

Chris Alexander, Marva Brown, Elizabeth Collins, Jordan Dennis, Zeynab Diarra, Damya Everett, Daniela Gallo, Aaliyah Guillory, Christian Heimann, Celine Henry, Maya Holloman, Gabriela Tarmure, Kylene Thompson, Esther Shehu

THE ISSUE

In 2024, there were 680 juvenile arrests in NYC; a 28% increase from 2023 and a 111% increase from 2022

About 50% of juvenile offenders have experienced four or more ACEs (Adverse Childhood Experiences)

There is an 81.7% increase in likelihood of recidivism for justice-involved youth who are not given interventions

OUR PROPOSAL

A three-year program for justice-involved middle school aged students which provides mentorship, career exposure, and mental health counseling services

CURRENT APPROACHES

ARCHES: Pairs young adults on probation with credible messenger mentors in their neighborhoods

Matriculate: Matches high-achieving, low-income high school students with current college students for free college advising

Three-Sixty Mentorship Program in Rikers: Provides mentorship, life coaching, legal services, and re-entry tools to incarcerated young men

THEORY OF CHANGE

Focus Population	Components	Intended Impact	Ultimate Goals
<ul style="list-style-type: none">• Justice-impacted youth 12-18 years old• Youth will be recruited from: Dept of Probation, youth diversion programs, juvenile detention, middle schools	<ul style="list-style-type: none">• Mentorship program with personalized mentor-matching• Job shadowing & internship opportunities• Mental health counseling• Interpersonal skills development• Group bonding activities	<ul style="list-style-type: none">• Long-term mentorship relationship• Long-term employment & financial literacy• Development of interpersonal skills• Restorative justice	<ul style="list-style-type: none">• Addressing root causes for system involvement• Reduction in youth involvement in the criminal legal system

MAIN STAKEHOLDERS

GOVERNMENT AGENCIES

NYC courts and probation agencies and juvenile detention facilities will recommend participants to the program

COLUMBIA SSW

Social worker trainees will provide case management and counseling to students

LOCAL BUSINESSES

Volunteers from local businesses in Harlem will provide mentorship and job shadowing opportunities

NYC PUBLIC SCHOOLS

Local middle schools will recommend program participants and provide necessary documents for case management

DETENTION COMPONENT

The proposed pilot program will be offered at Horizon Juvenile Center, allowing us to reach the youth who are most vulnerable, isolated, and in need of consistent caring mentors

THE WHY

Critical Intervention Window

Youth In Detention Need Support

Closing Gaps in Support

WHAT WE ARE OFFERING INSIDE OF DETENTION

Targeted mentorship and mindset building	Consistent positive adults and peer role models	Skill building workshops: Focusing on decision making, emotional regulation, & goal setting	Preparation for reentry, education and career opportunities	Financial incentives through commisary	Coordination with case managers to align support with each youth's needs and strengths. Mental health support
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HOW WILL THIS BENEFIT THE FACILITY

Strengthens
rehabilitation and
prevention
efforts

Provides
structured,
trauma informed
support

Compliments
existing
ACS/DOE
programming

IMPLEMENTATION



Partnerships

Establish partnership with local businesses and possible mentors to provide participants with mentoring, recruit social work trainees for case management

Pilot Program

Partner with a local Harlem middle school, probationary offices, and Horizon detention center to offer program to cohorts of youth

Evaluation

Program evaluation by: Independent reviewer, focus groups led by independent contractors, participant surveys, analysis of recidivism rates, and SMEs

Expansion

Creation of an alumni network, opportunities for program graduates to serve as paid mentors

THANK YOU!

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Close The Gap



Facilitating Job Fairs in Prison

BY VINCERE RILLIE-PATE, CAMERON BEAZER, RAY GDULA, AYLESE KANZE,
ANDREA AZZI, SHERINE BELMAACHI, LIAM DOYLE DREYER, RUCHI MANGTANI

DECEMBER 9, 2025

CLOSE THE GAP

FACILITATING JOB FAIRS IN PRISON
THROUGH A 4-STEP ANNUAL
PROGRAM



PROBLEM 1

Many people return from incarceration without employment and struggle to gain or retain sustainable, reputable employment thereafter. Creating low employment morality.

PROBLEM 2

Many companies discriminate against people they they are looking to serve and influence. For example some discriminations are based on their gender, race, culture, disabilities, justice impacted experience, religious practices, sexual orientation or identity based on internal biases or biases of the company itself. The **bronfrenbrenner ecological systems theory** shows how the decisions we make are influenced and interconnected from each level. Companies may lack experience or be uneducated on the informed support they can provide for their company , employees, and clients to advance overall equity. A company may not recognize the financial benefit of hiring formerly incarcerated employees or may not understand or respect the protection from employment discrimination that formerly incarcerated people are entitled to in NY.





STATISTICS

RECIDIVISM

- Over 60% of formerly incarcerated individuals will be arrested again within three years, and over 70% will be arrested again within five years (Chamber of Commerce).
- Within the first year after release, about 20% of formerly incarcerated individuals are likely to return to prison. By year five, 46% are likely to return to prison (Chamber of Commerce).

EMPLOYMENT DIFFICULTY

- The Bureau of Justice Statistics finds that approximately 60% of formerly incarcerated individuals struggle with unemployment (Wang & Bertram, 2022).
- Only 33% of people leaving prison actually use skills learned while incarcerated in their first post-prison job (Pownall, 1071).



STATISTICS PT.2

BENEFITS FOR EMPLOYEES

- Formerly incarcerated individuals are 24% less likely to return to prison if they acquired new skills and held a job during incarceration (Chamber of Commerce).

BENEFITS FOR EMPLOYERS

- 85% of HR leaders say that second chance hires perform the same or better than other employees (US Chamber).
- 81% of business leaders say that second chance hires perform the same or better than other employees (US Chamber).



POLICY ALTERNATIVES

- Existing research (Prison Policy Initiative) identifies major barriers to reentry employment, including discrimination, licensing restrictions, and misalignment between prison work programs and real labor-market needs.
- Programs like UNICOR's Mock Job Fair show that structured pre-release activities—resume help, employer interaction, and mock interviews—improve employment readiness.
- National Institute of Justice studies confirm that job training, interview practice, and employer engagement reduce recidivism and increase long-term employment outcomes.
- These models demonstrate that programs centered on skills development, employer access, and reentry support are the most effective aligning directly with Close the Gap's approach.

PERSONAL STORY

OUR VISION



1.

RESUME WORKSHOP

Partnering with available correctional facilities, Close the Gap facilitates workshops where individuals are given the tools needed to create a resume.

- Support articulating skills acquired while incarcerated
- Guidance in writing the resume: through support with formatting, structure, and wording
- Learn workplace language

2.

INTERVIEW TRAINING

Confidence-building session that prepares individuals for real job interviews by providing feedback and support.

- Practice interviews with volunteers or staff.
- Clear guidance on answering common interview questions.
- Emphasize body language, eye contact, and communication
- Tips for talking about past experiences in a positive, honest way.

3.

CAREER FAIR

An annual event where people nearing release meet real employers, support organizations, and hiring partners inside the facility

- Prompt networking and connections
- Ability to ask questions and express concerns
- Businesses share open positions, which allows for exploration of real job options

4.

ORIENTATION

Following the career fair, Close the Gap will directly work with employers to effectively realize the advantages of hiring recently released employees. .

- Establish a strong foundation for employer-employee relations.
- Answer questions and provide support
- Understand rights and protections afforded to formerly incarcerated

WHY THIS MATTERS?

- Securing a job before release can positively influence parole board decisions.
- Individuals who attend job fairs gain confidence and have higher success rates when applying for employment.
- Job fairs help employers see talent beyond the record.
- Businesses in attendance benefit from greater brand visibility and the ability to screen applicants in real time.
- Creates a smoother and safer transition upon release.





1. Increasing Employment Readiness

We prepare individuals nearing release with the essential tools needed to successfully enter the workforce through resume development, interview training, and exposure to real employers.

2. Reducing Recidivism Through Opportunity

By connecting people with sustainable job opportunities before release, we break the cycle of unemployment that often leads back to incarceration.

3. Supporting Employers

Through Education We help employers understand the benefits of second-chance hiring, reduce stigma, and provide guidance on legally protected hiring practices in New York.

4. Strengthening Community

Reintegration We create pathways that promote stability, confidence, and skill development helping individuals transition safely and successfully back into their communities

5. Bridging the Gap Between Facilities and the Workforce

By bringing job fairs, workshops, and employer orientation directly into correctional facilities, we create meaningful connections that lead to long-term employment outcomes.

OUR FOCUS

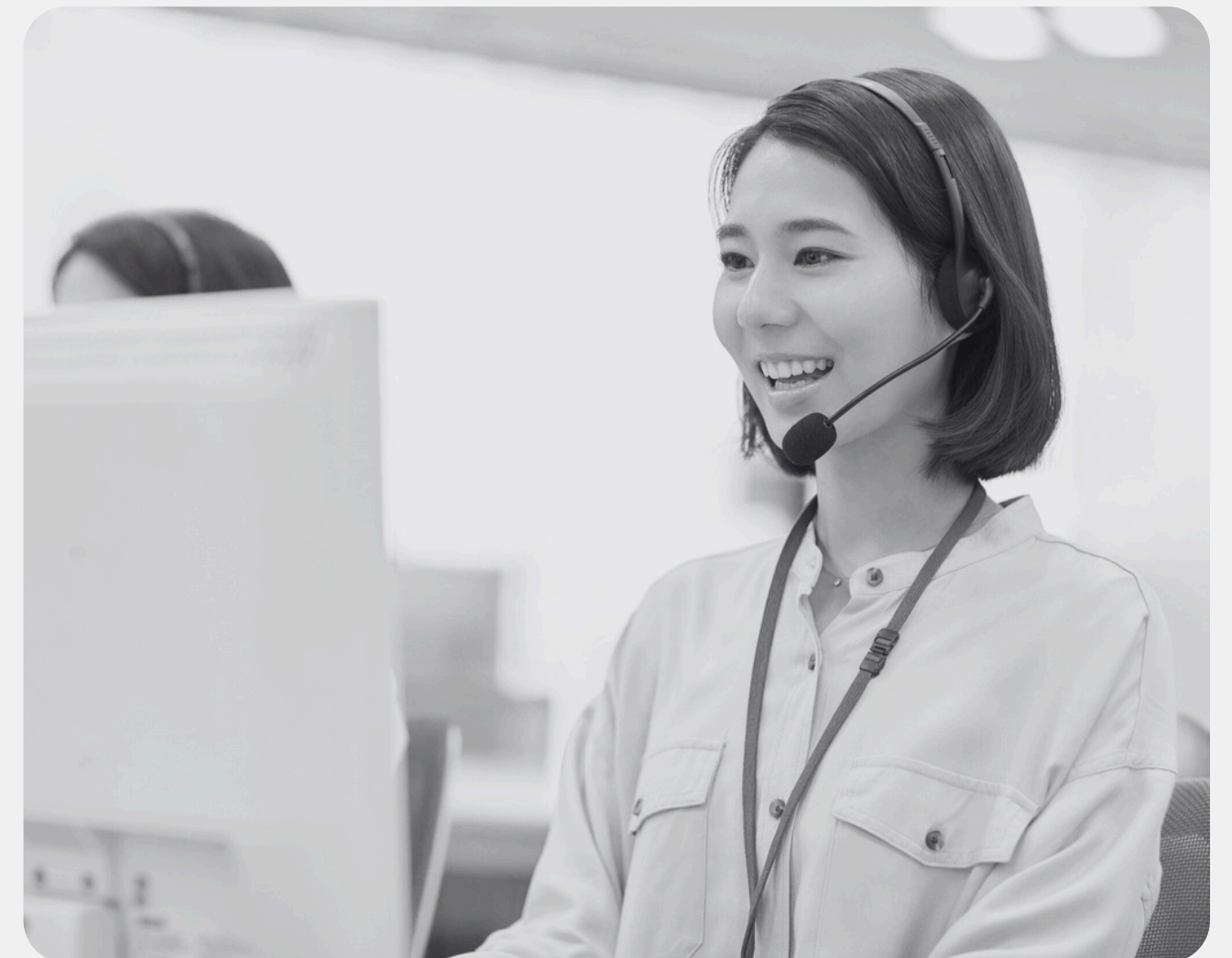
OUR FUNDING

OVERHEAD COSTS

To run Close the Gap for one year, we will require funding for 2 part-time staff members as well as for office supplies and printing. We estimate that this will cost **\$54,000**.

COST-NEUTRAL OPERATIONS

Once operational, Close the Gap can remain cost-neutral by utilizing existing resources, volunteers, and past participants. We will partner with correctional facilities, employers, case workers, the Mayor's Office of Criminal Justice, the New York State Division of Criminal Justice Services, and the Department of Probation.



SECOND CHANCE-FRIENDLY COMPANIES



TRADER JOE'S



Canon®

Radisson

**POTENTIAL
PARTNERS**



BENEFIT



Politically

Lower Public Costs: Reduced re-incarceration saves taxpayer money on prison operations and supervision.

Positive Public Safety Outcomes: Policymakers can show measurable improvements in safety and stability.

Builds trust in government programs: If the program works, it shows voters that government decisions can lead to real results, like more employment and less recidivism.

Socially

Reduced Recidivism: Stable employment lowers the likelihood of reoffending, creating safer communities.

Stronger Community Reintegration: Individuals return to society with confidence, skills, and income, thereby improving family stability and community well-being.

Reduced Stigma: Direct employer interaction helps shift social attitudes toward second chance hiring.

Economic Stability: Formerly incarcerated people gain financial independence, reducing reliance on public assistance.

CLOSE THE GAP

THANKYOU

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Second Step



Supporting Young Adults
to Take the Next Step

THE SECOND STEP



Supporting young adults to take the next step.

Our Team



Abraham Sosa

Justice Ambassador

Bryanna Fuentes

Justice Ambassador

Veronica Ruiz

IE University Student

Christion Lavandier

Justice Ambassador

Amanda Goun

New York County
District Attorney's Office

Quynh Nguyen Truc

IE University Student

Education Equity



Our focus:

Accessing the General Educational Development Test (GED)

Education Equity

The issue:

- Engagement of system-impacted young adults in the community to access GED preparation and completion, and beyond.

Education Equity

Our plan:

- robust outreach
- at a critical time of justice involvement
- rooted in relationship-building
- providing step-by-step guidance to access the GED
 - with strong effort to cultivate **engagement**
 - and **stronger** support to address **disengagement**
- rewarding success with paid employment to broaden this access

Points of view

- Personal experience highlighting this need
- A perspective from the justice system
- Personal experience to build a solution

Data



- Young adults lacking a high school credential face barriers to lawful means of employment.
- Young adults through age 25 have higher rates of recidivism in the justice system.
- Providing justice-involved individuals with opportunities for education reduces their risk of being re-incarcerated upon release to community.
- GED attainment produces lifetime social benefits and reduces long-term justice costs.

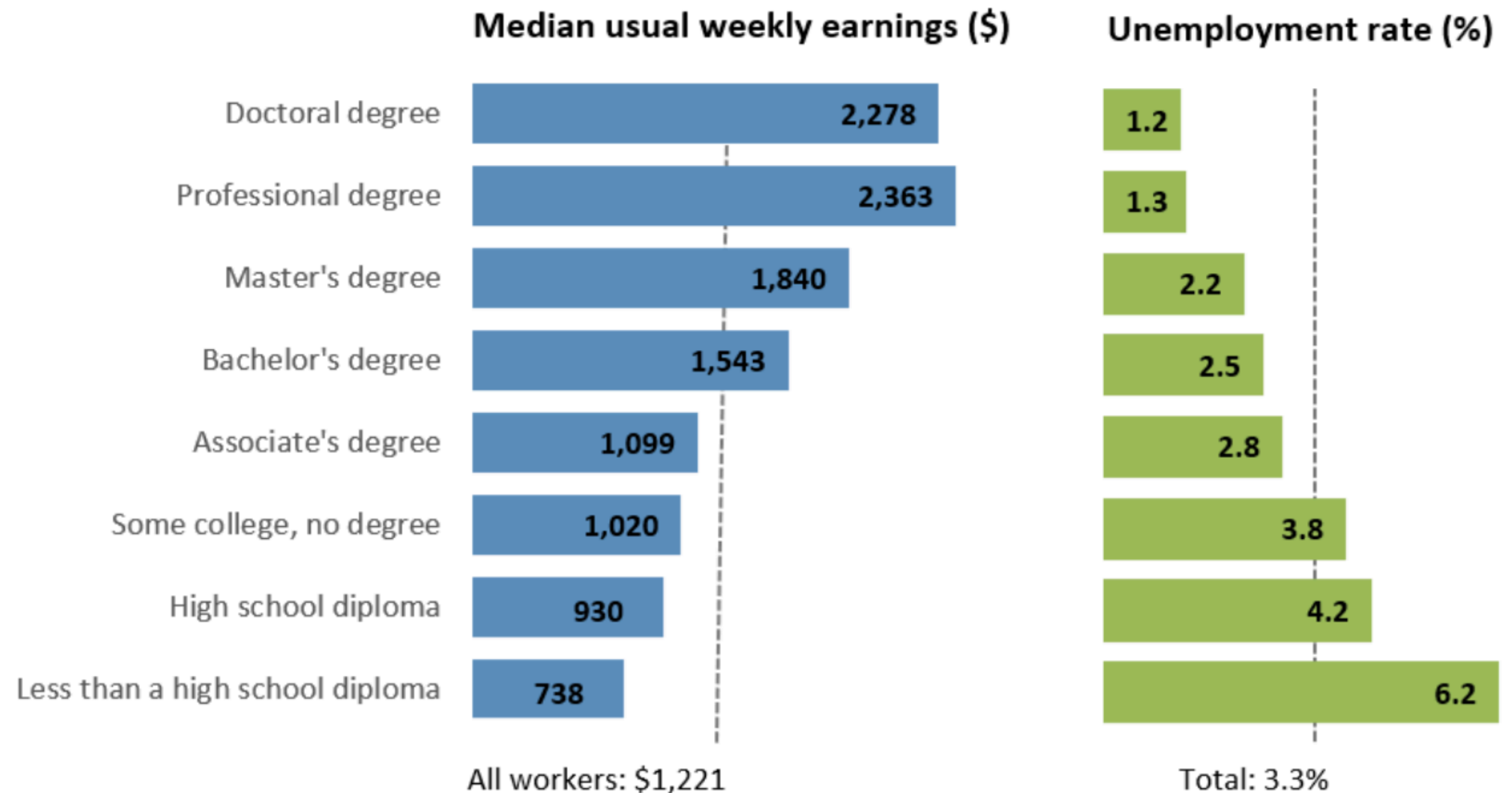
Who is affected



- Young adults without a high school diploma who have contact with, or are in proximity to, the justice system
- Members of communities experiencing low rates of high school graduation
- Expense for New York City for re-arrests and incarceration
 - Cost of incarceration per person for one year in New York City is \$556,539 (Department of Correction, 2021)

Data

Earnings and unemployment rates by educational attainment, 2024



Note: Data are 2024 annual averages for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey.

Partnership



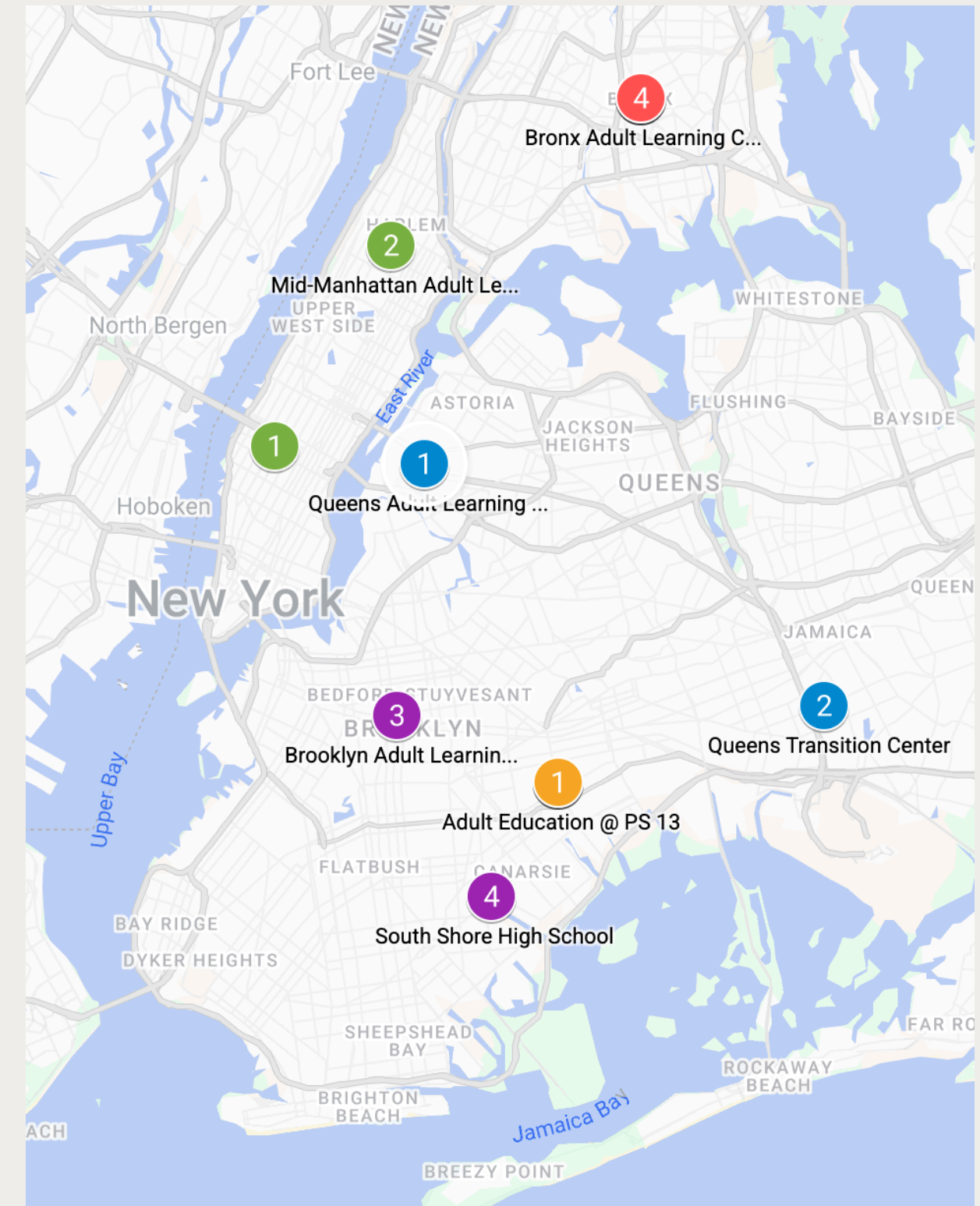
The Department of Education's Adult Education program

Requirements:

- Age 21+
- NYC resident

Offer tuition-free classes:

- Adult Basic Education (ABE)
- Career and Technical Education (CTE)
- High School Equivalency Preparation (HSE)
- English for Speakers of Other Languages (ESOL)



Current resources:

The Department of Education's Adult Education program

- GED preparation; CTE programs; ESL classes
- Learning Centers in all 5 boroughs
- Flexible hours: daytime, evening, and weekends
- Accommodate students relocating or experiencing incarceration
- TABE assessment → individualized learning plan → re-testing after 40 hours
- Case managers support GED test-taking, vocational training, and higher education

Gaps in Adult Education

- Outreach gap: rely on word of mouth for enrollment
- Retention gap: follow-up is limited; disengagement after 3 months results in program removal
- Support gap: case managers provide logistical support; absence of trauma-informed, crisis-aware support

Why existing solutions are not enough:

- Individuals in high need of these resources are not connecting
- Lacking peer-based trust-building mechanism
- No dedicated staff to navigate trauma, instability, additional barriers

The Second Step



Inclusion Criteria:

- Young adults, ages 21 to 25
- Have not attained their High School Equivalency diploma
- Involvement in the criminal justice system

Point of contact

- Upon release to the community, on conditions or bail paid
- Following pre-arraignment diversion in Midtown Community Court in Manhattan
- NYPD precinct liaisons, including Community Outreach and Field Intelligence Officer (FIO)

Proposed Policy

Partner with the Adult Education program to link young adults connected with the justice system to The Second Step's **social workers** and **peer mentors**. This dual team will engage participants to guide them through the GED process to college enrollment and program employment.

1. DUAL OUTREACH

**Team of Social Worker
and Peer Mentor:**

Initiate contact; continue outreach.

Via Justice System:

Outreach upon release to the community.

2. GED PREP

Robust support to stay engaged; provide MTA card.

3. TEST ACCESS

Support throughout completion of GED exam sections.

4. APPLY TO COMMUNITY COLLEGE / APPRENTICESHIP

Provide step-by-step guidance for application choices.

5. EMPLOYMENT CYCLE

Opportunity for graduates to return as paid peer mentors.

The Dual Team

Why a Social Worker?

The Dual Team

Why a Peer Mentor?

Why The Second Step?

- Targets a high-risk, high-cost group – justice-involved/ justice-proximate young adults without a high school credential
- Employs robust outreach, rather than waiting for young adults to self-navigate complex systems
- Bridges two entities guided by public policy missions: education and justice
- Manages costs with proposal to partner with Columbia School of Social Work students to serve on the Dual Team in student internships

Benefits

- Increased education levels → increased opportunity for employment + higher earnings + community financial contributions
- Reduced recidivism → benefit to community + lower incarceration costs
- Supports community safety and localized stabilization

Stakeholders

Partnership:

- The Department of Education's Adult Education program
- Columbia School of Social Work (fulfilling required student internships)
- District Attorney's Office (point of contact)
 - Using data from New York City's Criminal Justice Agency (CJA)

Beneficiaries:

- Justice-involved young adults, ages 21 to 25

Roles:

- Justice system: data informs social worker + peer mentor when an individual matches The Second Step's Inclusion Criteria
- Social Worker: guidance through each step of the Adult Education program
- Peer Mentor: individualized support to navigate their experience
- Alumni: serve as paid Peer Mentors

Budget

- **Personnel**

- **Supervising Licensed Social Worker - \$80,000/ year**
- **Program Administrator - \$70,000/ year**
- **Peer Mentors - \$23.00/hour for 10 hours/week - 6 months in role**
 - **\$230.00/week = \$5,980.00 for 26 weeks**
 - **Anticipate 10 graduates/college enrollment in 6 month period**
 - **\$59,800 for 10 PMs in 6 months/ \$119,600 for two PM cohorts in 1 year**

- **Other than personnel**

- **MTA cards for participants to attend Adult Education - \$132.00/month**
 - **40 participants for 6 months = \$31,680**
 - **For year = \$63,360**

- **Total Costs**

- **Personnel: \$269,600 (80,000 + 70,000 + 119,600)**
- **Other than personnel: \$63,360**
 - **One year total = \$332,960**

Expected Impact

Short-term outcomes (1-2 years)

- Increase stability for individuals at time of crisis with relationships with social worker + peer mentor
- Increase enrollment in GED preparation program among targeted group
- Increased rate of test-taking
- Early evidence of educational engagement (pre-college programs; college applications submitted)

Long-term outcomes (3-5+ years)

- Increased GED completion rates in target neighborhoods
- Higher community college/apprenticeship enrollment
- Reduced recidivism, re-arrest, and re-incarceration among participants
- Expanded alumni Peer Mentors who are employed, enrolled in school, and community role models
- Community-level change: increase in safety and stabilizing points; improved economic mobility, and reduced costs in justice systems

Risk & Mitigation

Potential challenges

- Disengagement from program
- Cross-agency coordination challenges
- Overreliance on interns
- Funding instability

Mitigation strategies

- Dual Team outreach to sustain engagement
- Clear MOUs + data agreements
- Licensed Social Workers anchor the model
- Early evaluation to secure long-term funding

Call to Action

- Approve and fund a pilot partnership for The Second Step with Adult Education
- Support academic credit for Columbia School of Social Work interns
- Enable referral pipelines from District Attorney's Offices and the Court



The Second Step

Our plan:

- robust outreach
- at a critical time of justice involvement for a young adult
- rooted in relationship-building with Peer Mentor and Social Worker
- providing step-by-step guidance to access the GED
 - with strong effort to cultivate **engagement**
 - and **stronger** support to address **disengagement**
- rewarding success with paid employment to broaden this access

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Pathways to Progress



Portal to Resources for Youth
During Out-of-School Time





PATHWAYS TO PROGRESS

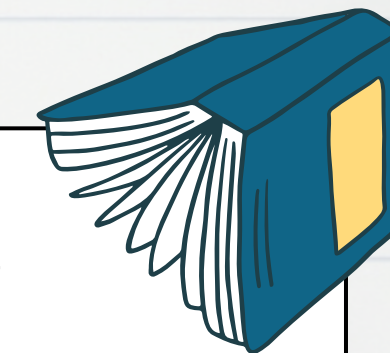
Portal to Resources for Youth Engagement During Out-of-School Time

Group 5 - Education Equity

Anne Plowden, Lauren Kanfer, Keith Smith Jr, Cassandra Abodeely, Jose
Garcia, Alexia Dimitriou, Erika Polo



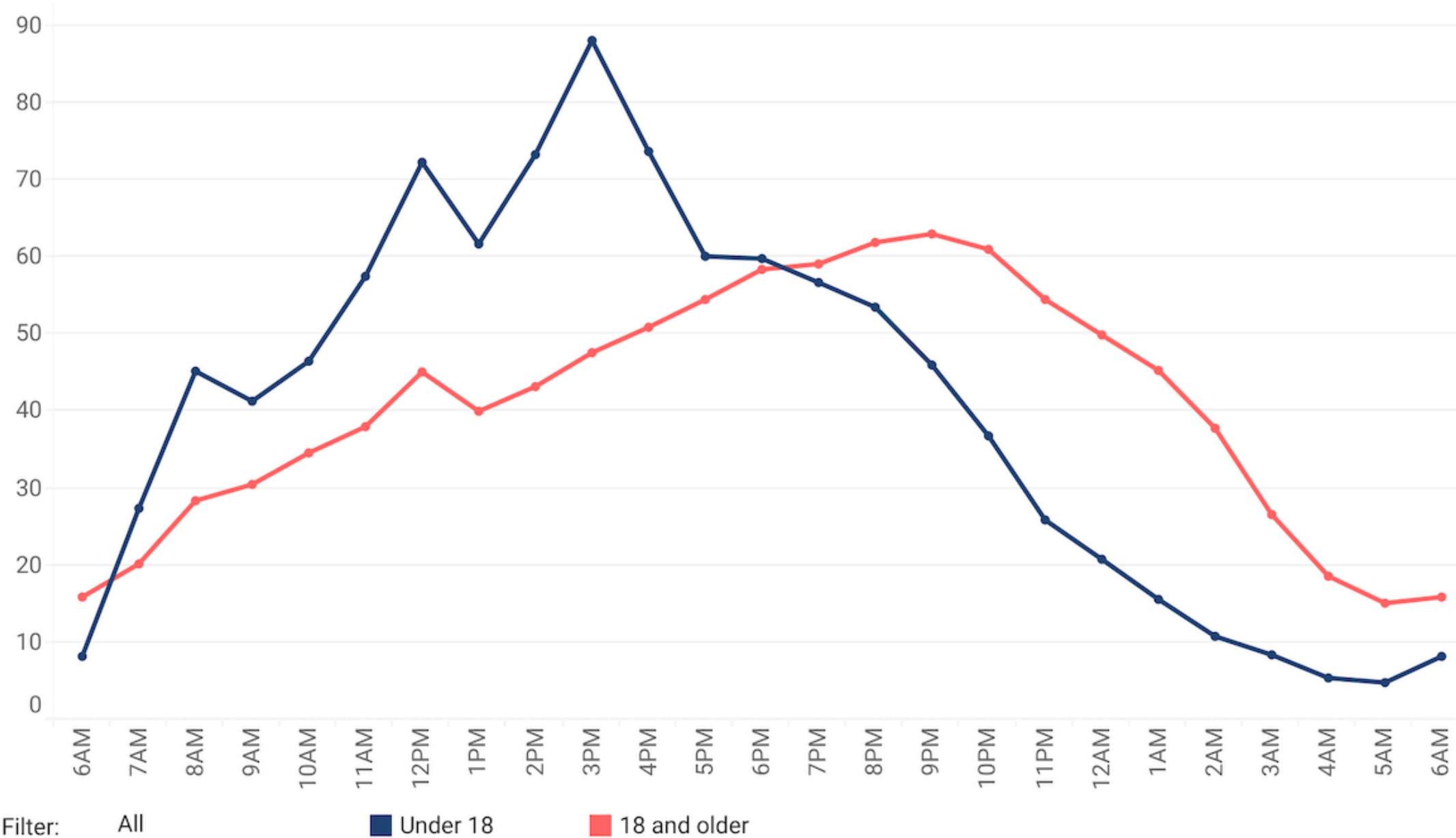
PROBLEM ASSESSMENT



Youth Violence Peaks During 2 pm – 8 pm

Ages 7-18

Violent crime time of day
(per 1,000 in age group)

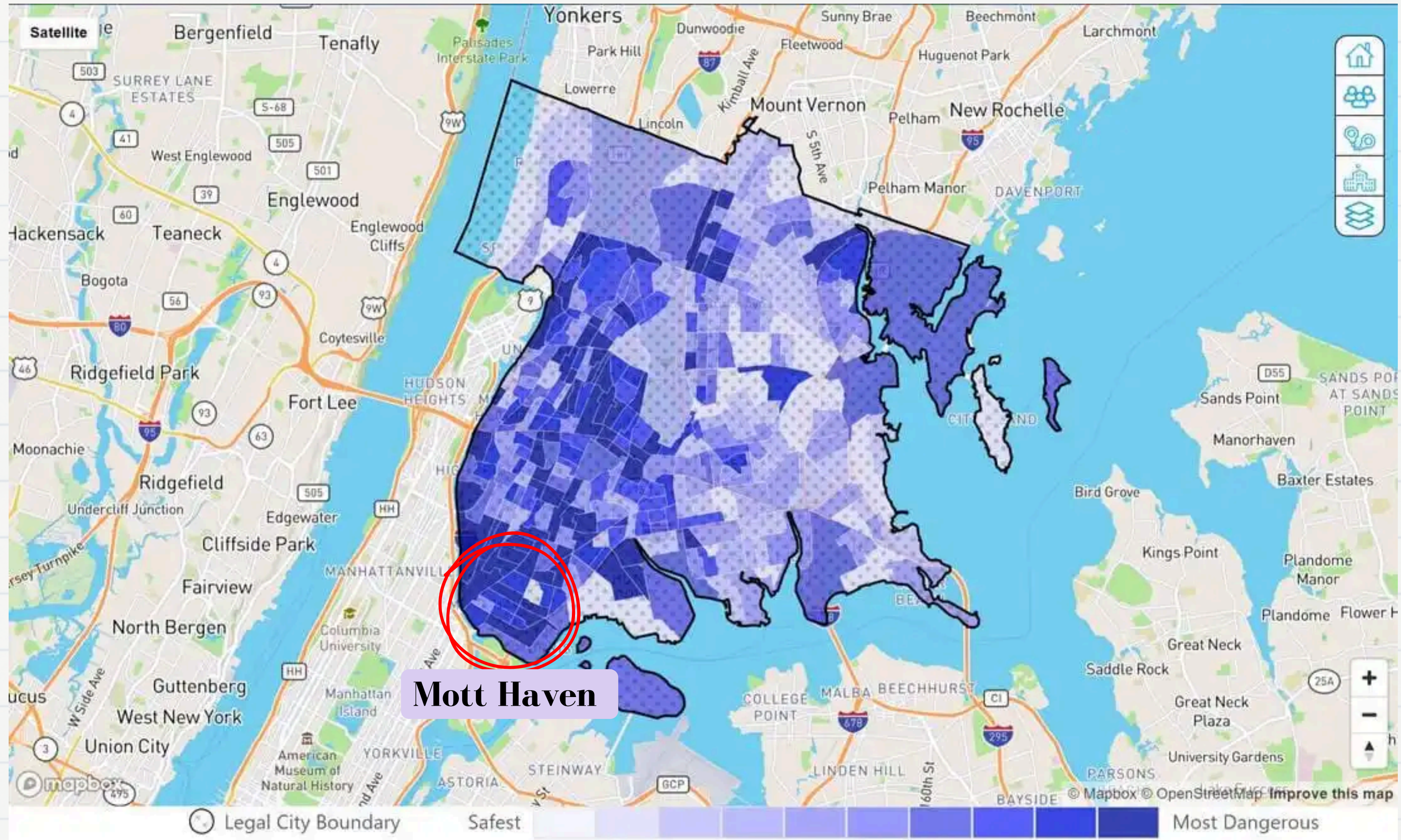


- Violent incidents involving youth spike between 2 pm – 8 pm, the hours immediately after school ends.
- Many schools in high-need areas lack safe, affordable, and engaging options during this time.
- Without structured programming, students face greater exposure to unsafe environments.

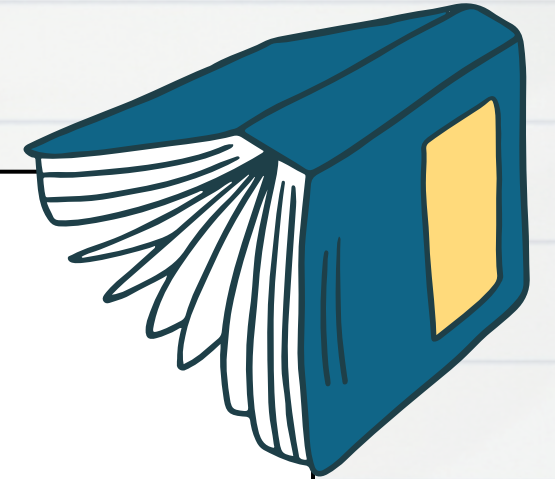
Source: Office of Juvenile Justice and Delinquency Prevention (OJJDP, n.d.)



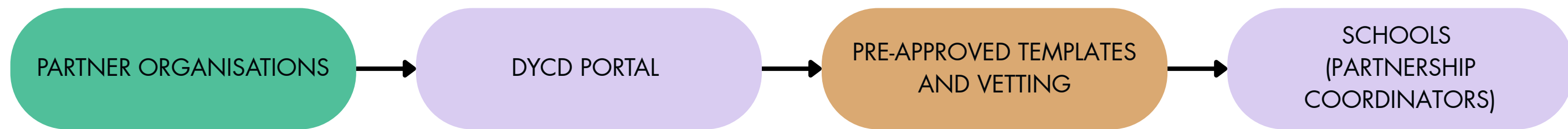
Highest-Risk Neighborhoods (Bronx)



PROPOSAL



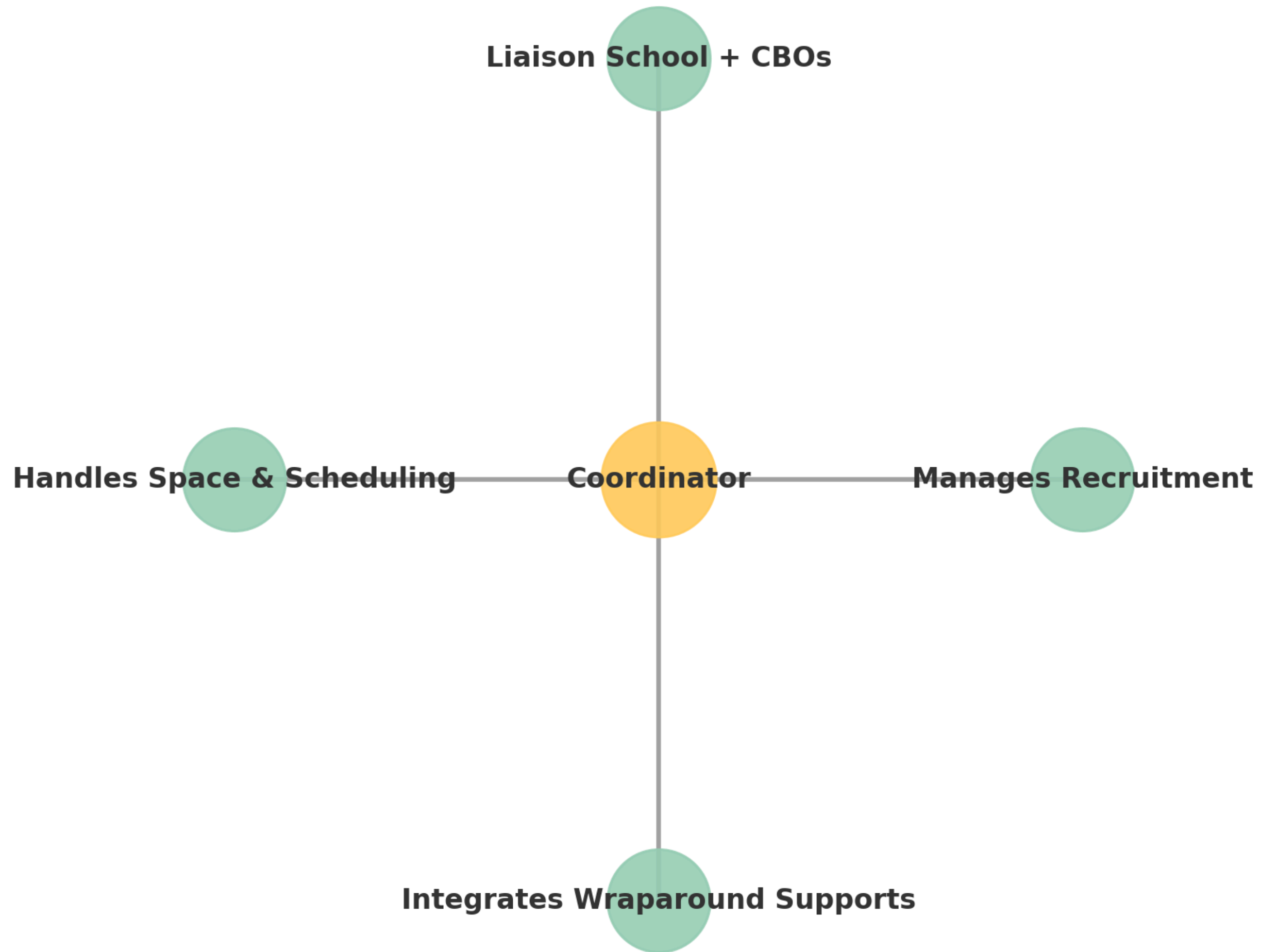
Create the Centralized Out-of-School Partnership Portal



- A single NYC DOE portal streamlines how partners apply, get vetted, and connect with schools.
 - Pre-approved contract templates and safety requirements reduce delays and barriers.
- Schools gain an easy way to identify quality partners, while organizations gain a clear, consistent entry point.



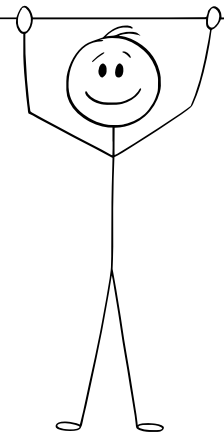
Designate a School Partnership Coordinator



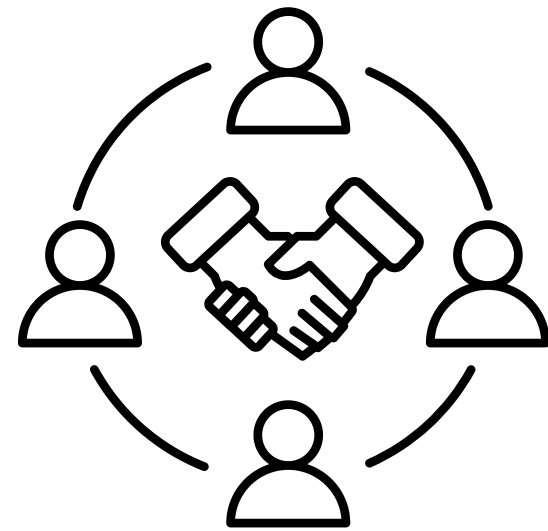
- Each school designates a Partnership Coordinator to manage relationships with the community.
- **The Coordinator can recommend students participants for the community activities.**
- The Coordinator can integrate wraparound supports; food access, mental-health links, and academic help.

SHORT TERM OUTCOMES

SAFETY FIRST



**More safe spaces
available**



**Higher
engagement &
attendance**



**Improved Social
Emotional
Learning skills**

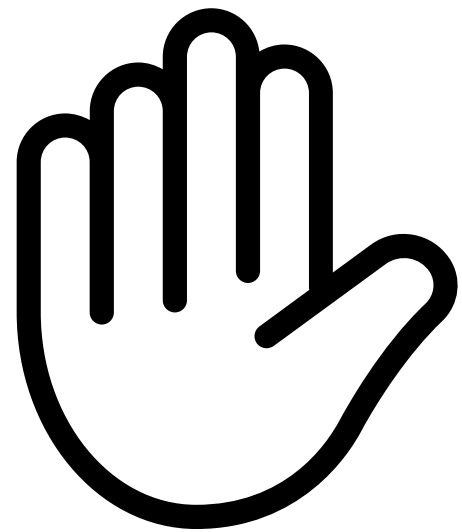


**Increased access
to mental-health
support**



**Stronger
community-
school ties**

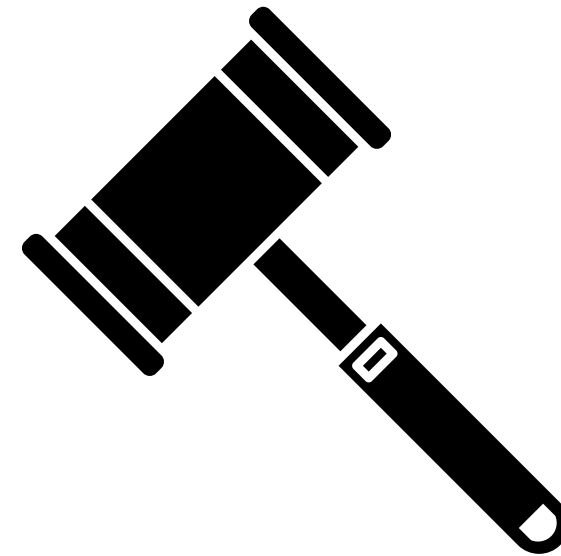
LONG TERM OUTCOMES



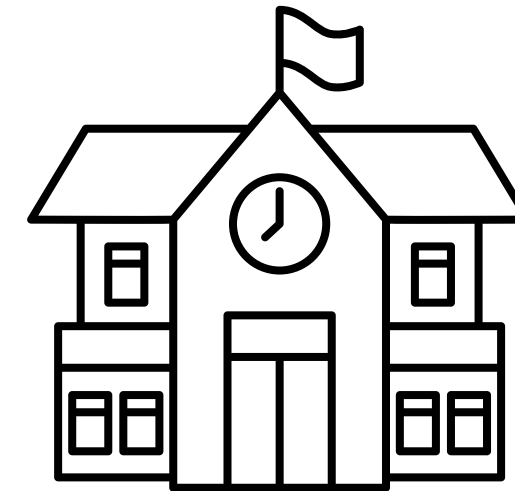
**Reduced youth
violence citywide**



**Higher graduation
rates**



**Lower
incarceration
rates**
→ saves NYC hundreds
of millions

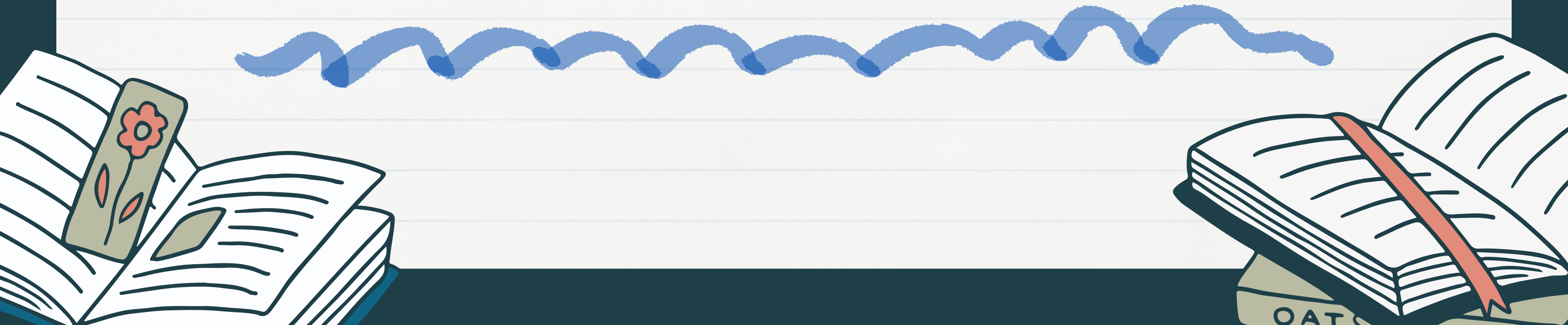


**Scalable model
for under-
resourced schools**



"Proof of concept"
→ if it works in Mott
Haven, it works
anywhere

**PILOT SCHOOL: MOTT
HAVEN COMMUNITY
HIGH SCHOOL**



PILOT SCHOOL – Mott Haven Community High School

- **Identified as one of the highest-risk neighbourhoods**
- **Graduation rate: 25-29%**
- **Lowest test proficiency**
- **Critical need for enrichment, mentorship, and workforce prep**



Implementation Timeline & Budget

Phase 1 – Planning (0-6 months)

Budget: \$15,000 stipend (Year 1)

- **Stipend for Mott Haven designee-liaison**
- **Identify participants for interagency task force** (DOE, DYCD, Mayor's Office, CBOs)
- **Design portal + partnership framework** including:
 - Standardized application & vetting (background checks, insurance, safety plans)
 - Pre-approved contract templates
 - Searchable directory of schools & organizations
- **Program categories to onboard:**
 - Supplementary academics
 - Arts, sports & cultural programs
 - Mentorship & leadership
 - College readiness & life-skills

Phase 2 – Pilot (6-18 months)

- **Launch pilot in Mott Haven**
- Year 2: Evaluate need for new part-time position

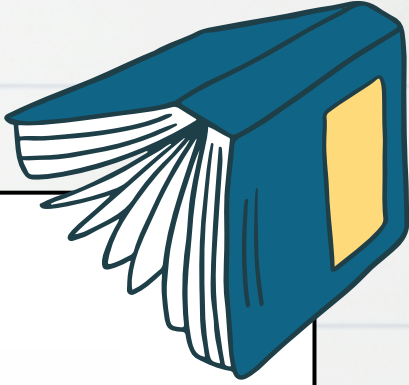
Phase 3 – Expansion (18-36 months)

- Scale model to 10 schools
- **Secure recurring city budget line for sustainability**

Phase 4 – Evaluation (Ongoing)

- **Conduct annual impact analysis**
- Adjust model based on outcomes

RESOURCES NEEDED



Funding Sources

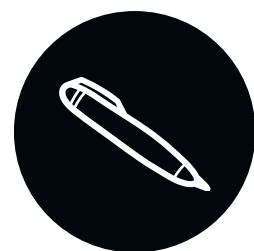
Our Potential Sources of Funding

- **DYCD funding / US Department of Health & Human Services**
- **Mayor's Office of Nonprofit Services (MOCJ)**
- **NYC Office of Technology & Innovation**
- **NYC Council Discretionary Funding**
- **Private Foundations**





Call to Action!



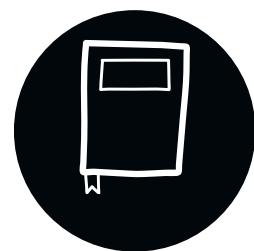
Policy Recommendations

- We call on the NYC DOE, DYCD, and the Mayor's Office to lead a citywide commitment to safer out-of-school hours.



Why This Matters

- When we expand opportunity, safety, and support for young people, communities grow stronger.



The Bigger Impact

- Investing in youth is not just a policy choice, it is an investment in the long-term health, safety, and success of New York City.

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Positive Pathways



Trauma-Informed Care
for Young Adults on Probation

Positive Pathways Coordinators

*Trauma-Informed Care
for Young Adults on Probation*

**Christian, Inessa, Jahleel, Jodi, Laura,
Leticia, Madison, and Tyreese**



Policy Proposal

What We're Proposing

Create a voluntary, trauma-informed support role for young adults on probation (18–24).

Role filled by licensed social workers called Positive Pathways Coordinators (PPCs).

PPCs do not replace POs and hold no legal authority.

Why This Role Matters


Fills a critical gap in probation.

Builds trust, helps young adults set their own goals.

Connects people to resources they want (education, services, stability).

Expected Outcomes

 Reduced recidivism

 POs can focus on monitoring, not social-work needs

 Cost savings for NYC

 Healthier, safer communities

Defining the Issue

NYC Probation is Overwhelmed

- 21% staffing vacancy (844 staff for 1,075 positions)
- POs carry heavy caseloads
- POs expected to act like social workers without clinical training

Justice Impacted
People Face
High Trauma
& Unmet
Needs

- Research strongly supports that **higher ACE (Adverse Childhood Experiences) scores** are associated with **greater risk of contact with the justice system**, arrests, incarceration, and recidivism.

- **Most Probation “Failures” Are Due to Technical Barriers — Not New Crimes**

- **There is no voluntary, safe, relationship-based support role embedded in probation that helps people connect to what they actually want.**

Who are Positive Pathways Coordinators?



Who They Are

- Licensed social workers
- Deep knowledge of youth programs, services, and opportunities
- Passionate about working with young adults impacted by the justice system
- Promote self-empowerment and strengths-based growth



What They Do

- Meet regularly with young people to discuss wellbeing, goals, and needs
- Provide warm, supportive, trauma-informed guidance
- Help the young person identify what they want to work on
- Maintain an inviting, comfortable office space



How They Help

- Connect youth to programs of their choosing
- Assist with navigating services, schedules, and engagement

Working Together to Accomplish Goals

Check-Ins & Supportive Conversations

- PPC meets regularly with the young person
- Checks in on wellbeing and how the program is working



Support When Engagement Drops

- If disengagement happens, PPC explores the why
- Uses trauma-informed skills to support re-engagement
- Meets the young person “where they are at”



No Penalties for Disengagement

- No penalties for stepping back
- Time already earned is never taken away
- Engagement remains voluntary and supportive

The PPC supplements standard probation supervision by helping clients identify their personal goals, access meaningful resources, and build a sense of stability, agency, and empowerment during their period of supervision.

Earned Time Off Probation



Participation (Voluntary)

Working with a PPC is voluntary. For clients who choose to consistently engage with their PPC, some PO check-ins may be satisfied through PPC participation, with PO approval.

- Young people engage with the PPC
- They attend programs they choose
- Focus on progress, not perfection



Earned Time Credits

At the completion of the selected program, the PPC will provide a strengths-based engagement summary to the participant's Probation Officer.

- Positive participation = earned time off
- Clear, consistent time credit formula: successful completion → 1 year off probation)
- No credit is ever revoked



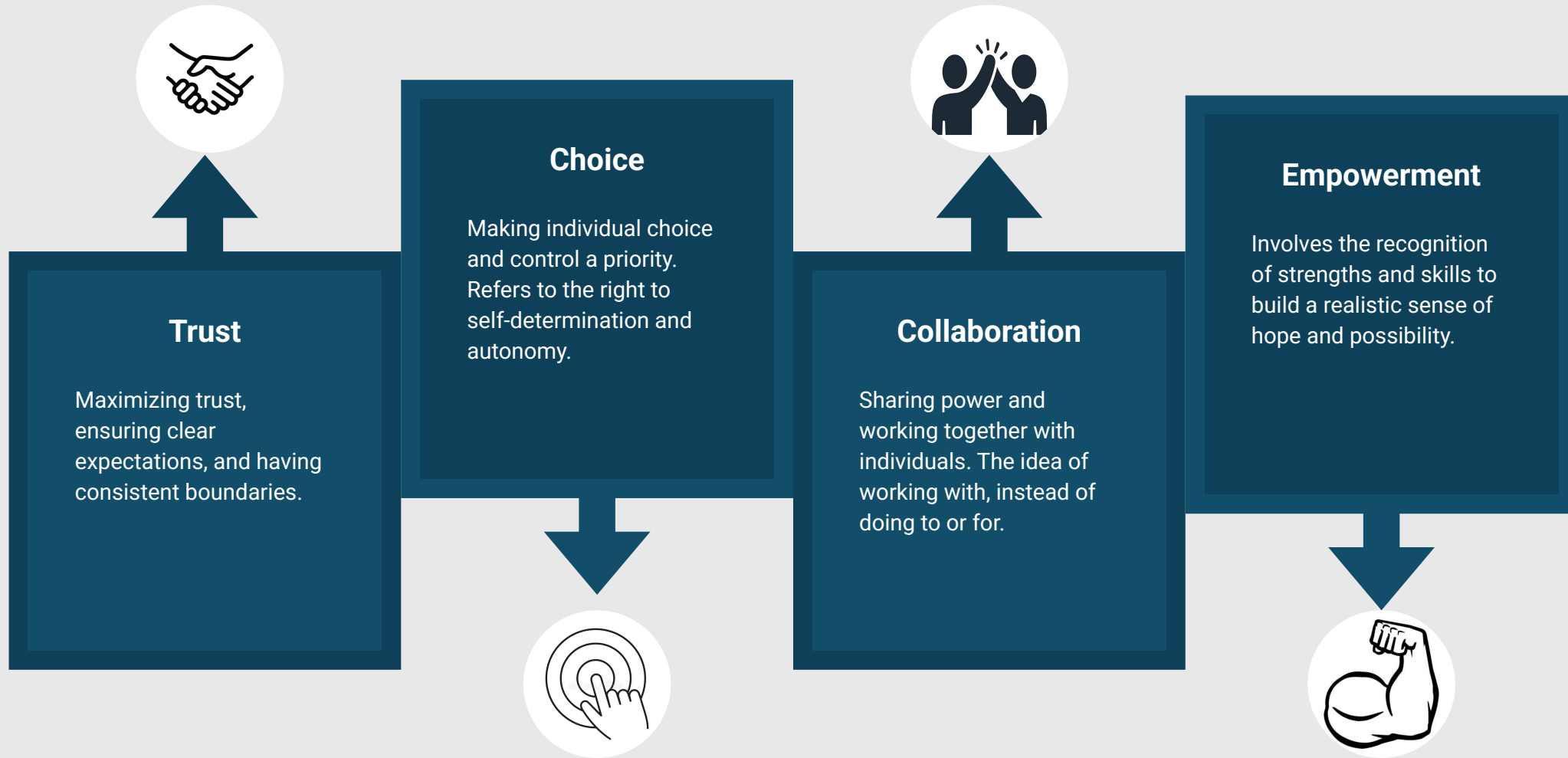
Safe & Supportive Oversight

PPC participation satisfies reporting requirements through an approved alternative reporting pathway, while POs retain all supervisory and legal decision-making authority

- PO + Judge sign off on earned time
- PPC provides progress summaries
- Incentive boosts engagement and reduces caseload strain

Our Inspiration for this Proposal

Trauma Informed Care



Potential Trusted, Community-based Organizations to Partner With

	Man Up!	<ul style="list-style-type: none">• Career Pathways
	Bro Experience	<ul style="list-style-type: none">• Mentorship & Trauma-Responsive Support
	All Kings	<ul style="list-style-type: none">• Empowerment & mental health services
	CUNY Adult Learning Centers	<ul style="list-style-type: none">• Education and GED/HSE programs

Metrics of Evaluation

Caseload & Structure

- Each PPC supports 20 young adults
- Allows for manageable caseloads and individualized attention
 - Track all participants for one year

Quantitative Metrics

- ~20% of NYC Probation Population are Young adults.
- Nearly 1 in 5 probation revocations in NY State happen because of technical violations.
- PPCs aim to reduce these preventable violations by providing consistent, trauma-informed support and warm connections to resources.
- We will track: engagement, attendance, goal progress, earned time, and reductions in technical violations.

Qualitative Metrics

- Entry + Exit surveys
- Youth reflections on PPC support
- Feedback on mental-health progress, stability, and confidence
 - Case examples illustrating personal growth

Proposed Budget for a 1 Year Pilot for 60 Participants

Item Line	Budget Need
Positive Pathways Coordinator x 3	\$60,000 x 3 = \$240,000
Positive Pathways Coordinator Supervisor x 1	\$75,000
Transportation/OMNY Cards	\$3,000
Food Budget	\$3,000
Welcoming Wellness Bag x 45 (portable charger, journal, snacks, and hand sanitizer at \$35 each)	\$2,100
Miscellaneous Supplies and Expenses	\$3,000
Evaluation	\$20,000
TOTAL	\$346,100

Thank you!

Christian

Inessa

Jahleel

Jodi

Laura

Leticia

Madison

Tyreese

**JUSTICE
AMBASSADORS**
COLUMBIA UNIVERSITY

JUSTICE
AMBASSADORS
COLUMBIA UNIVERSITY
CENTER FOR JUSTICE
Personal & Social Identity

Week 1

Justice Ambassadors Graduation

Youth Empowerment, Leadership, and Advocacy
Educational Seminar

Where Futures Turn



A Middle School Healing Pilot for NYC

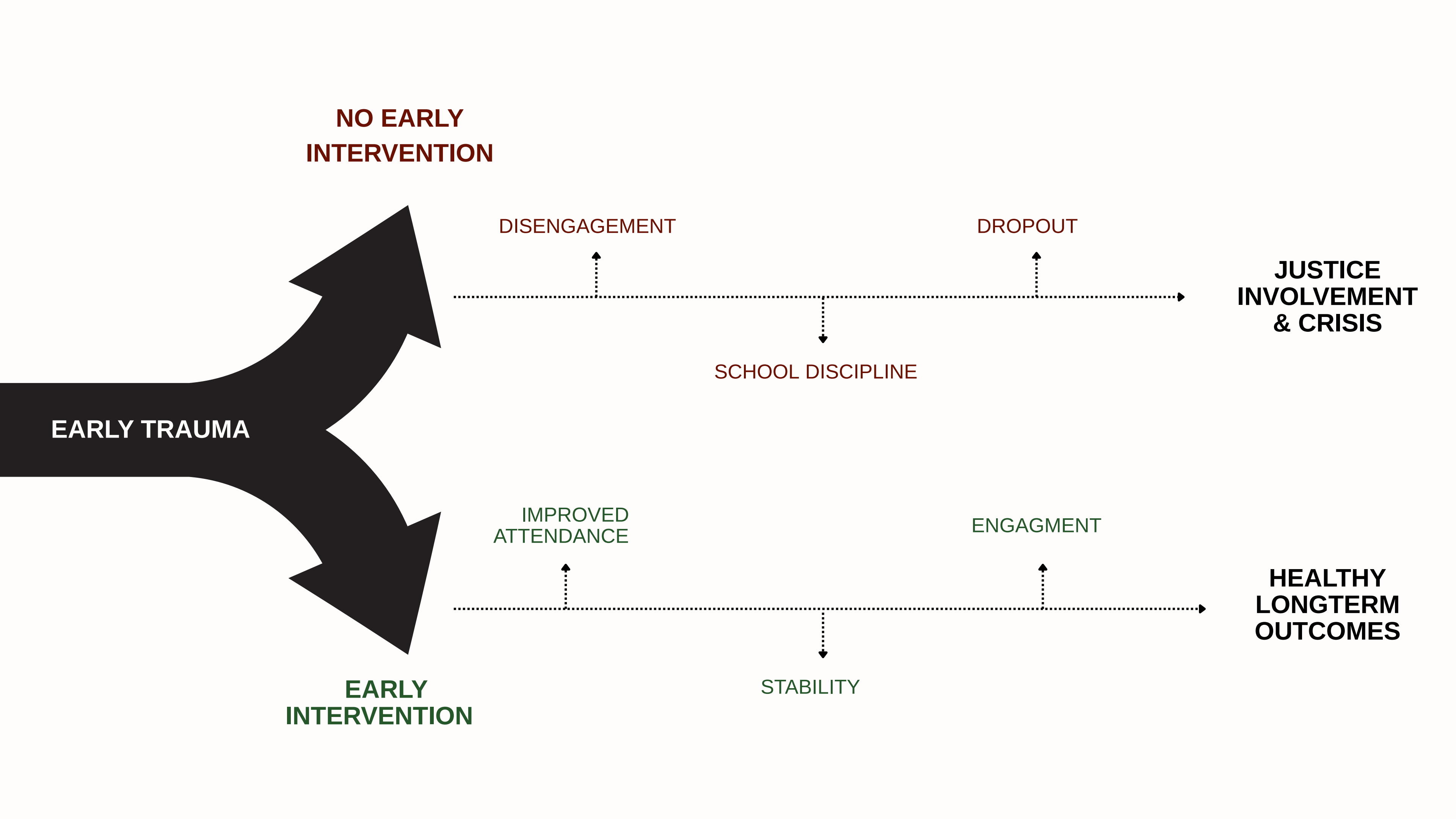


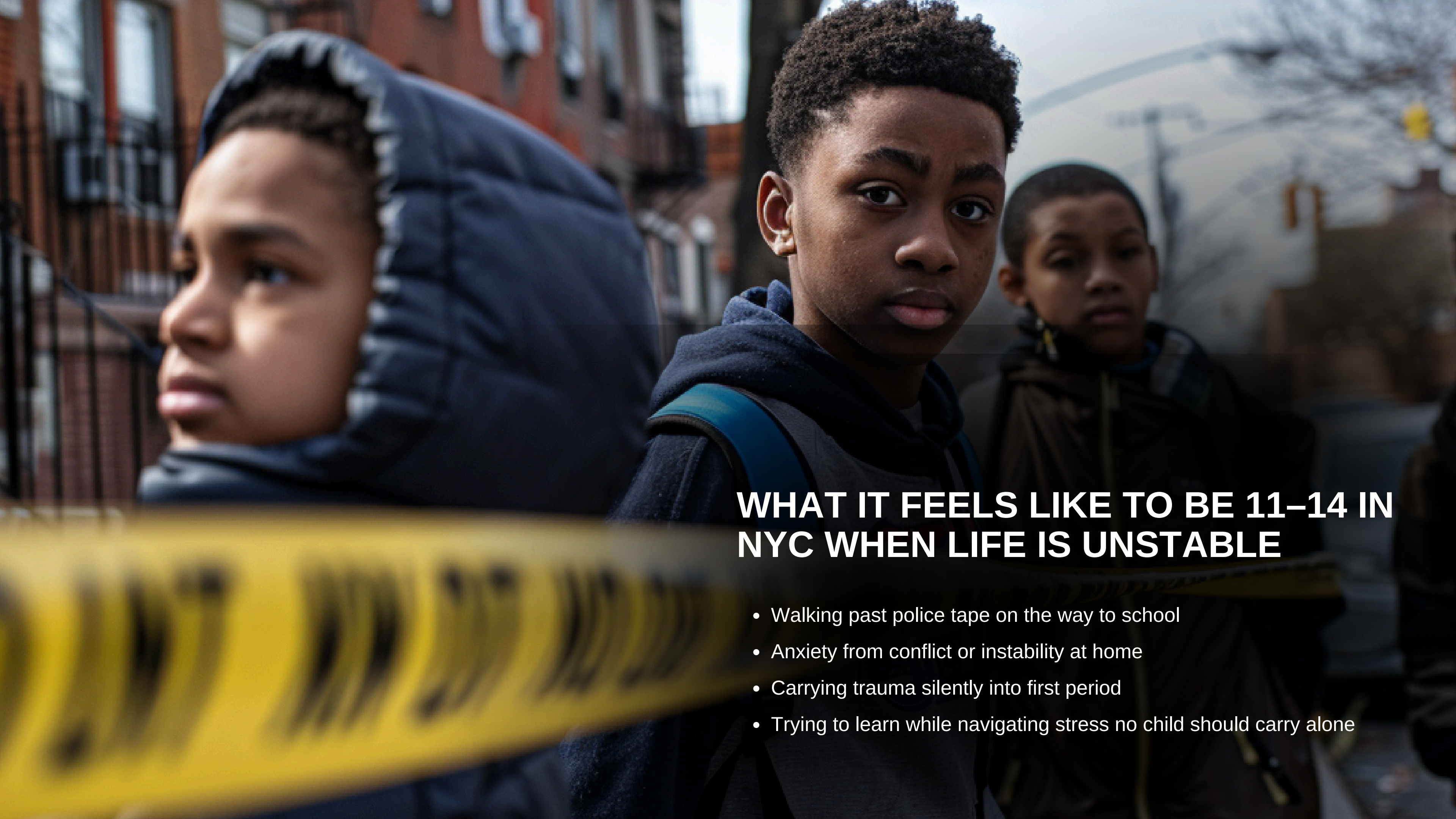
WHERE FUTURES TURN:
A MIDDLE SCHOOL
HEALING PILOT FOR NYC

“

From living in Brooklyn, Coney Island, to living in the Bronx, some things are still the same in both places. You look around the areas with smoke shops, deli's, a couple of barber shops. You see people shooting dice, playing dominos, kids getting into trouble, cops around the area when there's too much going on. You see things like that and it's not surprising that either I or someone else wouldn't feel safe. Just the fact that the cops have to be there watching over where I live is enough for me to feel like my safety is at risk.

SHERROD BROTHERS





WHAT IT FEELS LIKE TO BE 11-14 IN NYC WHEN LIFE IS UNSTABLE

- Walking past police tape on the way to school
- Anxiety from conflict or instability at home
- Carrying trauma silently into first period
- Trying to learn while navigating stress no child should carry alone

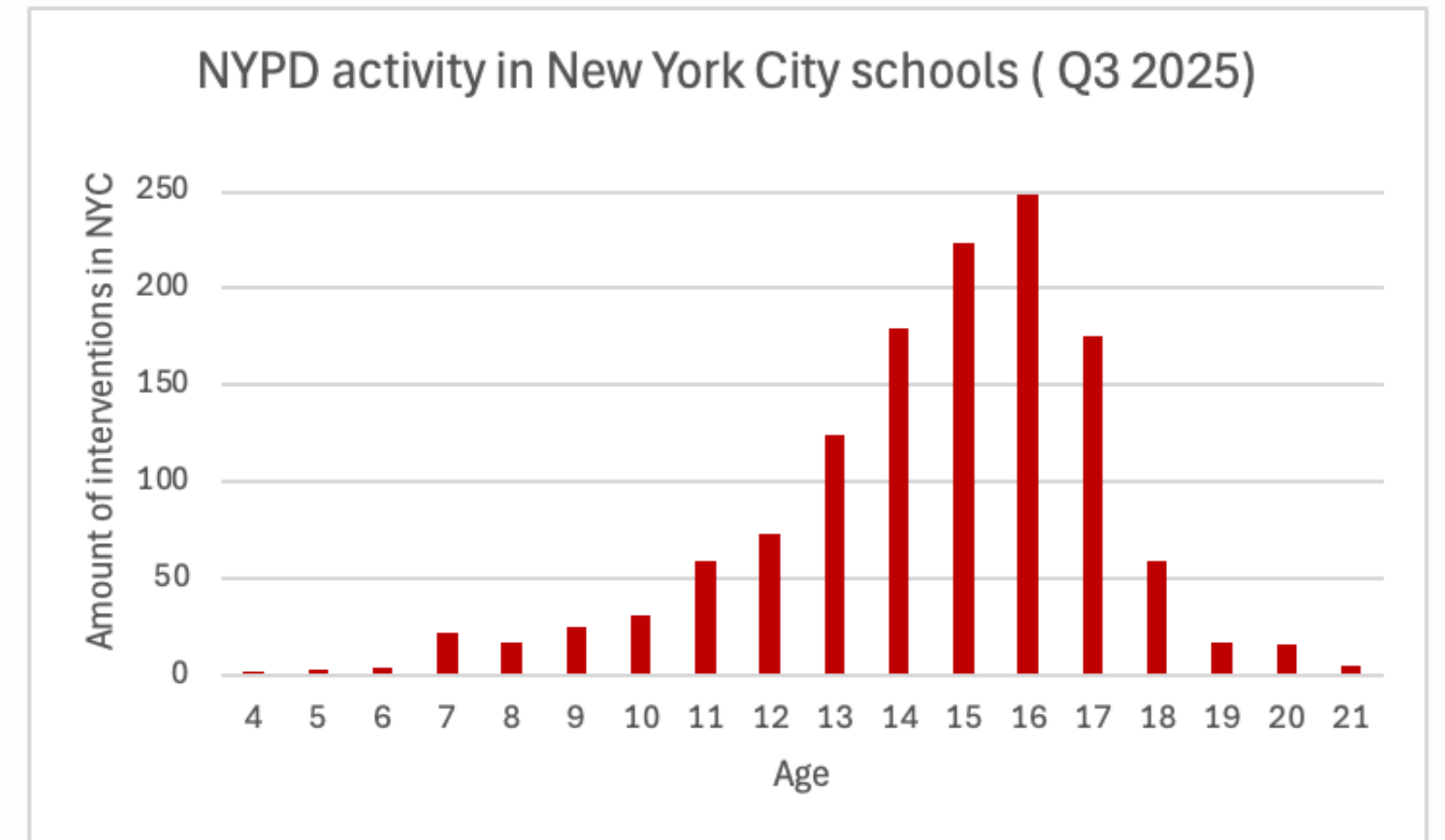
GRADES 6–8 ARE THE MOST VULNERABLE YEARS FOR NYC YOUTH

- In many urban studies, roughly half of adolescents **report witnessing serious violence** in their neighborhood or school
- **Suspensions** spike sharply
- Students experiencing trauma are 3× more likely to **repeat a grade**
- Middle-school chronic absenteeism is one of the **strongest predictors of high-school dropout**; early warning indicators in the middle grades correctly identify 50–75% of dropouts



Why intervene in Middle School?

- Identity formation is underway
- Academic skills consolidate here
- Trauma deeply affects executive function in early adolescence
- Key patterns—attendance drops, discipline, early justice contact—emerge here, not in high school
- Early intervention is **significantly cheaper** than high school remediation or court involvement



Suspensions, absences, encounters with the law and academic decline begin here — not in high school

EVIDENCE

Even a single suspension is associated with roughly one-third higher odds of dropping out

Middle school patterns predict high school outcomes more than any other stage

Youth with 4+ ACEs were 3.5× more likely to commit serious, violent, or chronic offenses

NYPD school-safety interventions increase rapidly from ages 11–12 and peak around 15–16, and many first contacts with law enforcement happen during the middle-school years

A black and white photograph of four young boys standing on a city street. They are wearing hoodies and shorts. The boy on the far left is wearing a light-colored hoodie, while the others are in darker hoodies. They are looking towards the camera with serious expressions. In the background, there are parked cars and buildings.

OUR YOUTH ADVISORS MADE THE PRIORITIES CLEAR

- * A safe space during the school day
- * A trusted adult who actually understands
- * Creative outlets to process emotions (art, music)
- * Help with schoolwork without judgment
- * Support for their families, not just themselves
- * Community — “not feeling alone”

RESEARCH SHOWS THESE INTERVENTIONS MOVE THE NEEDLE

Interventions

- Group art-therapy and creative arts programs for trauma-exposed youth have been shown to reduce PTSD and anxiety symptoms and improve emotional regulation
- Restorative and trauma-informed school initiatives have produced 20–50% reductions in suspensions in districts like Oakland and Chicago, while improving school climate
- Evaluations of Credible Messenger and similar street outreach programs have found large reductions in re-arrest and violent offending in some sites—often on the order of 30–60%
- High-dosage tutoring is one of the most effective school-based academic interventions ever studied; a large review of randomized trials found big gains in math and reading achievement



Our Proposal:
**A Hybrid School-Day
Healing Model for
Middle Schools**



A scalable, school-day program that supports students where they already are

1

In-School Healing

- ✱ Licensed art therapist (group + individual sessions)
- ✱ Peace Room micro-interventions
Lunch-time healing circles with food
- ✱ Trauma-informed activities (journaling, drawing, grounding)

2

Relational & Mentorship

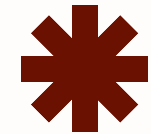
- ✱ Credible messenger mentor present in hallways/lunchrooms
- ✱ Conflict mediation & crisis de-escalation
- ✱ Mentorship pods

3

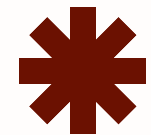
Family Stabilization

- ✱ Family navigator (benefits, housing, food access)
- ✱ Parent psychoeducation workshops
- ✱ Optional art-based parent-child sessions

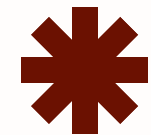
A TYPICAL WEEK IN THE HYBRID MODEL



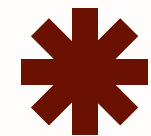
2–4 group art therapy circles



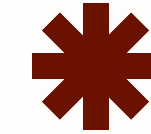
Continuous Peace Room support



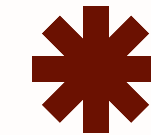
Daily mentor hallway presence



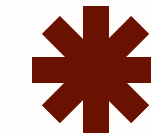
1 parent workshop every month



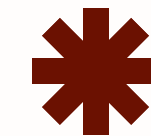
10–25 individual healing sessions



1–3 mentorship pods



10–20 tutoring hours



Weekly family navigation hours

OUTPUTS & MEASURABLE OUTCOMES

Clear metrics for success designed with evaluation in mind

1

Short Term (0-6)

- ↑ Emotional regulation
- ↓ Classroom incidents
- ↓ Peace Room → suspension escalations
- ↑ Attendance
- ↑ Homework completion
- ↑ Help-seeking behaviors

2

Medium-Term (12-18 months)

- ↓ Suspensions
- ↓ School-based arrests
- ↑ GPA
- ↓ Chronic absenteeism
- ↑ Family stability indicators

3

Long-Term (2-5 Years)

- ↓ Justice-system involvement
- ↑ High school completion
- ↑ Resilience & emotional wellbeing
- Safer, more connected schools

TWO BUDGET OPTIONS

Lightweight Model

\$350k–\$500k per school

- 1 art therapist
- 1 mentor
- 2–3 tutors
- PT family navigator
- Lunch model only
- Basic evaluation

Full Model

\$900k–\$1.6M per school

- 2 therapists
- 2 mentors
- 4–6 tutors
- Robust family services
- Dedicated Peace Room staff
- Strong evaluation + reporting

Start small or scale big; the model adapts to DOE priorities.

1 SCHOOL VS 2 SCHOOLS (COST SCENARIOS)

Pilot options for 2025–2026 school year

Scenario A: 1 School Pilot

Lightweight: \$350–500k

Full: \$900k–1.6M

Scenario B: 2 Schools Pilot

Lightweight: \$650–900k

Full: \$1.8–2.8M

Starting with two schools strengthens evaluation and comparability



Middle schoolers are carrying more than people realize. This would have changed everything for me.

-Robert

Kids like me needed a place to breathe. We're trying to build that.

-Sherrod Brothers



**THANK YOU
FOR YOUR
ATTENTION**

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