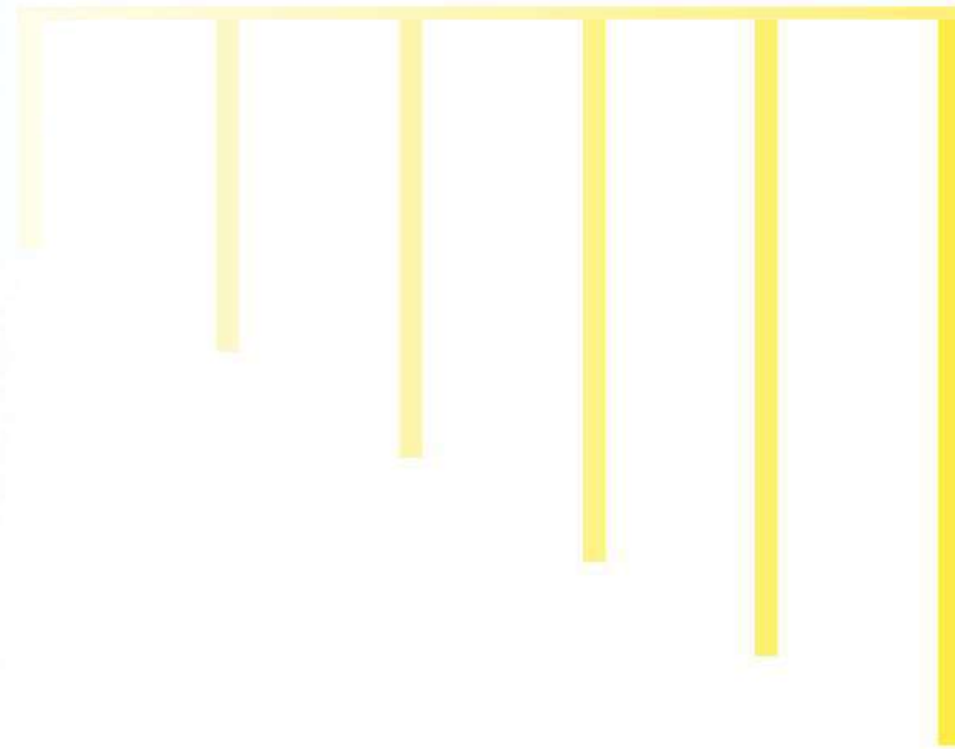




RESTORE



A Proactive Approach to Youth Reentry

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INTRODUCTION

Mass incarceration has been a crisis plaguing the United States Justice System for the past 50 years. This problem is not limited to the adult prison system, it also affects youth in the United States. An incarcerated youth can be an individual anywhere between the ages of 10 and 18. They are people who have committed a crime and have been placed in a juvenile facility to carry out a sentence for said crime. About 100,000 youths are released from these facilities each year. There are negative stigmas around this population which can prove to be extremely harmful in their reentry process. These stigmas along with mental health issues, poverty, and lack of formal education prove to be hurdles and roadblocks towards the forward progress of this group. Aside from the troubling attitude towards these juvenile youth, there is also the issue of proper reentry services. Many cities do not have well formulated, age appropriate services available for youth, or programs available in one location. My thesis proposes a community space for this population where a variety a services can be offered and rehabilitation is possible.

LITERATURE REVIEW

Introduction

Reentry, in the context of the justice system, is defined as the process and experience of reentering society after a term of incarceration.¹ Mass incarceration has been plaguing the United States and its population for the past 50 years.² Decades of high numbers of arrests has brought attention to the flaws within the United States Justice System. In theory, our justice system is supposed to focus on punishment as well as rehabilitation.³ Often the rehabilitation aspect is not accomplished, and the tough punitive environments leave individuals hurt, disadvantaged and angry. This results in more violent and crime-related behavior once they are released.⁴ Many youths in the United States are facing these same disadvantages after serving their sentences, but often encounter even more hardships due to their young age.⁵ Since reform of the United States prison system is a long way away, it is important to focus on resources and solutions for individuals once outside of prison. This literature review will discuss the before, during and after of incarceration and the effects of each step. The goal of my thesis is to explore what a proper reentry facility could look like, spatially, and programmatically, in order to give individuals, the tools to a successful transition back into society.

1 Daniel M Mears and Jeremy Travis, "The Dimensions, Pathways, and Consequences of Youth Reentry," 2004, <https://www.urban.org/sites/default/files/publication/57861/410927-The-Dimensions-Pathways-and-Consequences-of-Youth-Reentry.PDF>, 3.

2 Ames Grawert, Taryn A. Merkl, and Lauren-Brooke Eisen, "The History of Mass Incarceration," Brennan Center for Justice, November 4, 2020, <https://www.brennancenter.org/our-work/analysis-opinion/history-mass-incarceration>.

3 Haney, Craig, "The Psychological Impact of Incarceration: Implications for Post-Prison Adjustment." U.S. Department of Health and Human Services, December 2001.

4 Jamie J. Fader *Falling Back: Incarceration and Transitions to Adulthood Among Urban Youth* New Brunswick, New Jersey: Rutgers University Press, 2013, 39.

5 Mears and Travis, 8.

Incarceration

In 2018 over 700,000 children were arrested in the United States⁶ and 48,000 youth are confined to facilities away from their homes, daily.⁷ Most of these individuals are kept in correction style facilities and thousands are held without ever going to trial. More than two-thirds of the children in these facilities are 16 or older, but many of them are no older than 12. Black and other minority groups are disproportionately represented in juvenile justice systems (the primary system that deals with minors who have committed a crime) across the board; whereas white children make up a small percentage of the youth confined.⁸ Even though these numbers may seem alarming, there has been an improvement; a 63 percent reduction in child arrests between 2009 and 2018.⁹

There is a rather malicious reason behind the disproportionately higher rates of Black, Hispanic, and other minority groups in the juvenile justice system. Systemic racism is an unfortunate but very evident reality causing these numbers. Systemic racism is defined as "a system in which public policies, institutional practices and cultural representation...reinforce ways to perpetuate racial group inequalities. It identifies dimensions of our history and culture that have allowed privileges associated with 'whiteness' and disadvantages associated with 'color' to endure and adapt over time".¹⁰ It is something that has been embedded into our social, economic, and political systems since our country's founding and continues to harm the people of our nation every day.¹¹ Systemic racism and racial biases manifest themselves in various ways in our justice system, in some ways more obvious than others. The

6 "The State of America's Children 2020 - Youth Justice," February 18, 2020. https://www.childrendefense.org/policy/resources/soac-2020-youth-justice/?gclid=Cj0KCQjw4X8BRCPARIsABmcn0qpfCRD5VgjeWUw66MWEF3nGvpTh3VI-F3Tdz98_G-hnAm90fBjbWzYaAn6HEALw_wcB.

7 Wendy Sawyer, "Youth Confinement: The Whole Pie 2019," Youth Confinement: The Whole Pie 2019 | Prison Policy Initiative, December 19, 2019, <https://www.prisonpolicy.org/reports/youth2019.html>, Introduction.

8 Wendy Sawyer, "Youth Confinement: The Whole Pie 2019," Demographics and disparities among confined youth.

9 Wendy Sawyer, "Youth Confinement: The Whole Pie 2019," Demographics and disparities among confined youth.

10 Institute Staff, "11 Terms You Should Know to Better Understand Structural Racism," The Aspen Institute, June 16, 2020, <https://www.aspeninstitute.org/blog-posts/structural-racism-definition>.

11 Institute Staff, "11 Terms You Should Know to Better Understand Structural Racism," The Aspen Institute, June 16, 2020, <https://www.aspeninstitute.org/blog-posts/structural-racism-definition>.

disproportional rates of minorities in both adult and juvenile facilities is just one aspect of this larger issue. Figures 1 and 2 below graphically demonstrate these disparities from a 2016 study conducted by the Prison Policy Initiative.

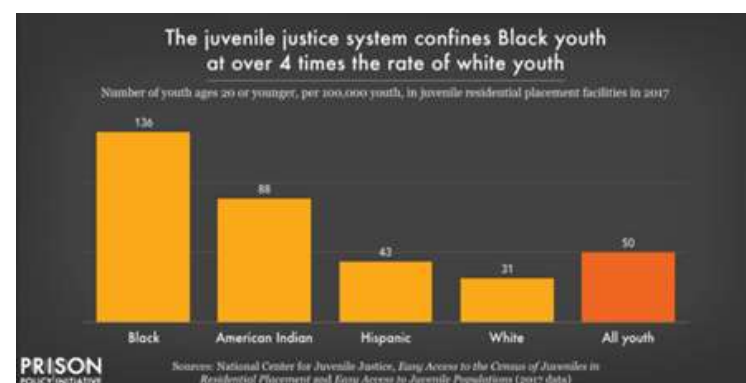


Figure 1¹²

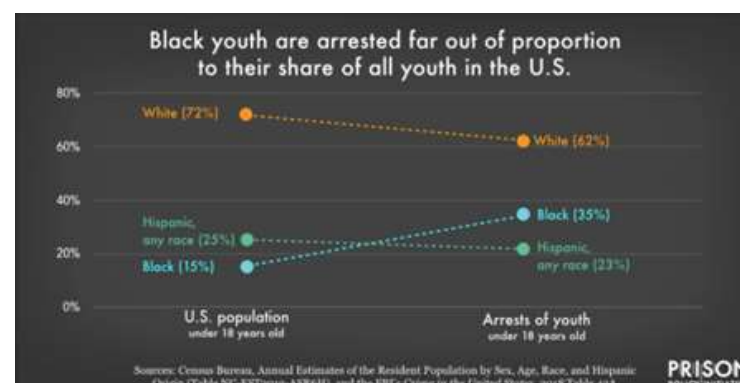


Figure 2¹³

Part of these systemic issues is the school to prison pipeline. The school to prison pipeline is characterized by the policies that encourage police presence in schools.¹⁴ Since the 1990's schools across the country have been placing School Resource Officers (police officers) in their districts with the intention that they would help protect students.¹⁵ Around the same time (due to events like the Columbine shooting) zero-tolerance policies were created against bringing weapons to school and acts of violence on school grounds.¹⁶ Suspension or expulsion were often the punishment for breaking these zero-tolerance rules but overtime the interpretation on the rules got broader and more children were being suspended for minor violations.¹⁷ The placement of these officers in combination with harsh, zero tolerance policies caused for extremely high numbers of children being arrested at school each year. In the 2011-

¹² Wendy Sawyer, Black Youth Are Arrested Far out of Proportion to Their Share of All Youth in the U.S, Visualizing the Racial Disparities in Mass Incarceration (Prison Policy Initiative, July 27, 2020), https://www.prisonpolicy.org/blog/2020/07/27/disparities/?gclid=Cj0KCQiAvP6ABhCjARIsAH37rbS0fOVClYXE14xNvt40dwtXXicclFv6TROc810336K-Nz2bdV10Mc7gaAkU2EALw_wcB.

¹³ See note 12 above.

¹⁴ Emily Chiariello, Lisa Ann Williamson, and Walt Wolfram, "The School-to-Prison Pipeline," Learning for Justice, 2013, <https://www.learningforjustice.org/magazine/spring-2013/the-school-to-prison-pipeline>.

¹⁵ 2015 Libby Nelson & Dara Lind Published: February 24, "The School to Prison Pipeline, Explained - Justice Policy Institute," - Justice Policy Institute, February 24, 2015, <http://www.justicepolicy.org/news/8775>.

¹⁶ See note 15 above.

¹⁷ 2015 Libby Nelson & Dara Lind Published: February 24, "The School to Prison Pipeline, Explained - Justice Policy Institute," - Justice Policy Institute, February 24, 2015, <http://www.justicepolicy.org/news/8775>.

2012 over 90,000 children were arrested in school, most for low level, hard to define violations (insubordination or willful defiance).¹⁸ In short, they are handing children over to law enforcement or the juvenile court system to deal with their discipline, instead of managing it in a healthier, more productive way. Numbers of suspensions and expulsions were also at an all-time high during the 2010's.¹⁹ Suspension or expulsion can be very detrimental to young students, as they are more likely to repeat a grade or drop out of school all together. Studies are beginning to show that these harsh punitive measures can often result in children having an increased likelihood of run ins with the juvenile justice system inside and outside of school, and sometimes more than once.²⁰ Racial disparities are no stranger to the school to prison pipeline. Minority and disabled students are disproportionately affected by this pipeline. An African American Student is 3.5 times more likely to be suspended or expelled compared to a white peer, even though there is no data showing that African American students are more likely to act out.²¹ As these studies and reports have come out many school boards and government officials, including former President Barack Obama, have gone back to the drawing board on this issue. Finding new ways to discipline children without causing such harsh effects on their lives and futures is key to solving the school to prison pipeline crisis.

Stop and Frisk policies have also been harmful to the nation's youth and young adults, especially in major cities like New York and Philadelphia. Stop and Frisk started in the late 1960's as a police tactic to reduce crime and reduce the number of guns on the street.²² Stop and frisk allows police officers to detain suspects on the street if they have a reasonable suspicion that a crime has been, is about to happen,

¹⁸ 2015 Libby Nelson & Dara Lind Published: February 24, "The School to Prison Pipeline, Explained - Justice Policy Institute," - Justice Policy Institute, February 24, 2015, <http://www.justicepolicy.org/news/8775>.

¹⁹ See note 18 above.

²⁰ See note 18 above.

²¹ Emily Chiariello, Lisa Ann Williamson, and Walt Wolfram, "The School-to-Prison Pipeline," Learning for Justice, 2013, <https://www.learningforjustice.org/magazine/spring-2013/the-school-to-prison-pipeline>.

²² "Stop and Frisk," Legal Information Institute (Legal Information Institute), accessed February 7, 2021, https://www.law.cornell.edu/wex/stop_and_frisk.

or in progress.²³ Officers can give the suspect a pat down on their outer layer of clothing to check if there are any weapons on the suspect.²⁴ The policy may have started with seemingly good intentions, but eventually lead to racial profiling and discrimination. Recent data has shown that Black individuals are three times more likely to be stopped than a white individual while walking or driving.²⁵ In New York City, Black and Hispanic communities were hit devastatingly hard by this policing tactic.²⁶ Many individuals were racially profiled by police and often for no probable cause other than the color of their skin and the neighborhood they lived in. Many young adults have come forward to tell stories of being stopped multiple times throughout their lives and say it “just became a part of living in the city”.²⁷ These stops were not pleasant experiences either, police would often throw these individuals into walls, fences or the ground before pat downs. Sometimes guns were drawn as an aggressive scare tactic. These traumatic events experienced, sometimes multiple times, by these young adults created a deep distrust between minority communities and law enforcement.²⁸ Stop Frisk and other practices listed above are prime examples of racist practices within our country that lead to largely disproportionate numbers of minority youth ending up in juvenile facilities. These instances also demonstrate the harsh punitive attitude we have towards young adults, that often leads to negative consequences to their futures.

The lasting impacts of incarceration

Over the years, more and more evidence has shown that

23 “Stop and Frisk,” Legal Information Institute (Legal Information Institute), accessed February 7, 2021, https://www.law.cornell.edu/wex/stop_and_frisk.

24 See note 23 above.

25 Chad Pradelli, “Action News Investigation: Racial Disparities in Philadelphia Police’s Use of Stop-and-Frisk, Data Shows,” 6abc Philadelphia (WPVI-TV, February 3, 2021), <https://6abc.com/stop-and-frisk-philadelphia-data-philly/6413942/>.

26 Ashley Southall and Michael Gold, “Why ‘Stop-and-Frisk’ Inflamed Black and Hispanic Neighborhoods,” The New York Times (The New York Times, November 17, 2019), <https://www.nytimes.com/2019/11/17/nyregion/bloomberg-stop-and-frisk-new-york.html>.

27 See note 26 above.

28 See note 26 above.

confinement leads to worse outcomes.²⁹ Whether it is an adult or a young adult, being incarcerated can have long-lasting negative impacts on an individual. When a youth is incarcerated, they are separated from family, friends, peers, and their community, at a time when they desperately need guidance and connections.³⁰ The type of facility where a child is confined can affect their access to services, health, safety, and overall outcome upon reentry.³¹ The harsher and more secure the facility, the more likely these effects will be felt by the individual. For example, youth in detention programs have increased reports of sexual victimization, fear of being attacked, solitary confinement, strip searches, use of restraints, unnecessary use of force and poor relationships with staff.³² These facilities also offer fewer services to youth compared to other types of placement.³³ The most unfortunate part of the justice system is that youth are sometimes placed in adult facilities, which are unquestionably the worst places for youth to serve time.³⁴ Adult prison and jail facilities are not equipped to provide age-appropriate services for children and adolescence. Juveniles being placed in adult facilities are known to increase the chances of lasting physical, mental, and economic damage on individuals and their families. Another concerning aspect of this practice is the lack of care when dealing with the mental health of the children who are serving time there. Most juveniles suffer from some type of mental illness, such as depression, anxiety, post-traumatic stress disorder, or schizophrenia, while some struggle with learning disabilities. Often these issues go overlooked while they are in adult facilities, or they are not properly diagnosed or treated.³⁵ This can add serious complications to the success of their reentry, as they are more

29 Wendy Sawyer, “Youth Confinement: The Whole Pie 2019,” Progress towards decarceration of the Juvenile Justice system.

30 Daniel M Mears and Jeremy Travis, “The Dimensions, Pathways, and Consequences of Youth Reentry,” 2004, <https://www.urban.org/sites/default/files/publication/57861/410927-The-Dimensions-Pathways-and-Consequences-of-Youth-Reentry.PDF>, 7.

31 Wendy Sawyer, “Youth Confinement: The Whole Pie 2019,” Progress towards decarceration of the Juvenile Justice system.

32 Wendy Sawyer, “Youth Confinement: The Whole Pie 2019,” Some facility types are worse than others.

33 See note 32 above.

34 See note 32 above.

35 See note 30 above.

likely to re-offend. The legal and justice systems lack the fundamental understanding of the adolescent brain development that is currently accepted by scientists and psychologists. The justice system does not properly use data, research, and assessment tools to push for systematic change. We are failing our youth.³⁶

The Hardships of Reentry

Around 100,000 youth are released from facilities each year.³⁷ Many of the young adults re-entering society have physical, mental health and substance abuse problems. Many of these individuals either have children, have never graduated from high school, never held a job, or never lived independently. This severely sets them back from their peers and lessens their likelihood of succeeding post-incarceration. Additionally, most are returning to communities where poverty, unemployment, homelessness, drug addiction and crime are rampant.³⁸ This environment is often what gets youth arrested in the first place.³⁹ Statistics have shown that up to two-thirds of youth will be re-arrested and up to one-third will be re-incarcerated within a few years of release either in the juvenile system or in the adult system.⁴⁰

Reentry is a different process and experience for young people compared to adults. The main reason for this difference is the psychological development associated with the transition from adolescence to adulthood. From a developmental standpoint, individuals do not suddenly become adults because they reach a certain age or because they are involved with the criminal justice system.⁴¹ A youth's level of development can affect their experiences of incarceration and

vice versa. Their experience during incarceration may also affect the youth's development. Both aspects affect the ability of a youth to benefit from treatment during and after confinement.

Social stigmas and barriers associated with ex-offenders are also a huge hardship for these individuals to overcome, especially stigmas regarding their ability to succeed in life. These stigmas can be very damaging when it is held by teachers or counselors dealing with youth who are reentering society.⁴² They are less likely to create supportive and nurturing environments that the children need.⁴³ This attitude is not only held by outside groups, but sometimes the offender them self. Studies have shown that ex-offenders who hold negative self-perceptions or feelings of shame after exiting the justice system are more prone to isolating themselves.⁴⁴ Isolation can cause a severely negative impact on an individual's reentry process. Aside from the social and developmental hardships these adolescents face, they struggle to find work, support their family, graduate or get into schools, and avoid the influence of drugs and criminals in their community.⁴⁵ Work, school, housing, and relationships are four of the fundamental areas that youths' need assistance in the most after being incarcerated. These areas, without proper support, contribute to a rocky transition between adolescence and adulthood.⁴⁶ Youth that have been incarcerated often struggle to make strong meaningful relationships with adults and peers.⁴⁷ Often times, it is difficult for a youth to be become reintegrated into their family or peer networks. When it is harder for them to accomplish good relationships, it can drastically affect their motivation to do so, as well as their overall motivation to succeed.⁴⁸ Supportive adults and the ability to develop autonomy is vital to healthy development in children, therefore even

36 "Juvenile & Emerging Adult Justice," Center for Law, Brain & Behavior Massachusetts General Hospital, July 22, 2020), <https://clbb.mgh.harvard.edu/juvenilejustice/>, Driving continued change.

37 Simonian, John, "The Primary Care Management for Youth Experiencing Incarceration.", *Journal for nurse practitioners* 14, no. 9, (October 2018), 650.

38 Daniel M Mears and Jeremy Travis, "The Dimensions, Pathways, and Consequences of Youth Reentry," 2004, <https://www.urban.org/sites/default/files/publication/57861/410927-The-Dimensions-Pathways-and-Consequences-of-Youth-Reentry.PDF>, 6.

39 Jamie J. Fader *Falling Back : Incarceration and Transitions to Adulthood Among Urban Youth* New Brunswick, New Jersey: Rutgers University Press, 2013, 36.

40 Mears and Travis, 12.

41 Mears and Travis, 29.

42 Kubek, Julia, "Back to School: A Qualitative Exploration of Re-Entry from Juvenile Justice", ProQuest Dissertations Publishing, 2019, 2.

43 Mears and Travis, 10.

44 Fields, Abrams, "Gender Differences in the Perceived Needs and Barriers of Youth Offenders Preparing for Community Reentry," *Child & youth care forum* 39, no. 4 (August 2010), 255.

45 Mears and Travis, 6.

46 Mears and Travis, 10.

47 Mears and Travis, 8.

48 Mears and Travis, 11.

more necessary to those participating in the justice system's reentry process.

Community conditions and cultural views can have a large impact on an individual's success in reentry. For example, some cultures might hold children to a different standard than others. This can create radically different reentry journeys for each group.⁴⁹ Gender and race play a significant role in youths' reentry success. Studies have shown that young women in the justice system exhibit higher rates of mental health issues, past histories of sexual abuse, family problems and self-esteem issues than their male counterparts.⁵⁰ These are all important issues to take into treatment consideration. Additionally, youth with disabilities are often overlooked in terms of treatment planning. Reentry outcomes for youth with disabilities are dismal compared to peers without disabilities.⁵¹ Studies show that youth with disabilities are three times more likely to return to the justice system and two times less likely to become involved with work or school after release.⁵² Any of the conditions mentioned can have a major impact on an individual's reentry. Any of the conditions mentioned can have a major impact on an individual's reentry.

Existing Reentry Programs

Engaging in a proper reentry program for those who have been released is crucial to the success of the individuals. In most cases, reentry programs are designed for each individual's needs based on things like prior criminal records, lifestyle, education, mental health, communities they are being released to, and social relationships. They are then referred to services they should visit regularly (for example, anger management, housing assistance, GED prep, etc.).⁵³ The current problem in Philadelphia, and other cities across the U.S, is that there is no centralized place where youth can access the services they are advised

⁴⁹ Mears and Travis, 8.

⁵⁰ Fields, Abrams, "Gender Differences in the Perceived Needs and Barriers of Youth Offenders Preparing for Community Reentry," *Child & youth care forum* 39, no. 4 (August 2010), 255.

⁵¹ Unruh, Unruh. "An Exploration of Factors Reducing Recidivism Rates of Formerly Incarcerated Youth with Disabilities Participating in a Re-Entry Intervention," *Journal of child and family studies* 18, no. 3 (June 2009), 285.

⁵² Mears and Travis, 12.

⁵³ "Reform Trends: Re-Entry," accessed December 13, 2020, <https://jjie.org/hub/reentry/reform-trends/>, Comprehensive Re-entry/Aftercare Models.

to go to. Services that they need to attend are often scattered around the city, severely reducing their likelihood of completing these programs. Not only is transportation a major obstacle, but also things like finances and parent intervention.⁵⁴ In many cities, the overall lack of aftercare services, let alone in one location, is a huge challenge facing reentry and "can be critical for reducing crime and improving youth outcomes".⁵⁵

Conclusion

The reformation of the justice system in the United States will take time. Our country is not equipped with proper facilities and treatment for these troubled youth.⁵⁶ The incarceration of our youth is having lasting negative impacts on our communities and overall society. For now, we can look to how we can help these individuals cope with the trauma they have experienced before and during incarceration, with a new attitude towards reentry. Assisting our youth and young adults with the difficult process of reentering society can have positive lasting impact for them and their communities as a whole. If all the services required for successful reentry could be located in one building or area, it could increase the participants' likelihood of following through with these programs. My thesis will explore combining the diverse, but necessary, programming into one building, in hopes of reducing recidivism of previously incarcerated youth.

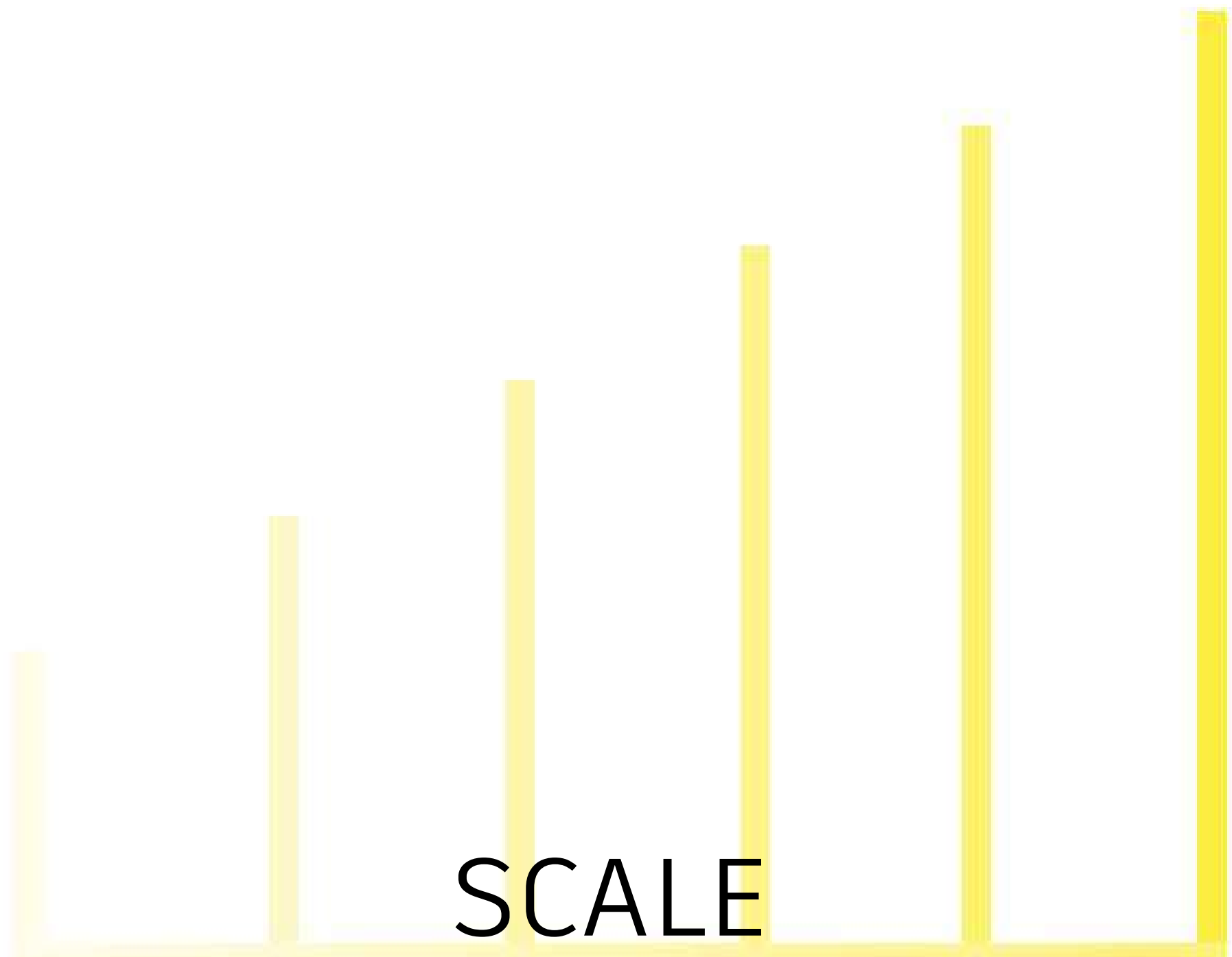
⁵⁴ Mears and Travis, 12.

⁵⁵ Mears and Travis, 13.

⁵⁶ "Juvenile & Emerging Adult Justice," Center for Law, Brain & Behavior (Massachusetts General Hospital, July 22, 2020), <https://clbb.mgh.harvard.edu/juvenilejustice/>, Driving continued change.

DESIGN RESEARCH

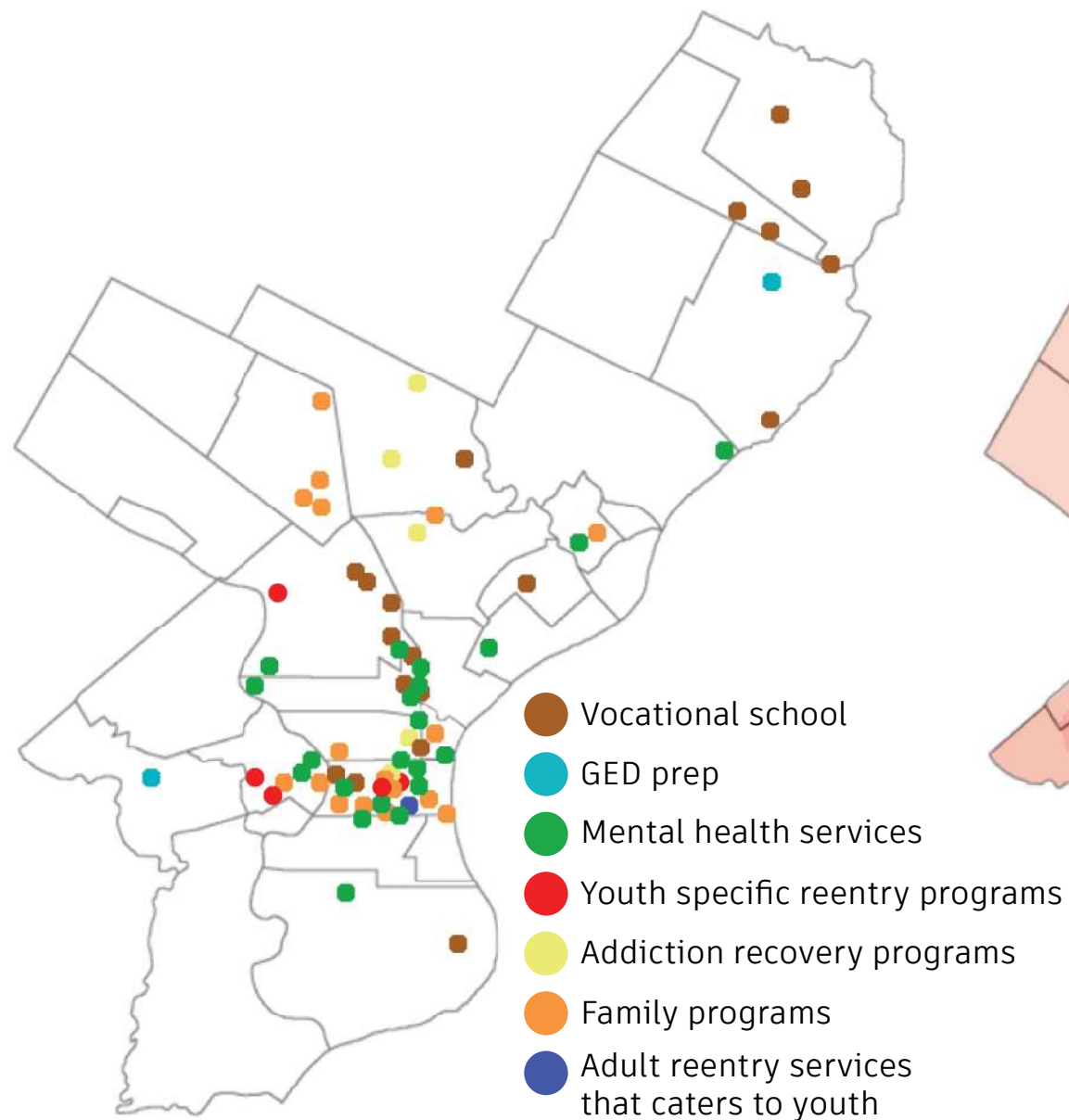
DESIGN
PROBE 1



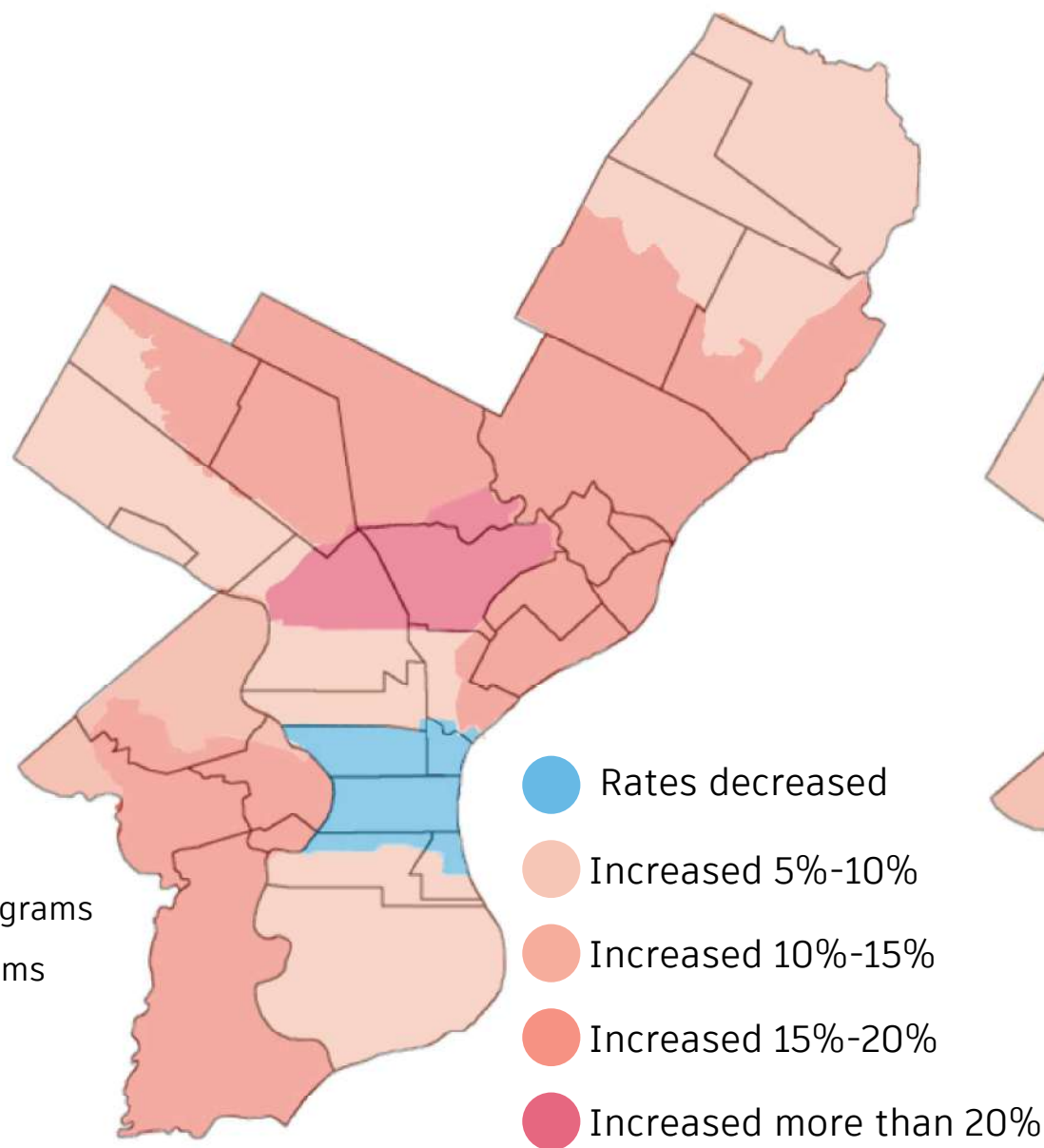
SCALE

REENTRY MAPS

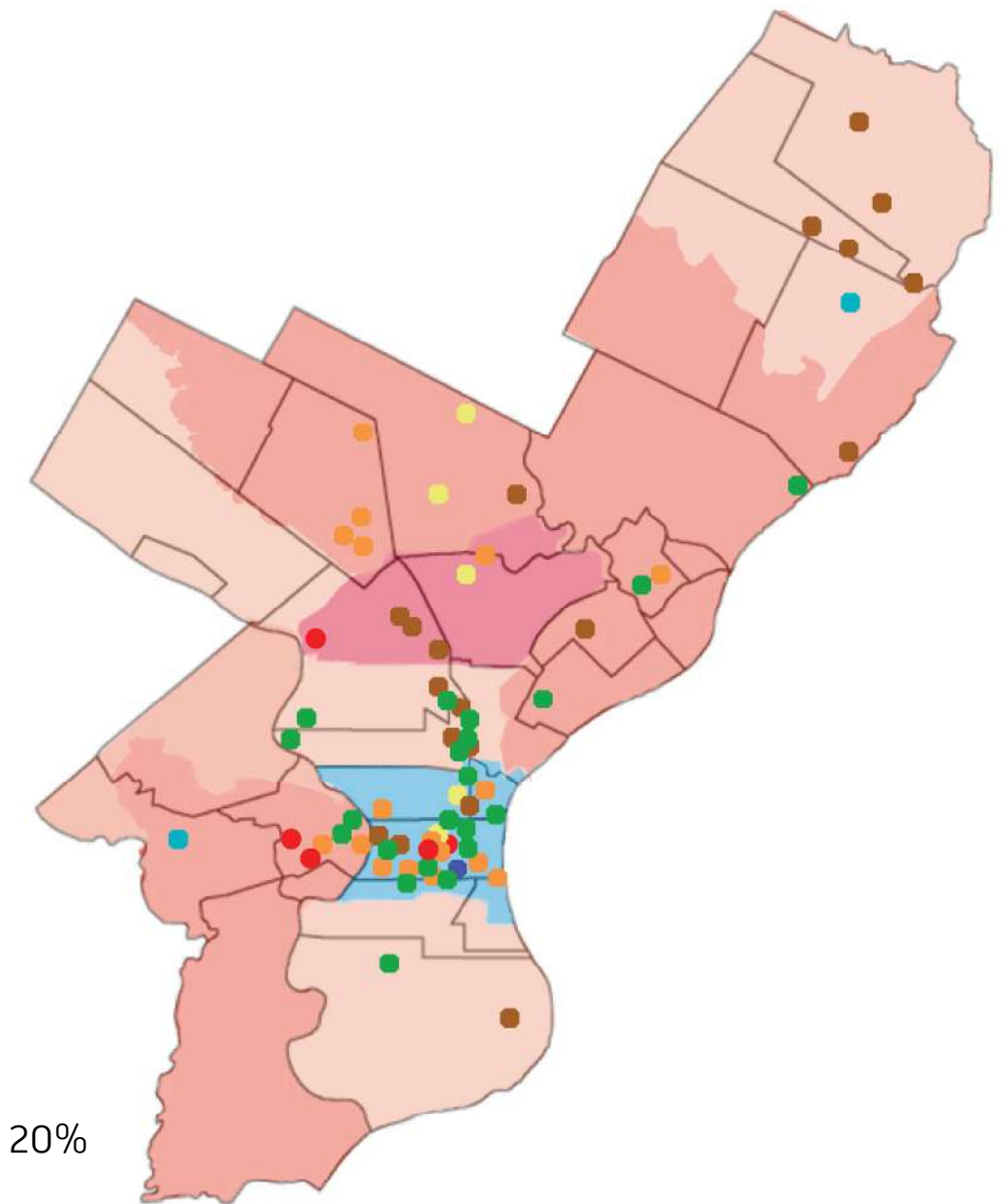
A series of maps showing existing youth reentry programs and their relationship to neighbourhood poverty rates. The map on the left demonstrates youth specific programs as well as independent programs like mental health or vocational services that individuals might be referred to. These services are heavily concentrated in the center city area and the rest are scattered around the outer edges of the city. The map in the middle shows the rates of poverty over the past 40 years, with some of the most drastic increases in North Philadelphia. The combined map illustrates that there is a severe lack of services in poorer neighborhoods; where they may need them the most.



PHILADELPHIA, PA
REENTRY SPECIFIC AND REFERRAL SERVICES

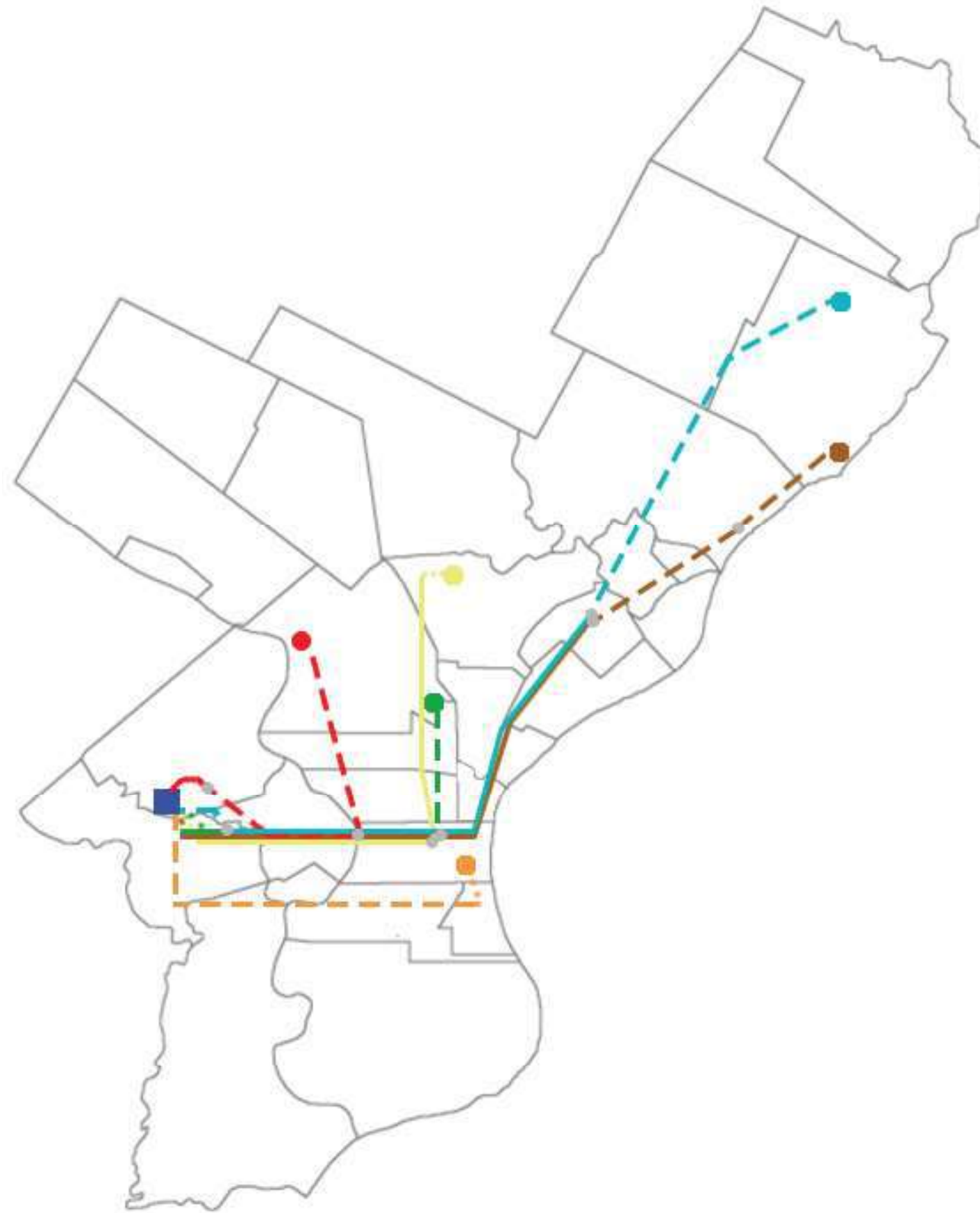


PHILADELPHIA, PA
POVERTY RATE VARIABILITY OVER THE PAST 40 YEARS



COMBINED MAPS

TRANSPORTATION MAP



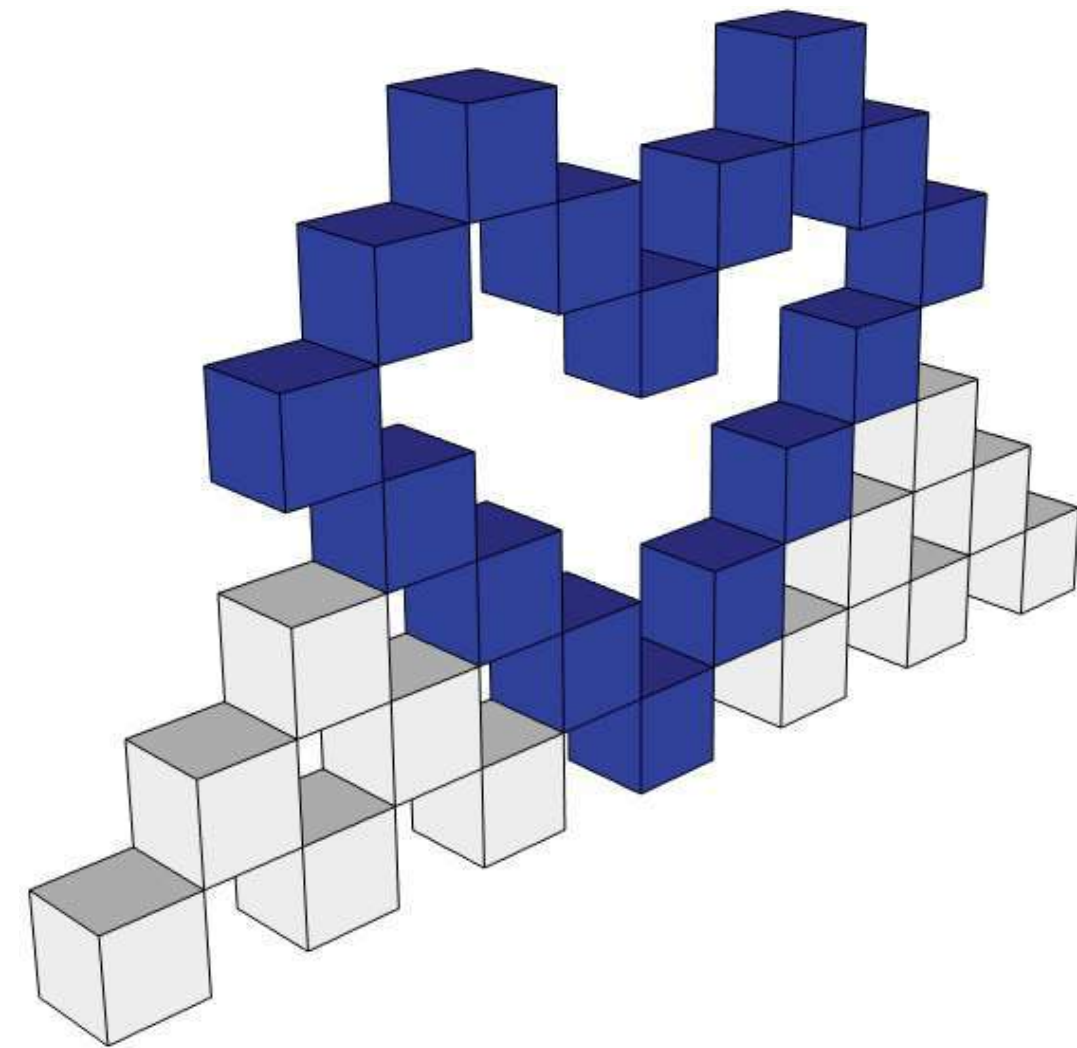
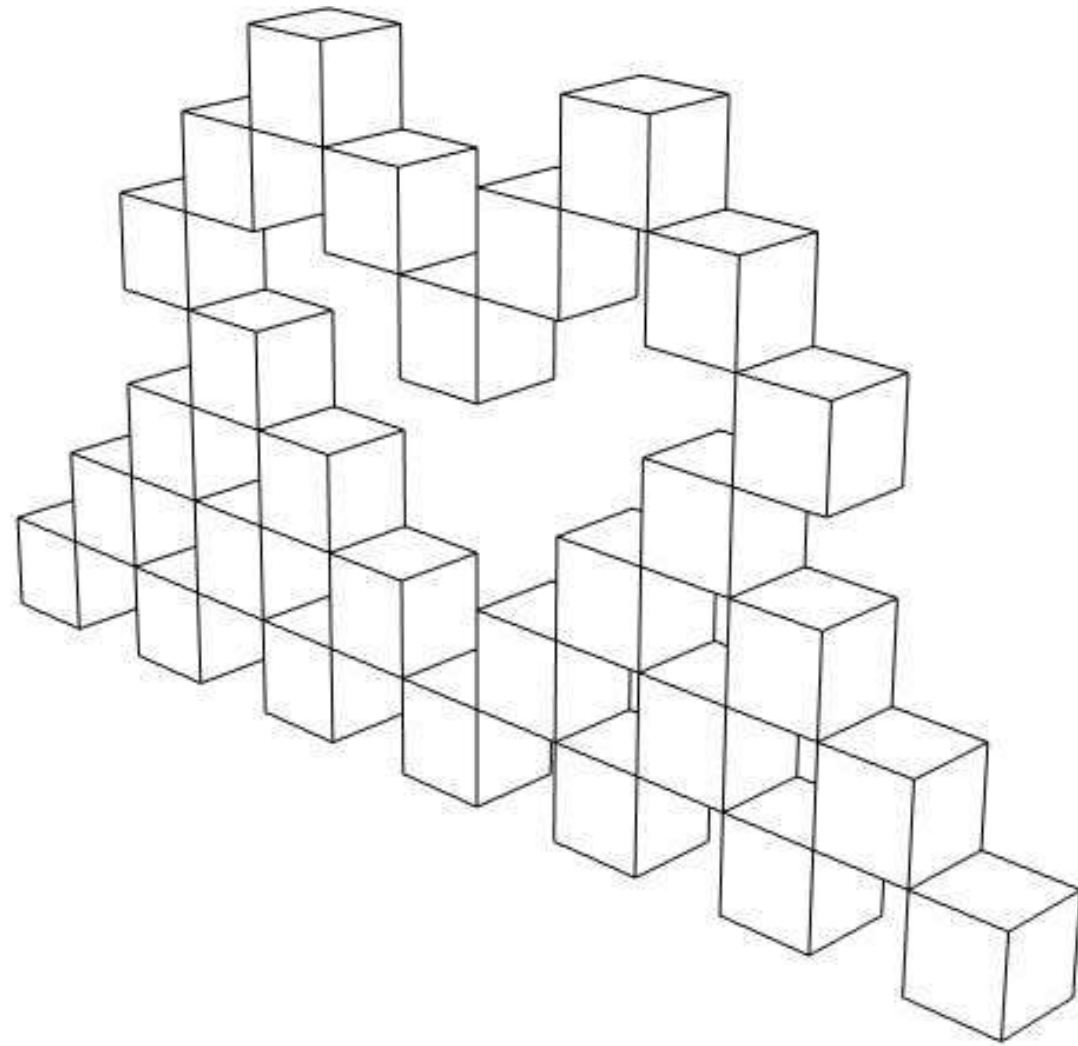
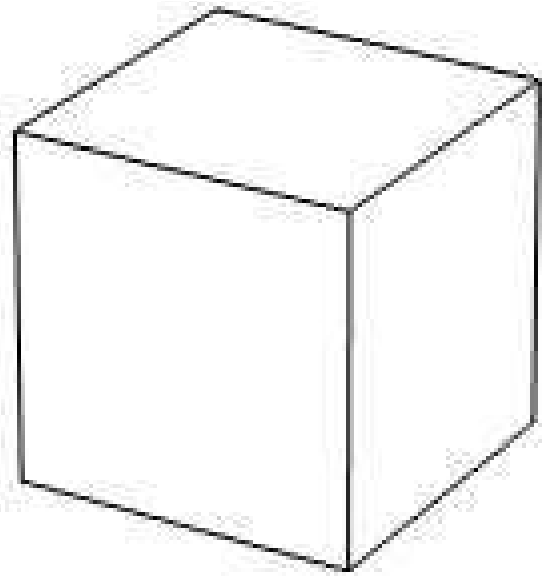
Route times:

- Vocational school - 1 hr 22min.
- GED prep - 1 hr 34 min.
- Mental health service - 37 min.
- Youth specific reentry program - 44 min.
- Addiction recovery program - 42 min.
- Family program - 47 min.

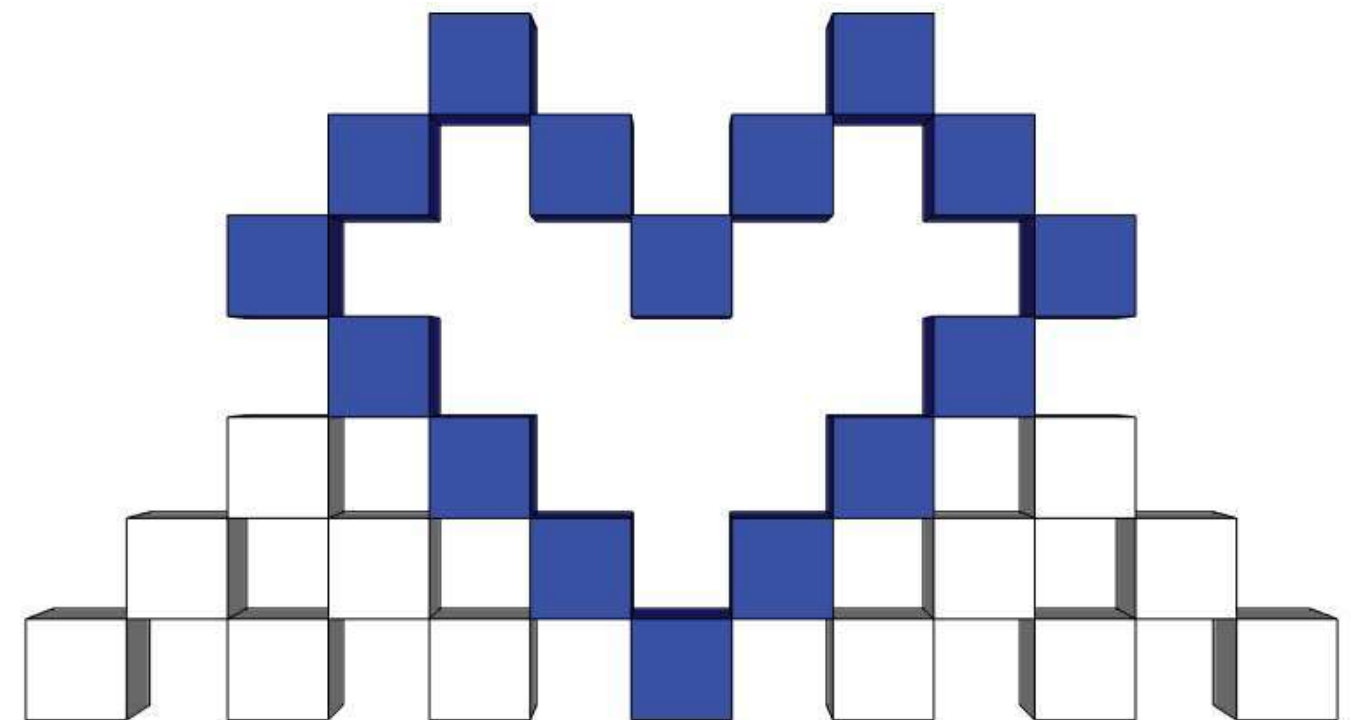
Key:

- West Philadelphia home
- Route transfer
- Bus route
- Subway
- Walking

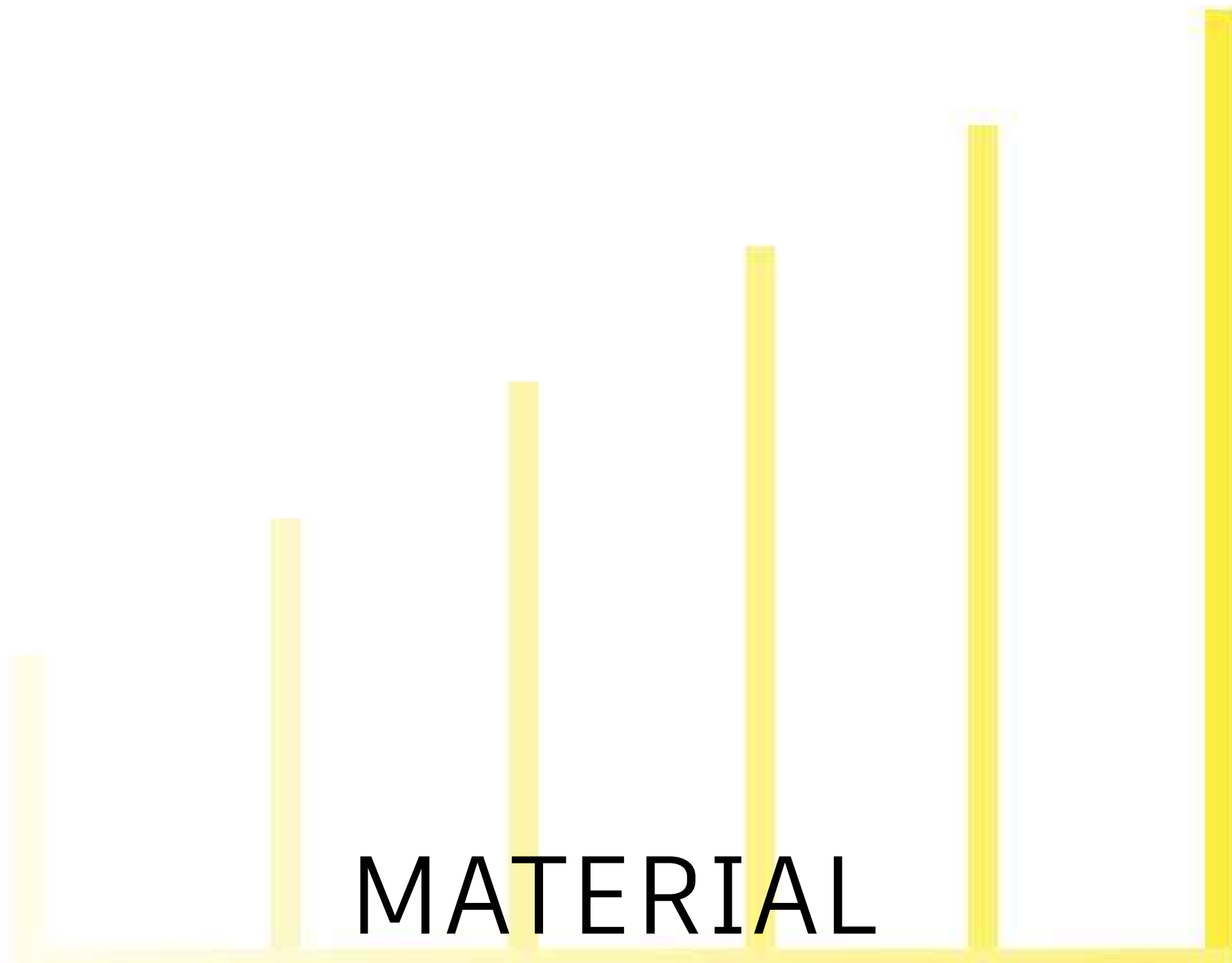
OBJECT



1' X 1' x 1' blocks that create a heart shaped form & base when connected. The heart represents rehabilitation, trust and healing. Aside from the message the form communicates, this sculpture can also be used as an object for children to play and interact with in the space. This shape can also be represented in other ways throughout the space, such as murals or tile patterns.

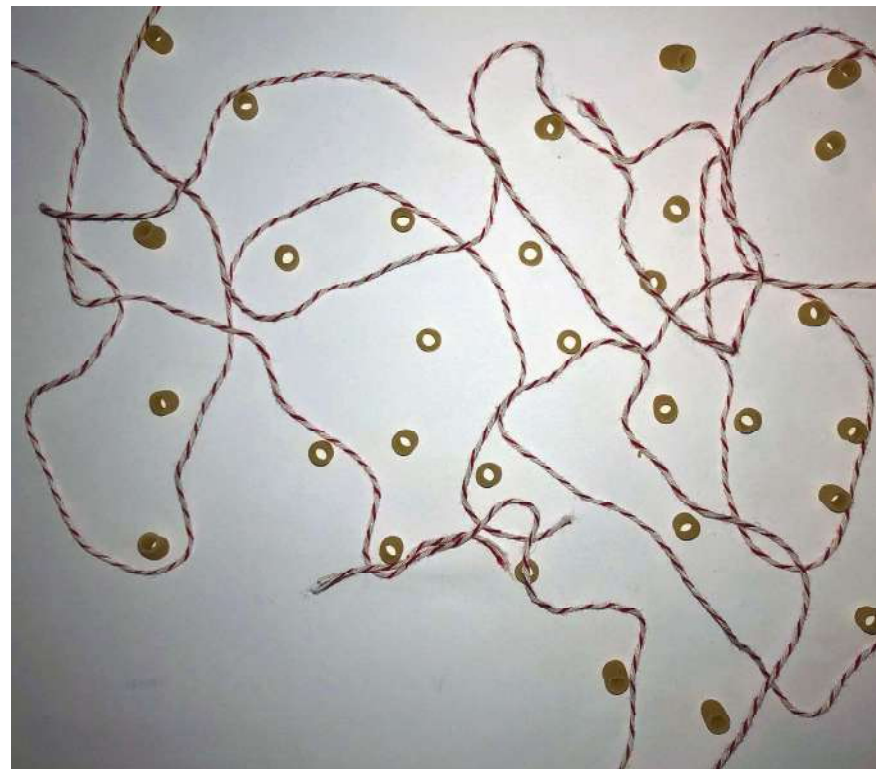
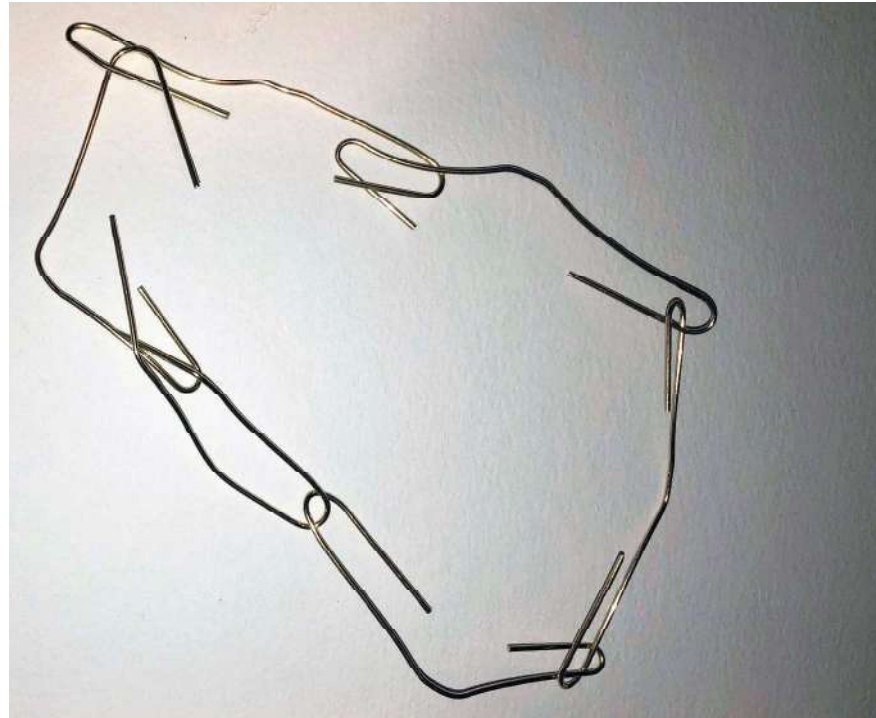


DESIGN
PROBE 2



MATERIAL

PALETTE



CONCEPT MODELS



UNITY
HEALING
COMMUNITY

DESIGN
PROBE 3



EXPERIENCE

INTERVIEW WITH JOSIE WHITTLESEY

What is your role at the drama club?

Josie is the Executive Director and founder of the Drama Club. The drama club is a non-profit organization that provides theater programming to youth who are incarcerated or court-involved.

What is the population you work with?

Josie works kids from the ages of 10-18, an unfortunate age range. At the moment she is working with mostly male youth (about 75% male and 25% female). She has worked with groups with more even gender distributions, but it is usually more male dominated.

Whether kids are in the system, transitioning out or at-risk, what do you think they need the most?

Mentors are very important for them. Having someone to turn to for advice or learning opportunities is helpful in any of these cases. Having a mentor can even reduce against their chances of ending up in the system. Consistency is also great since they're lives inside and outside of facilities can be very erratic. Other more basic things like money, clothes, and good education are things that they can severely lack.

What do you think is the most valuable part of the drama club?

Josie has been able to a variety of benefits from the drama club, but some of the most important aspects are constancy and mentor-ship. Life inside of facilities can be very inconstant a volatile. Rules, daily routine and people are constantly changing for these individuals, which can be very detrimental to their development. The drama club is something they know happens every week at a certain time. The drama club is something that is safe and something to look forward to. Depending on the facility, families are even allowed to see the end production, which can be extremely rewarding. Mentor-ship and teamwork are wonderful aspects that help educate these youth by building skills that they might not have been exposed to otherwise. The drama club is able to create a sense of confidence in many of the youth they work with.

How did you get involved with the drama club?

Josie was working as an actor and began teaching acting as a side job. Through her teaching, she found that theater really made a difference in her student's life. Although Josie saw the impact her classes were having on these kids & young adults, she still felt a sort of void in her life. She always had an urge for service, something that she found difficult to fulfill in her acting career. She stumbled upon an article exposing the awful living conditions of an Up-State New York Juvenile facility. The overall lack of programming and services for the youth in this facility really stuck with her. This kick-started her passion for teaching incarcerated youth, she knew that this is something she wanted to be involved in. She was shocked to find that a program like this did not really exist in New York City, but was able to find other organization that provided similar services for incarcerated adults. Though her work, she was able to become close with the people she was teaching and really see how her work was impacting them. Many of the adults she worked with in the prison system validated how important this type of program would be for justice involved youth. "If that [program] was there for us, maybe we wouldn't be here". This gave Josie the ambition to start her own program for youth and that is how the drama club began.

COLLAGE

This was the first out of two collages made for this probe. This collage was inspired by the literature and statistics I came across during my research phase. This collage speaks to the confusion and hardships this population faces in their incarceration and reentry journey.



COLLAGE

This collage was inspired by the interview I conducted with Josie. I found that her insights about stability, safety and consistency in these youth's lives were really powerful. I wanted this collage to focus more on the hope and joy that these children get to experience due to programs like the drama club.



PRECEDENT RESEARCH

Ray and Joan Kroc Community Center

The Ray and Joan Kroc Community Center was complete in 2010 by PZS Architects. This center is located in Nicetown, Philadelphia and was part of the Salvation Army's push to create recreation centers in undeserved communities.

4200 Wissahickon Ave
Philadelphia, PA 19129



The center offers a variety of services for both adults, teens and children. They offer private music lessons, band practice sessions, multiple sport practices, swimming lessons, early childhood education, homework assistance and horticulture programs. Membership is free to all members of the community. Some of the more notable spaces within the center are the swimming pool, computer labs, performing arts spaces, fitness center and worship spaces. There is also ample outdoor space to accommodate their sports and horticulture programs.

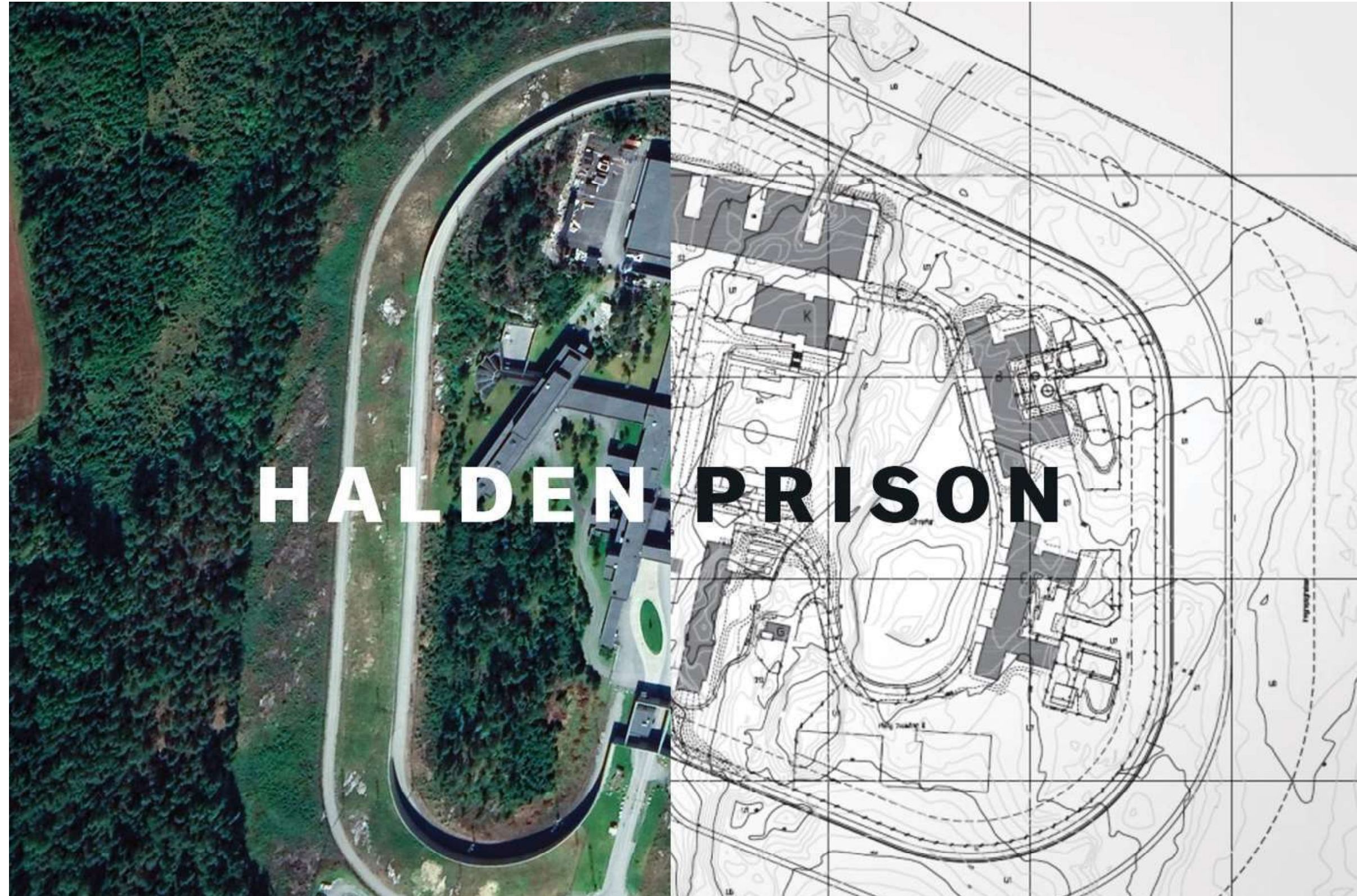


PRECEDENT RESEARCH

Halden was completed in 2010 as part of Norway's huge transformation of their prison system. The prison was built with a focus on rehabilitation and its design stimulates life outside of prison so it is not such a big transition for prisoners. It is considered "the most humane prison in the world".

Halden, Norway

Halden Adult Prison Facility



The prison was designed by Erik Møller Architects and HLM Architecture. The structure was designed to stimulate a village. The inmates are separated into cell blocks depending on the severity of the crime they've committed. The more severe the crime, the more secure the cell block. The interior is painted to designate the differences between home, school and the workplace. The exterior is constructed of bricks, galvanized steel and wood. The bricks used on the exterior were inspired by the trees, moss and bedrock of the surrounding area and demonstrates the design's connection to nature.



There is a variety of amenity type spaces including an Activities House that offers jogging practices, a football field, wood-working, cooking and music classes. Other amenities include a mixing studio, a library, gym, rock climbing wall and a chapel. Small, separated houses offered for 24 hour family visits. The houses include bedrooms, bathroom, living room and outdoor play area. Additionally, guard stations were purposely designed to be small and cramped. The overall design's goal is to avoid psychological pressures, conflicts, and interpersonal friction.

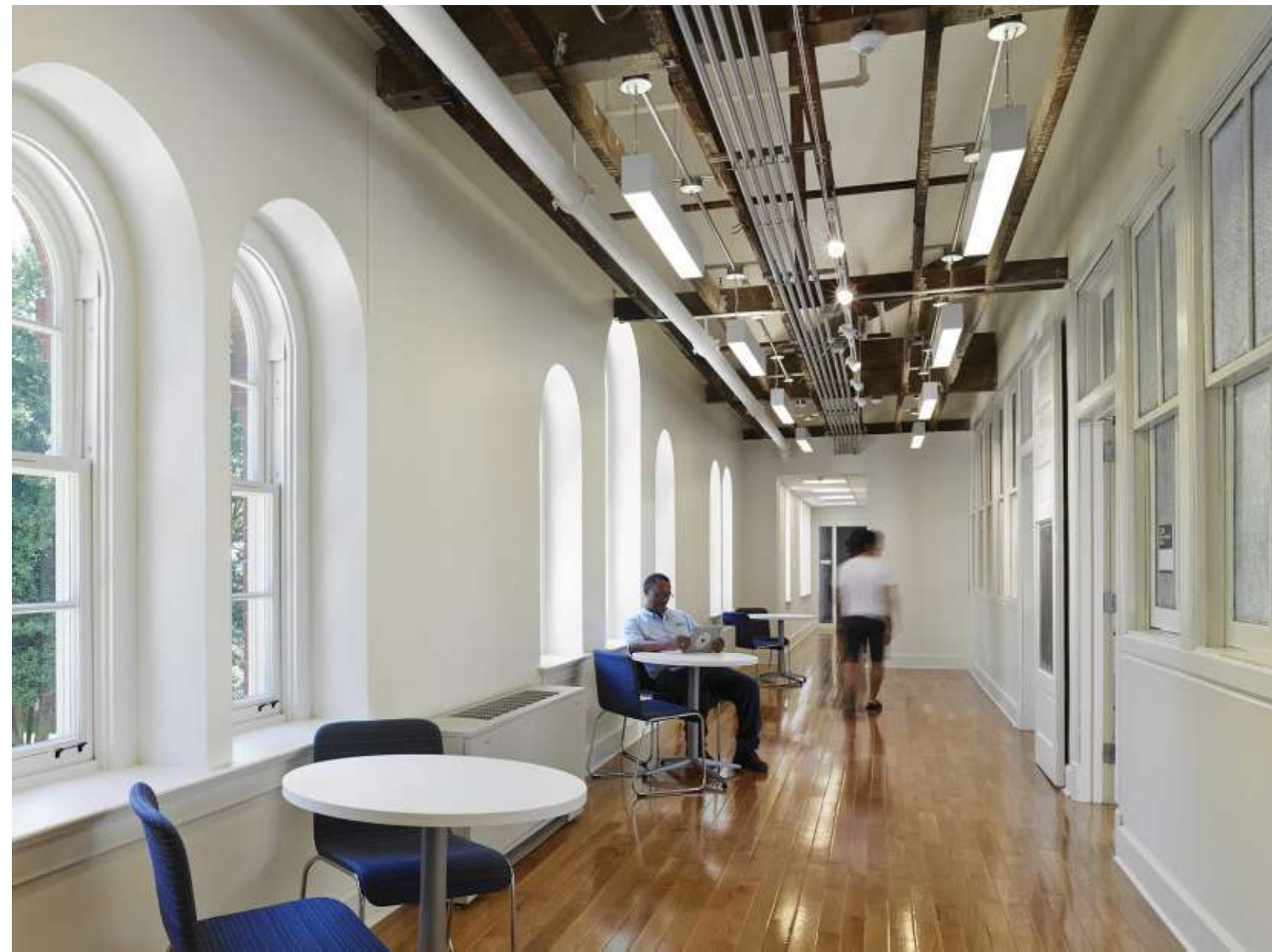
CASE STUDY

Dornsife Center for Neighborhood Partnerships

Drexel University's Dornsife Center is a neighborhood resource center offering educational, health and cultural programs for members of the Mantua, Powelton Village and Drexel communities. The center is committed to strengthening, empowering and educating its members. Although it is not a reentry program, it is a major community hub that works towards providing useful tools to its members. The Dornsife Center is one of a kind in the fact that it has partnered with Drexel and a variety of stakeholders to offer programs to the community.

3509 Spring Garden Street
Philadelphia, PA 19104





Many of the programs are facilitated by outside organizations and they utilize the general/flex spaces in the center to teach their programs. There are also more embedded programs like the wellness hub and music industry courses. These programs have designated spaces in the center and utilize special equipment to run their programs. For the example, the wellness hub has a doctor's clinic set up for patients and the music industry program has a small recording studio and computer classroom. There is also 2 rooms with hardwood flooring for dance and fitness classes. The center also has a small public area for users to access free wifi. Since this is a Drexel facility, there is thorough security measures taken while still making the space feel welcoming to the public. The center has also stopped using security guards in the facility to make it feel more welcoming to all in the community.

CASE STUDY

Halfway Houses

Halfway houses are intended to help individuals with a criminal background learn the necessary skill to re-integrate into society. A halfway house provides a residence for individuals who have recently been released from jail as well as social, medical, psychiatric and educational services. These services are there to help the population better support and care for themselves after outside of prison. The monitoring and guidance provided along with other services are believed to reduce recidivism. Criminals can either be placed in these facilities by a judge or referred by prison officials. These facilities usually consist of a combination of dormitory style beds and single room units. Although these facilities have good intentions, many are usually unkempt and unpleasant places to live. My proposed facility would have similar goals, but not be a residence. I would also take a more careful, design approach to my space.



CASE STUDY

Understanding Related Programs



- Manhattan based program for disconnected/at risk youth.
- The Door provides a wide range of services to its members with the goal of fill each ones specific needs.
- Their mission is to help youth reach their full potential by providing tools they need to be successful in work, school and life.
- The door offers services like wellness care/education, mental health counseling, crisis assistance, legal advising, GED & ESOL classes, tutoring, college prep, sports and more.



- Brooklyn based alternative sentencing program.
- Eligible 16-25 year olds who are charged or prosecuted as adults in New York State are given the option to attend this program instead of serving time.
- After completing the 8 week program, participants usually have their case sealed and the crime off their record.
- Participants must attend weekly classes where themes like community, choice, accountability, responsibility and leadership are explored.
- The program is concluded by a large public art exhibition, created by the program participants, focusing on a social justice issue important to them.

DESIGN AGENDA

- To create a space that helps fight the stigmas against the user population.
- To design a space where healing and growth are possible.
- To create a safe and nurturing environment for the user.
- To design a space that accommodates and benefits this special population.

SITE

SITE CRITERIA

- Located in North, Northwest, or West Philadelphia.
- Access to multiple transportation routes.
- Ample sunlight/access to nature.
- Open floor plan.
- Connection to the neighborhood.

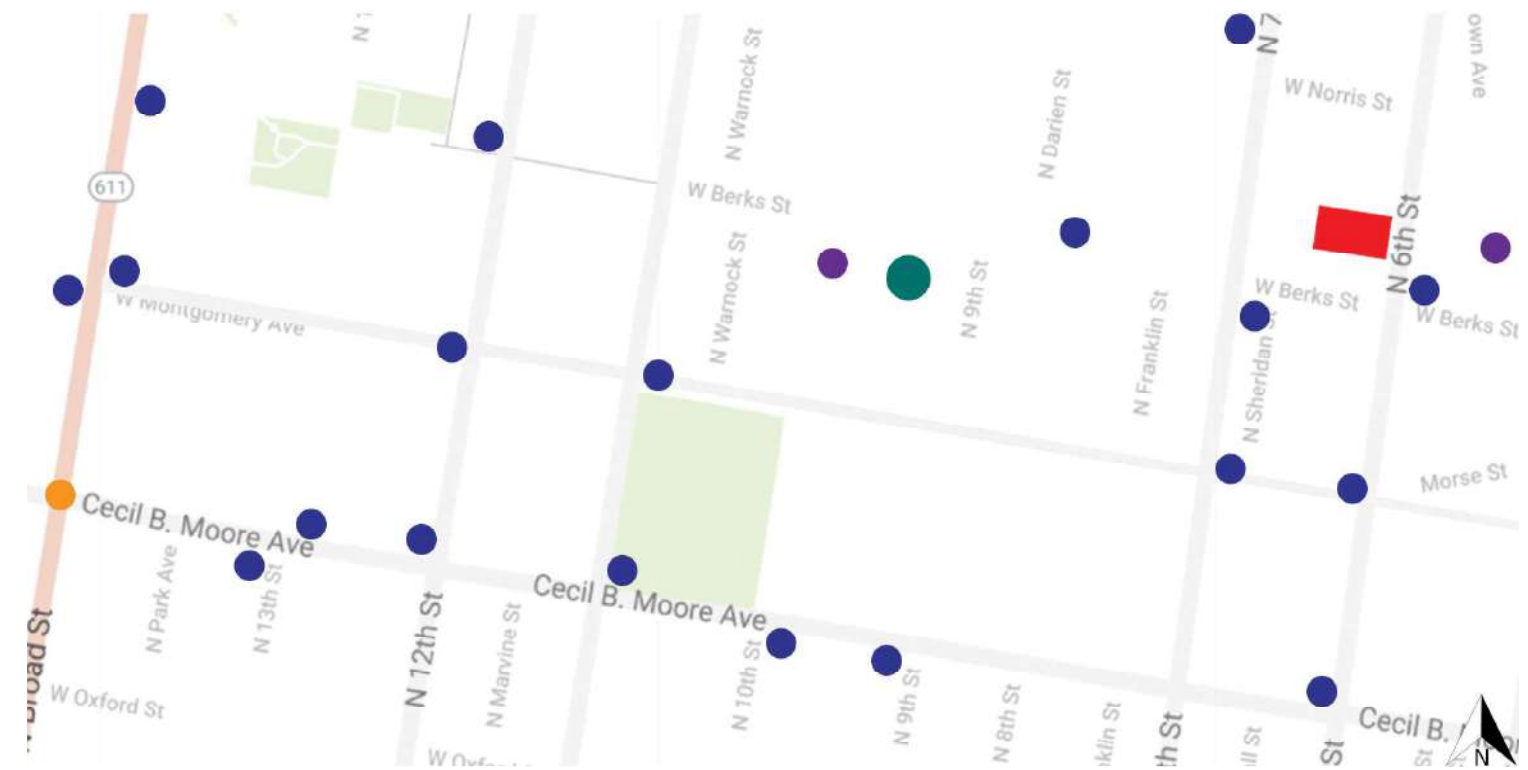
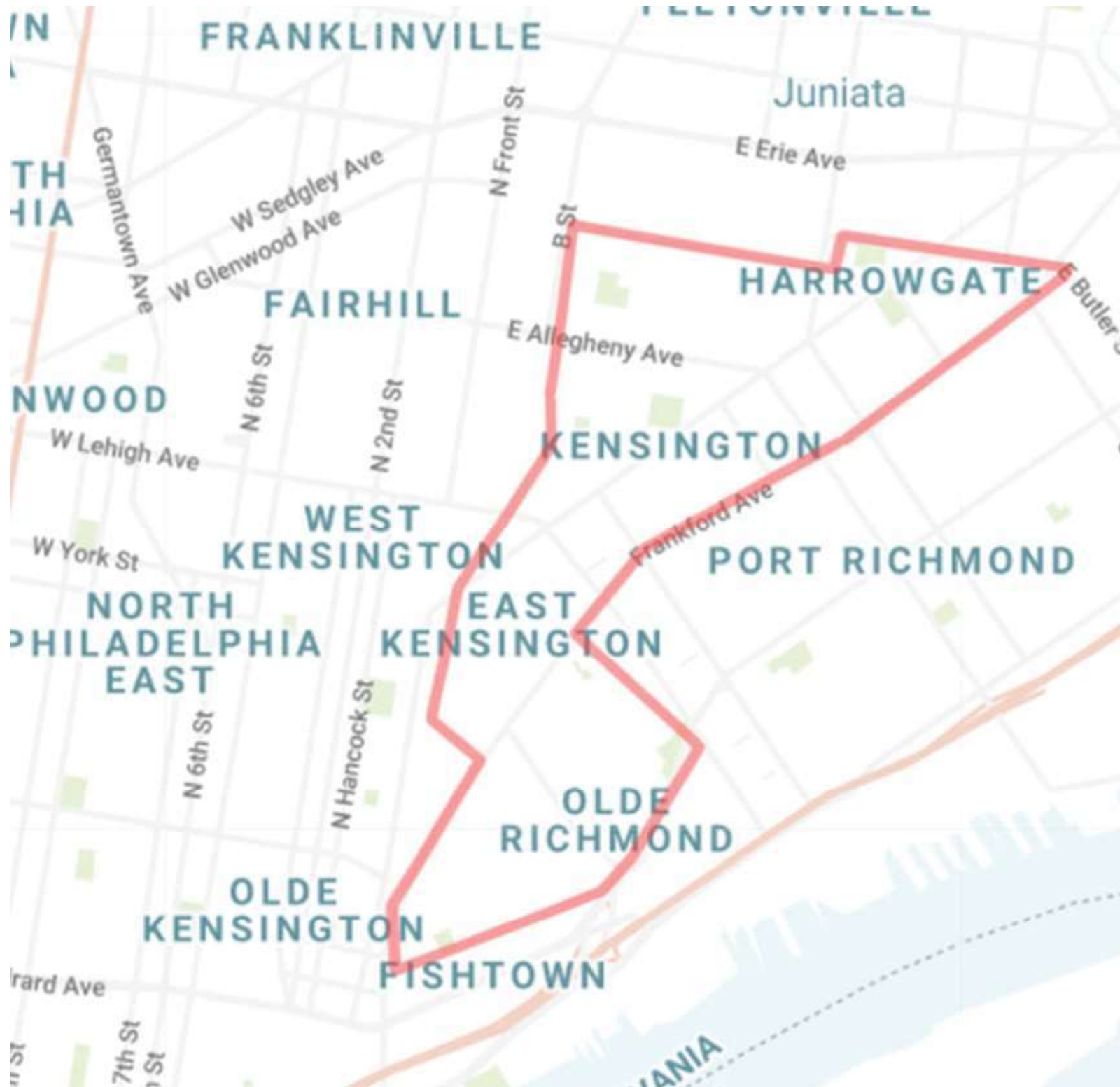
LOCATION



1906 N 6th Street
Kensington, Philadelphia, PA 19122

4 Floors | 20,020 SF. | Built in 1925

NEIGHBORHOOD



- BSL
- Bike Share
- Bus Stop
- Train Station
- Site

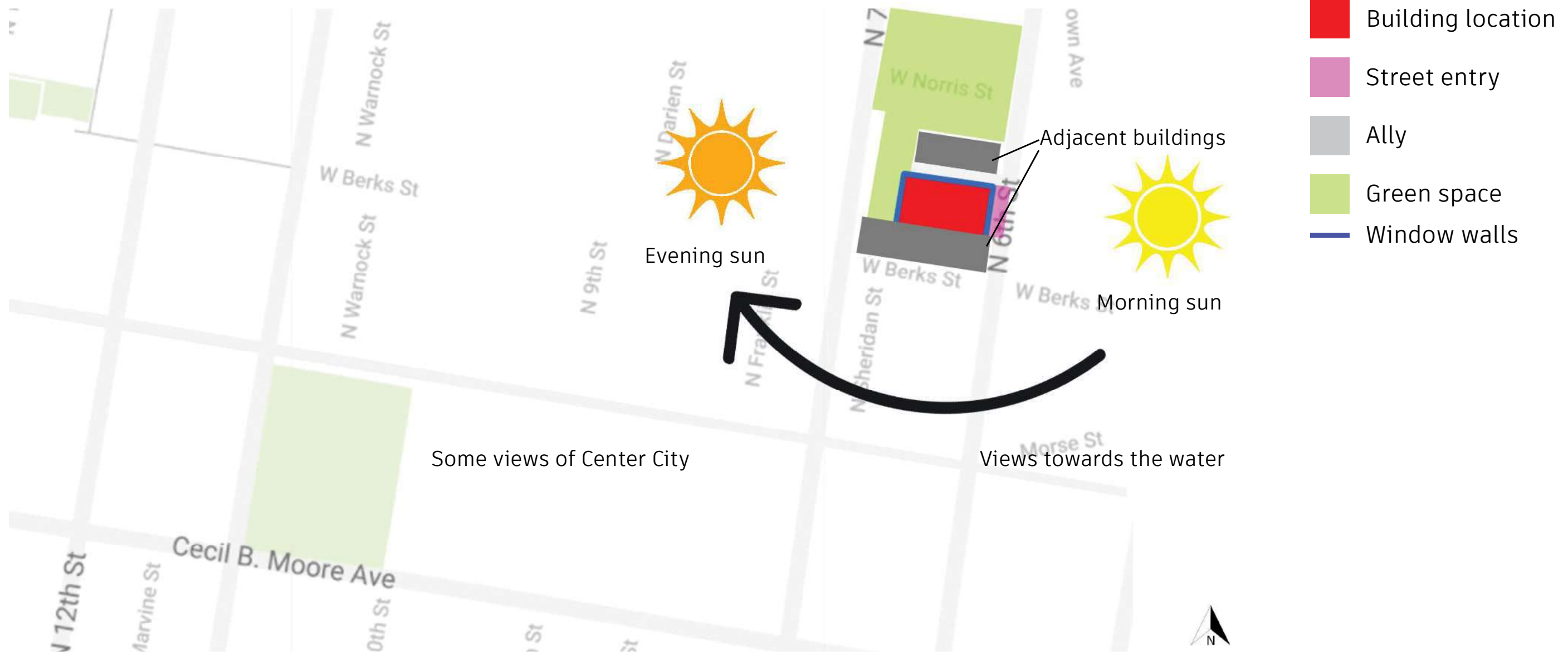


Total Population: 21,666
 Male Population: 10,734
 Female Population: 10,932
 Median Age: 27.6

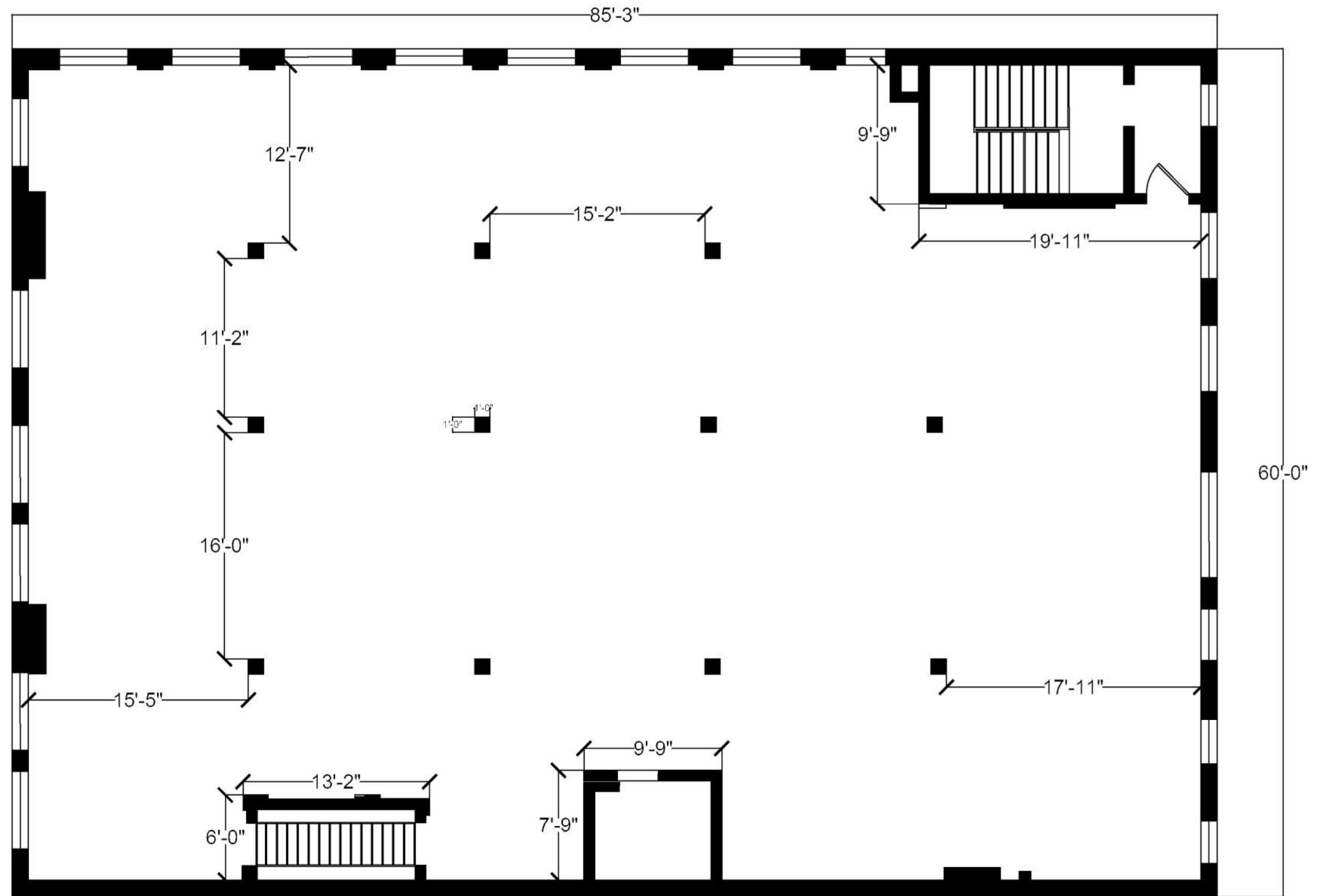


Total Households: 6,663
 Total Housing Units: 7,933
 Median Year Built: 1960
 Average Income: 62,460

SITE ANALYSIS

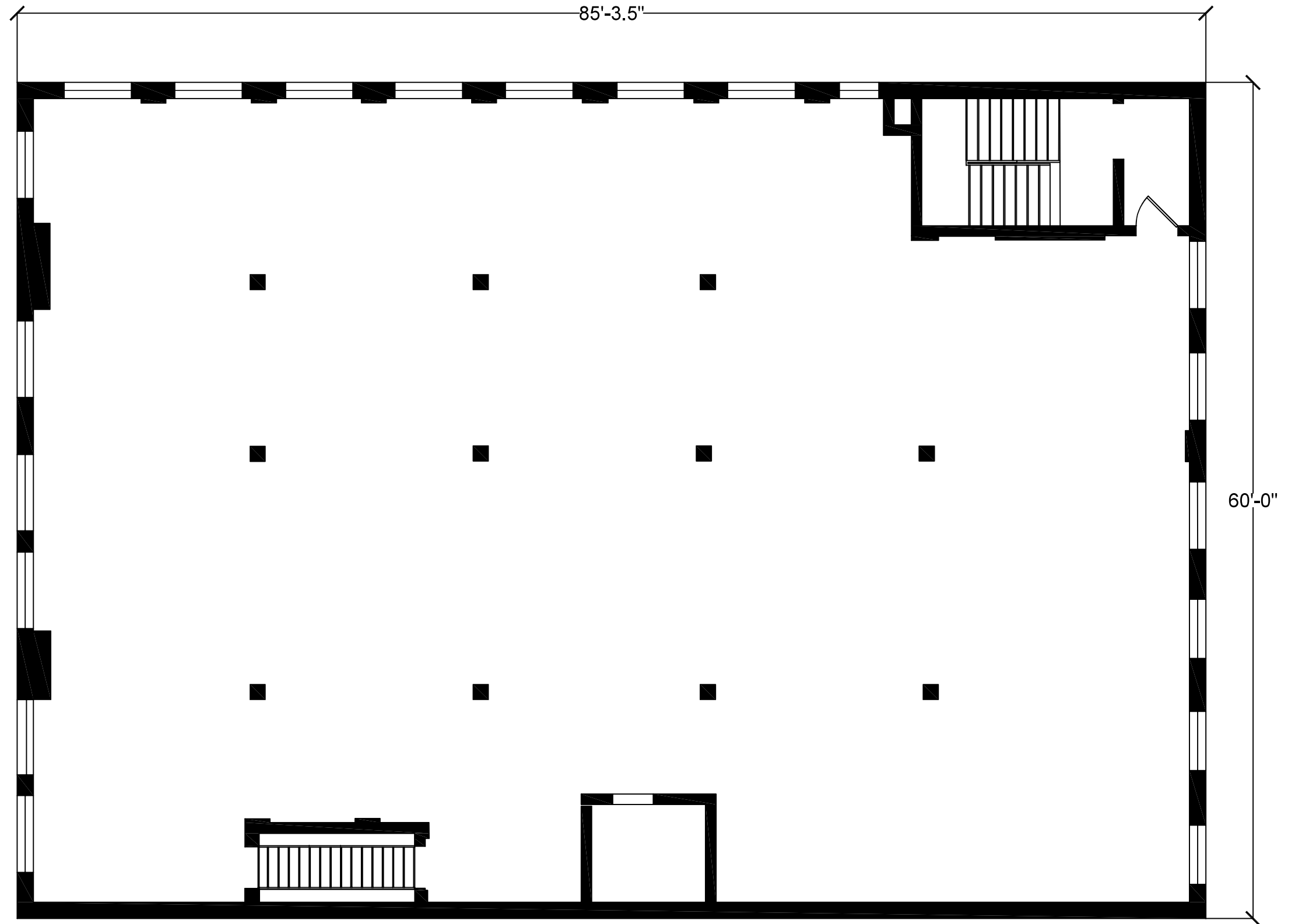


BASE PLANS



Level 1

BASE
PLANS



Level 2-4



PROGRAM

PROGRAM
CONSIDERATIONS

Areas of Needed Guidance



Employment



Relationships



Housing

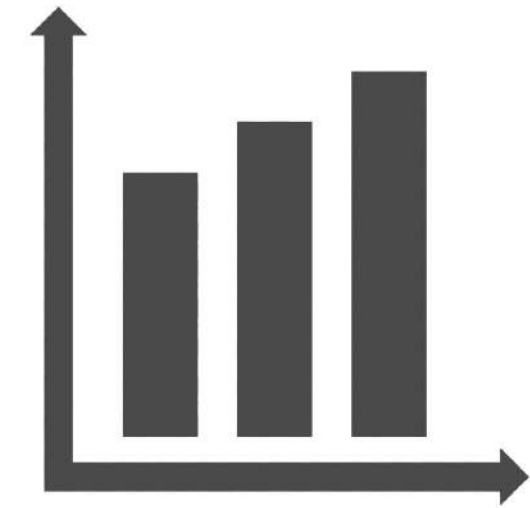


Education

POPULATION



40-60
full time members



15-18
years old



Inclusive
of all genders



Non-violent
offenders

PROGRAM

Learning Spaces: 5,500 sf.

- Multipurpose classrooms
- Music recording studio
- Computer classroom
- Study lounge
- Kitchen
- Makers studio

Counseling Spaces: 1,150 sf.

- Individual counseling rooms
- Group therapy rooms
- Family counseling rooms

Admin Spaces: 1,350 sf.

- Administration
- Staff lounge
- Nurse station
- Security station
- Lobby & reception
- Hoteling station

Amenity Spaces: 6,900 sf.

- Cafe'
- Auditorium
- Fitness center
- Wellness rooms
- Phone booths
- Daycare
- Lounge
- Gallery/retail
- Coffee bar
- Emergency housing
- Outdoor event space

Advising Offices: 720 sf.

- Job placement offices
- Legal advising offices
- Housing placement offices

Building Core: 1,050 sf.

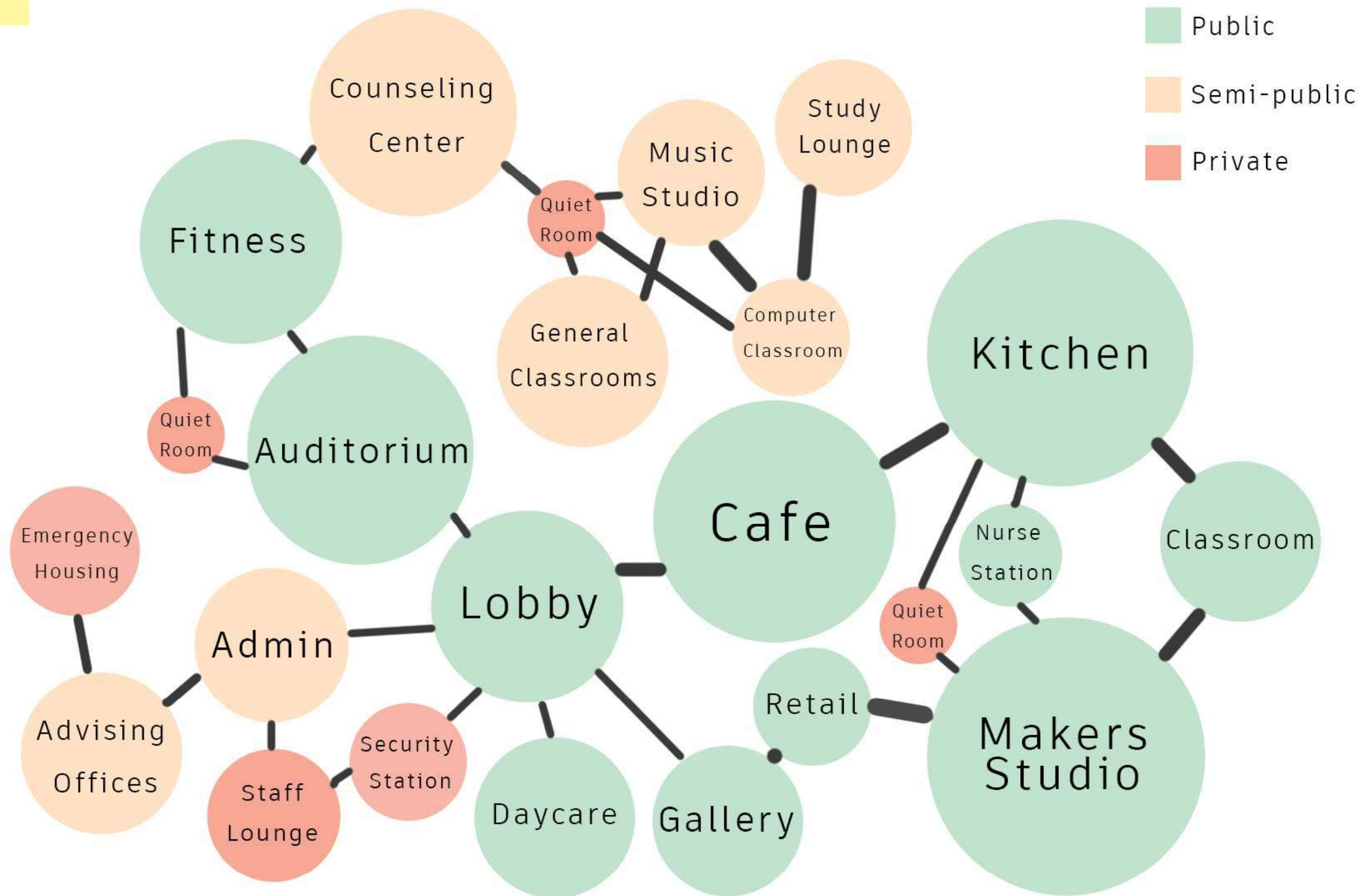
- Restrooms
- Janitor's closet
- Server room
- Mechanical rooms
- Storage

Program: 16,740 sf.

+ 35% Circulation

Total: 22,600 +/- sf.

BUBBLE DIAGRAM



ADJACENCY DIAGRAM

● IMPORTANT
ADJACENCY

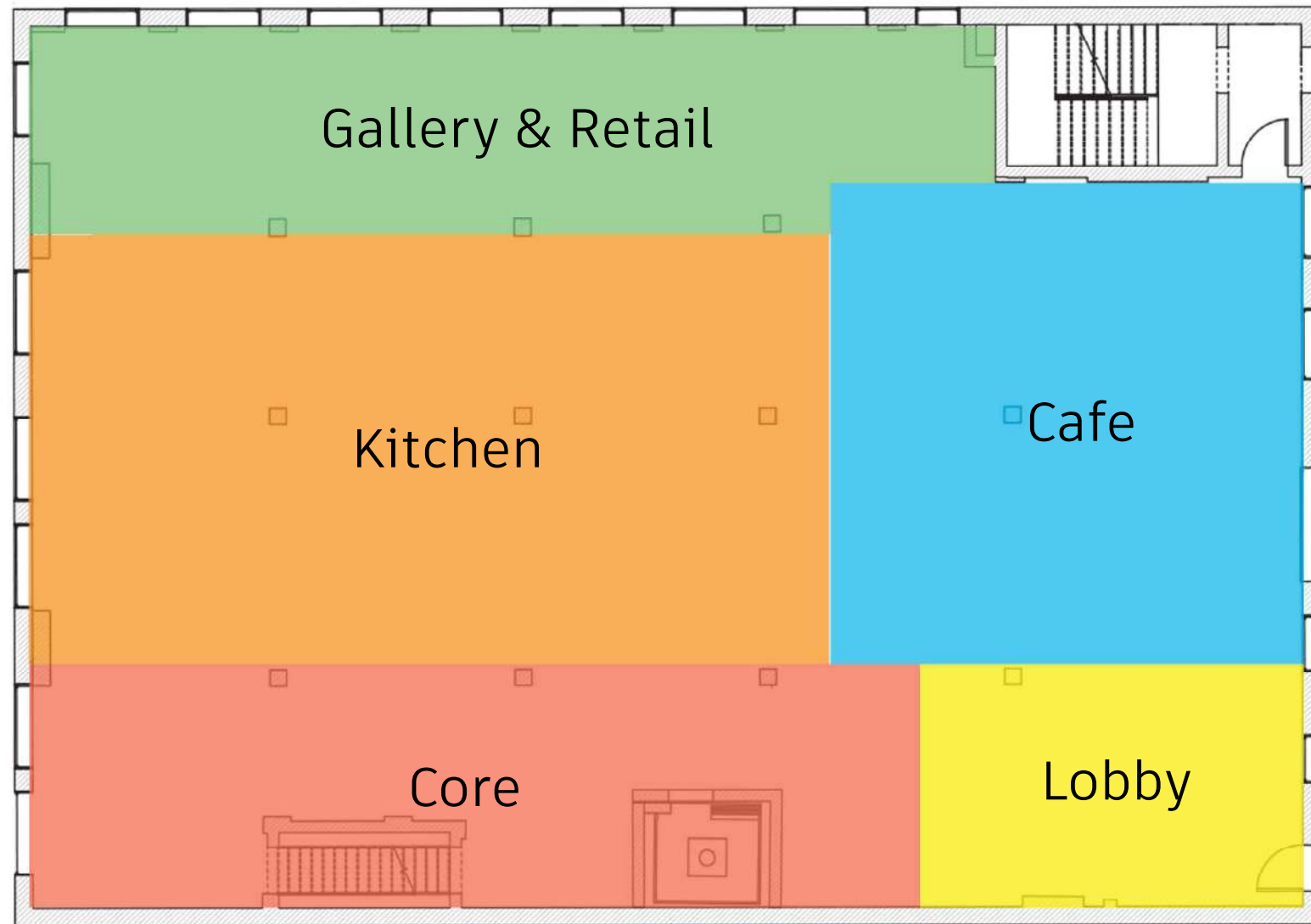
○ DESIRED
ADJACENCY

	LOBBY	SECURITY STATION	ADMIN OFFICES	STAFF LOUNGE	STORAGE	NURSE STATION	CAFE'	AUDITORIUM	FITNESS CENTER	WELLNESS ROOMS	DAYCARE	GALLERY/RETAIL	ADVISING OFFICES	LOUNGE	EMERGENCY HOUSING	KITCHEN	MAKERS STUDIO	CLASSROOMS	STUDY LOUNGE	COUNSELING CENTER
LOBBY		●	○				●				○	●								
SECURITY STATION	●			○							○				○					
ADMIN OFFICES	○			●	○								○							
STAFF LOUNGE		○	●																	
STORAGE			○			○	●	●	●	●	●	○			●	●	●	●		
NURSE STATION					○				●		○					○	○			
CAFE'	●				●											●				
AUDITORIUM					●				●	○										
FITNESS CENTER					●	●		●		○										○
WELLNESS ROOMS								○	○				○	○		○	○	○	○	○
DAYCARE	○	○			●	○														
GALLERY/RETAIL	●				○												●			
ADVISING OFFICES			○							○					●					
LOUNGE									○	○							○	○		
EMERGENCY HOUSING		○			●								●							
KITCHEN					●	○	●			○								●		
MAKERS STUDIO					●	○				○		●	○					●		
CLASSROOMS					●					○			○		●	●			●	
STUDY LOUNGE										○			○						●	
COUNSELING CENTER									○	○										

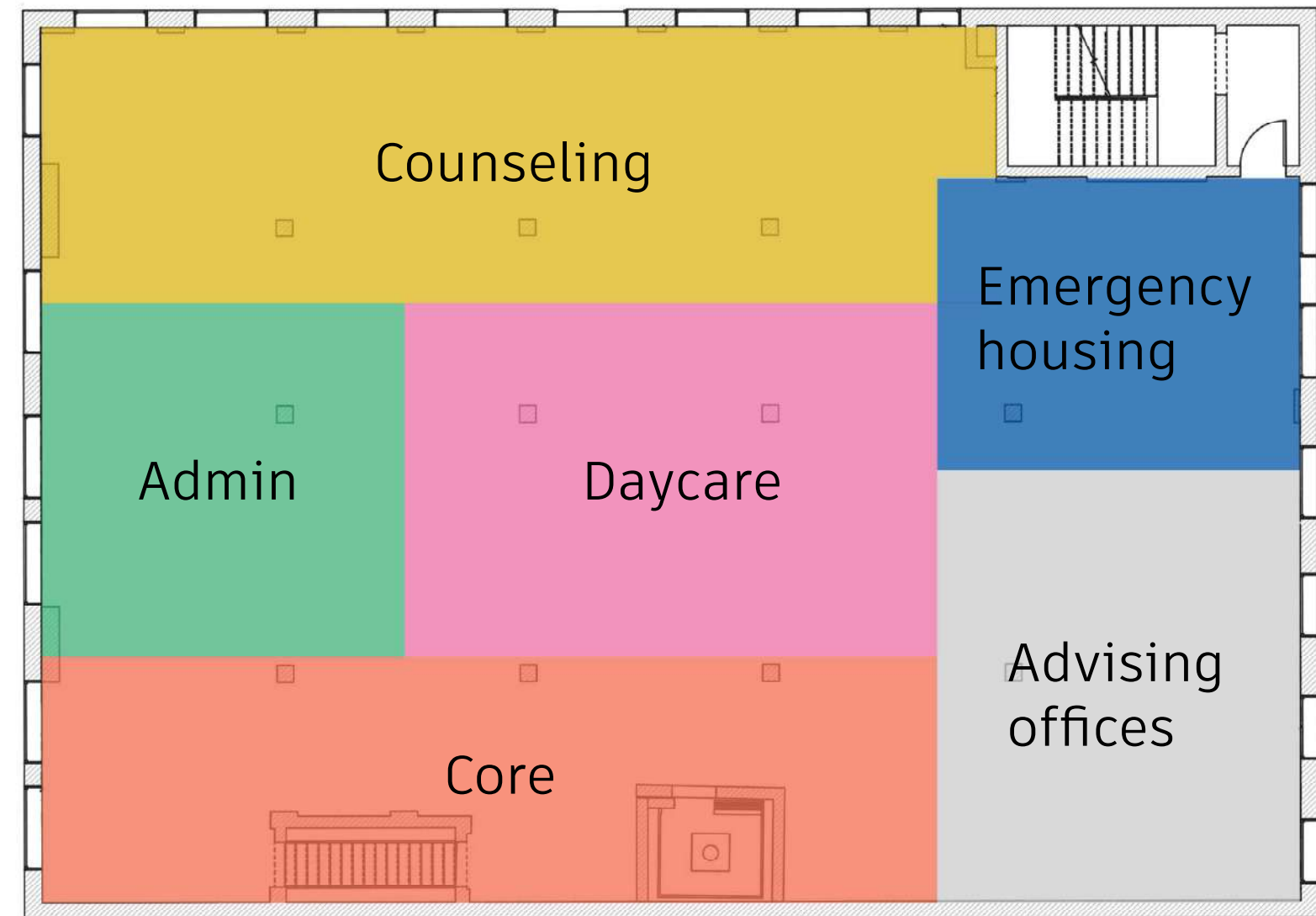


PROJECT DEVELOPMENT

BLOCKING DIAGRAM



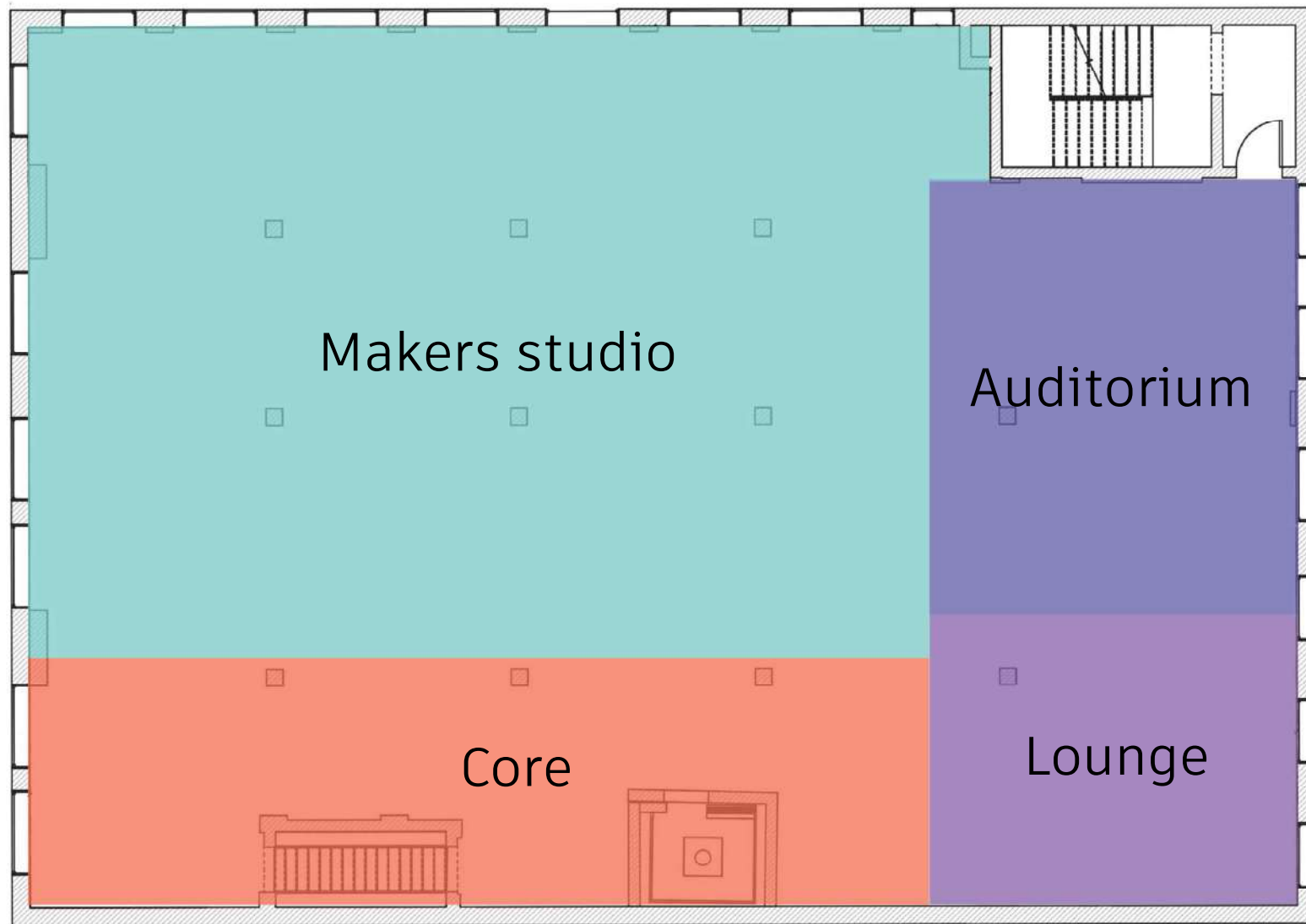
FIRST LEVEL



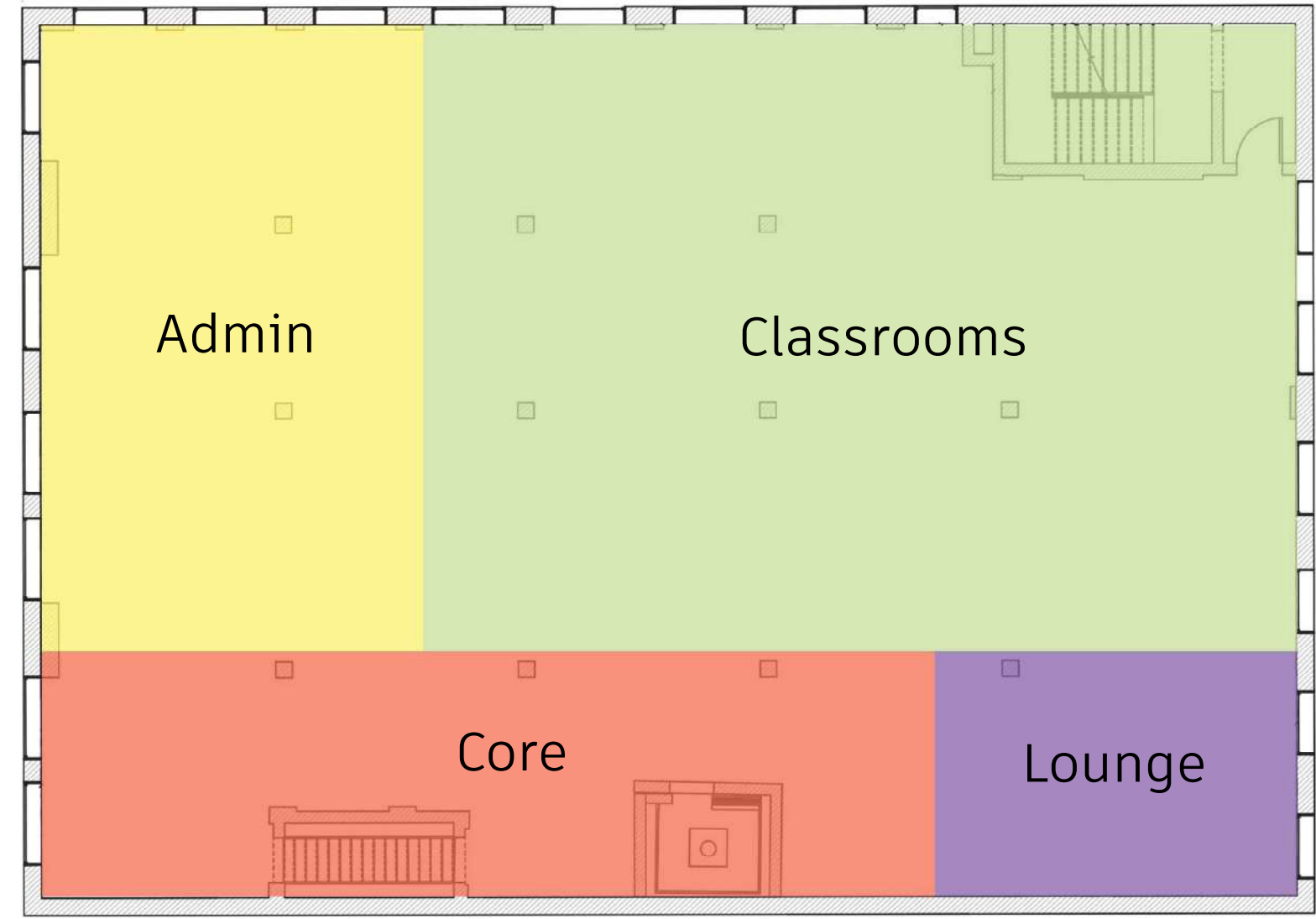
SECOND LEVEL



BLOCKING DIAGRAM



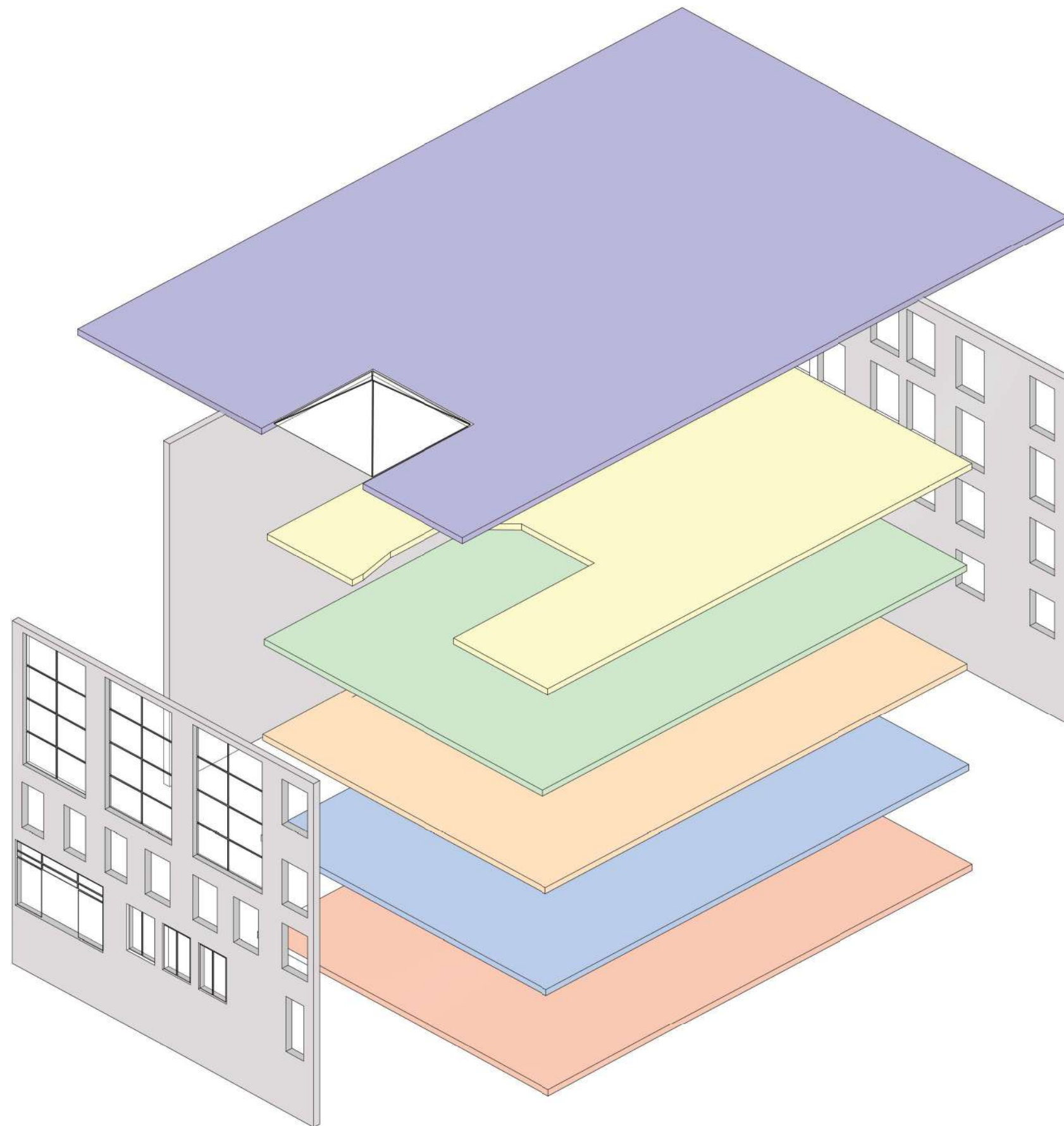
THIRD LEVEL



FOURTH LEVEL



PROGRAM BREAKDOWN



- Lower Level: Back of House
- First Level: Community
- Second Level: Administration
- Third Level: Activity
- Fourth Level: Academic
- Roof Level: Event

FINAL DRAWINGS

PLANS



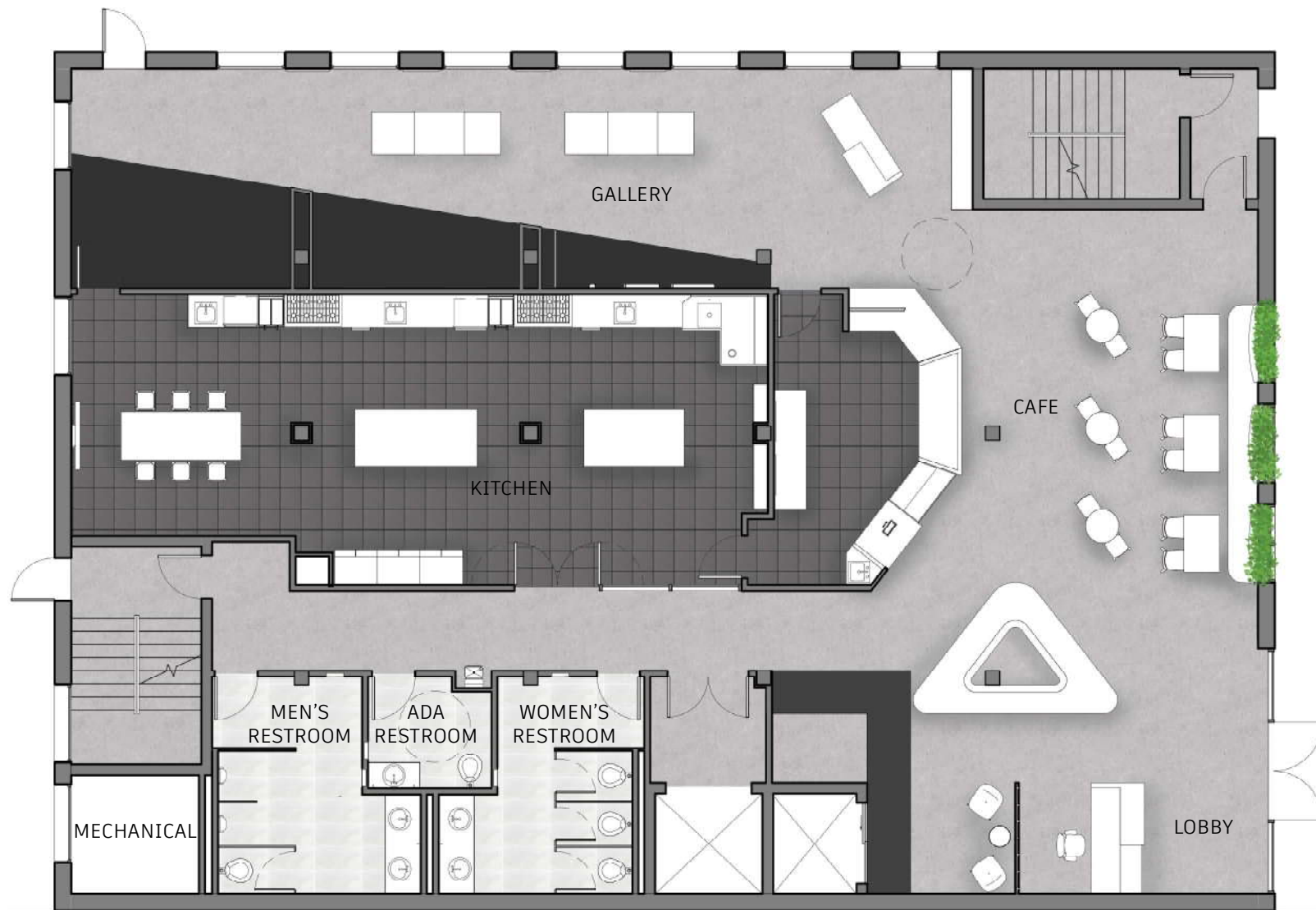
LOWER LEVEL FLOOR PLAN



LOWER LEVEL REFLECTED CEILING PLAN



PLANS



FIRST LEVEL FLOOR PLAN



FIRST LEVEL REFLECTED CEILING PLAN



PLANS



SECOND LEVEL FLOOR PLAN



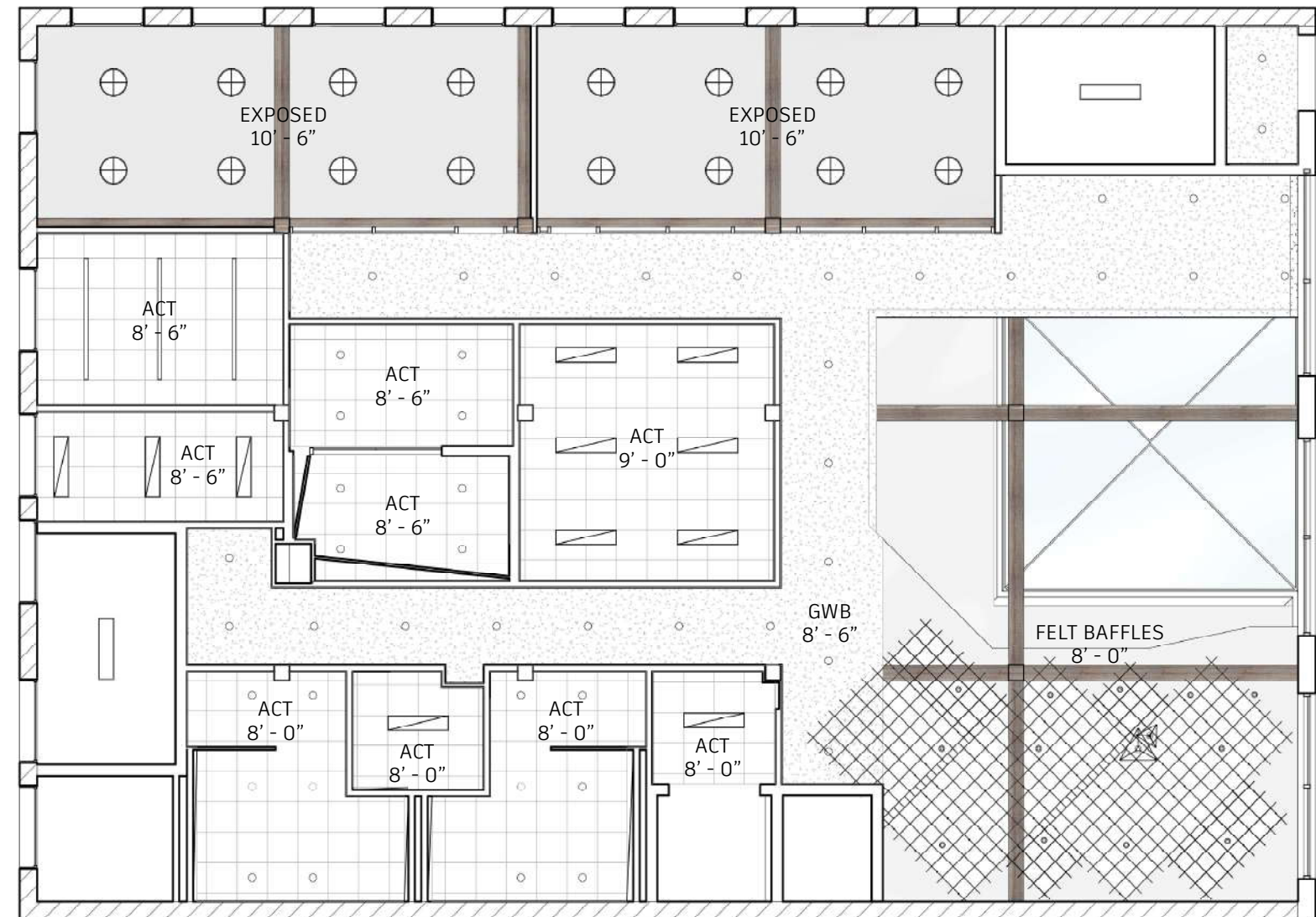
SECOND LEVEL REFLECTED CEILING PLAN



PLANS



THIRD LEVEL FLOOR PLAN



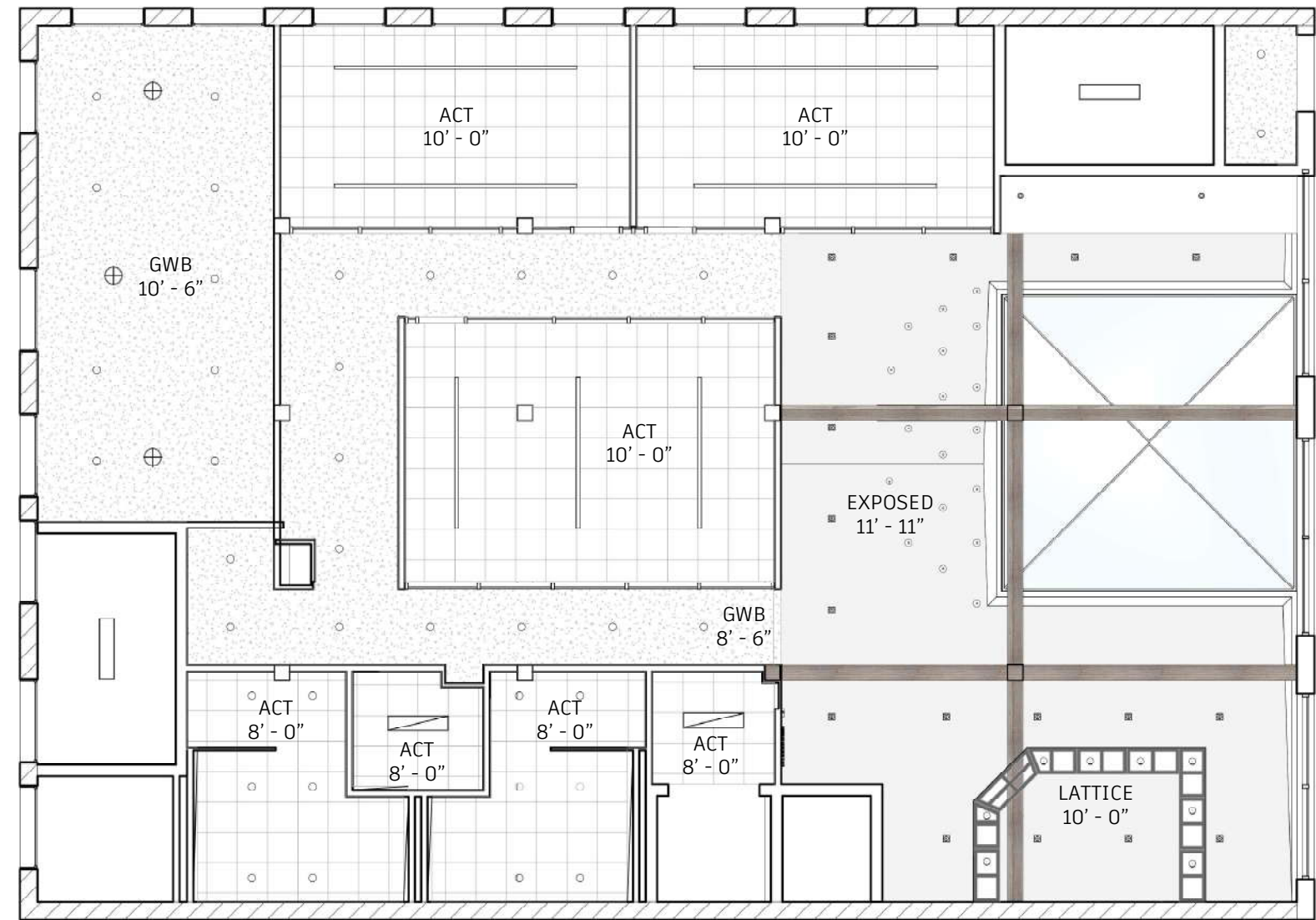
THIRD LEVEL REFLECTED CEILING PLAN



PLANS



FOURTH LEVEL FLOOR PLAN



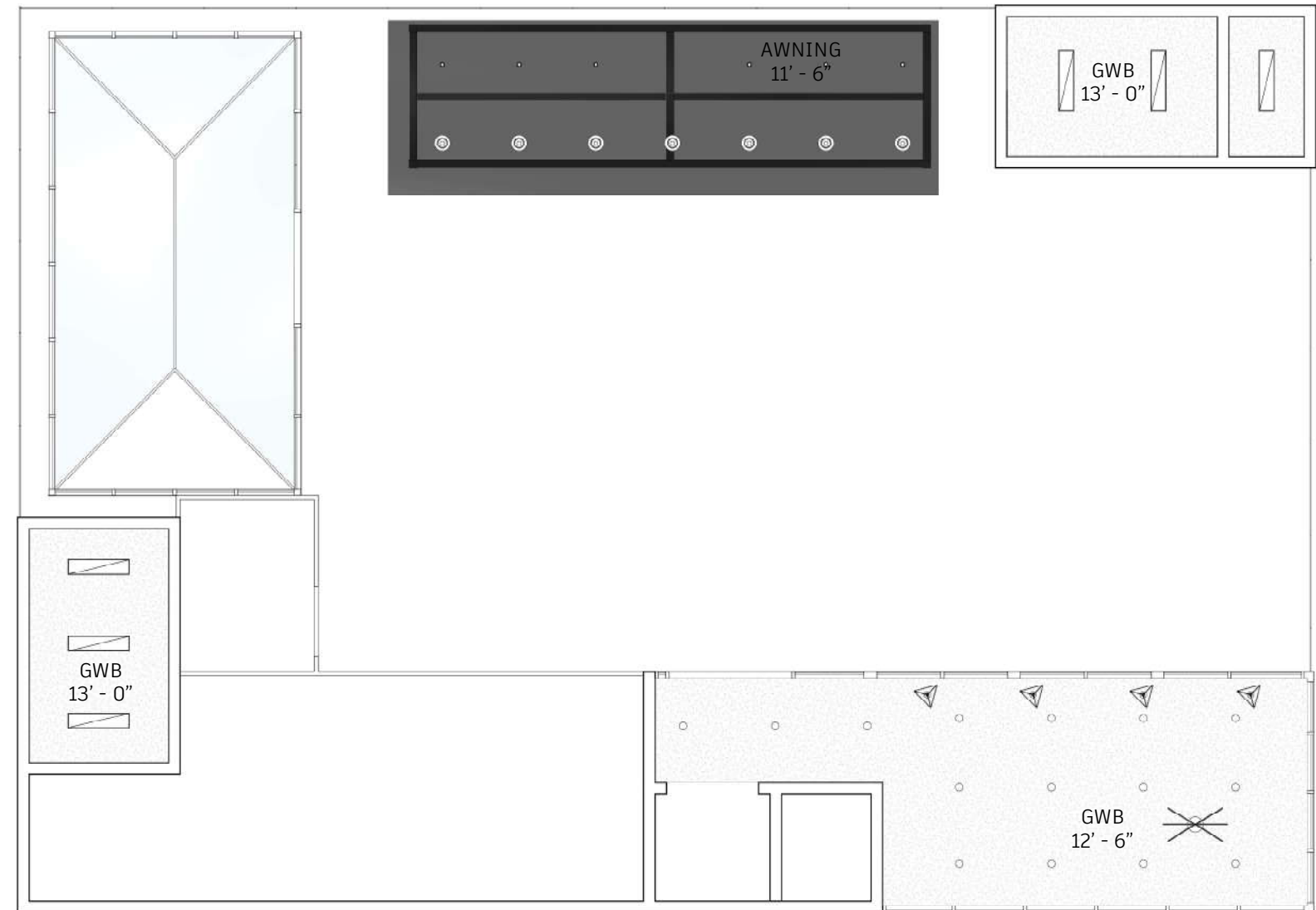
FOURTH LEVEL REFLECTED CEILING PLAN



PLANS



ROOF LEVEL FLOOR PLAN



ROOF LEVEL REFLECTED CEILING PLAN





SECTION & ELEVATIONS

ELEVATION & SECTION



EXTERIOR ELEVATION

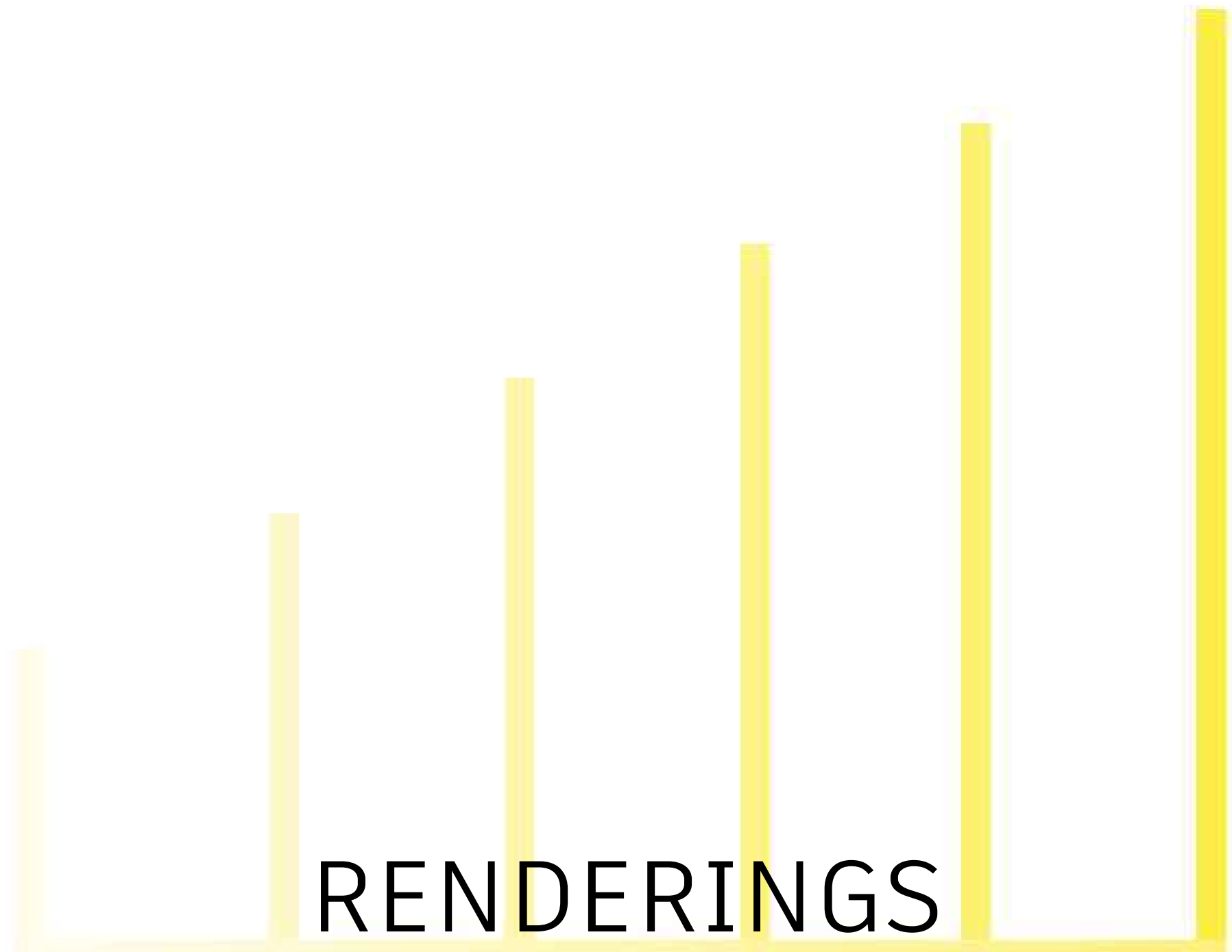


LATERAL SECTION

SECTION

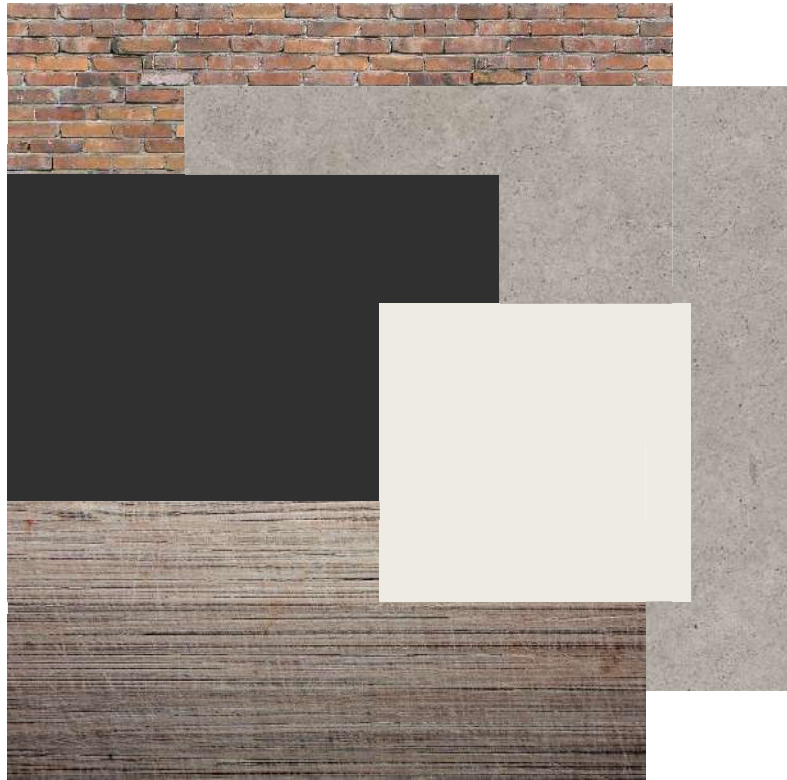


LONGITUDINAL SECTION

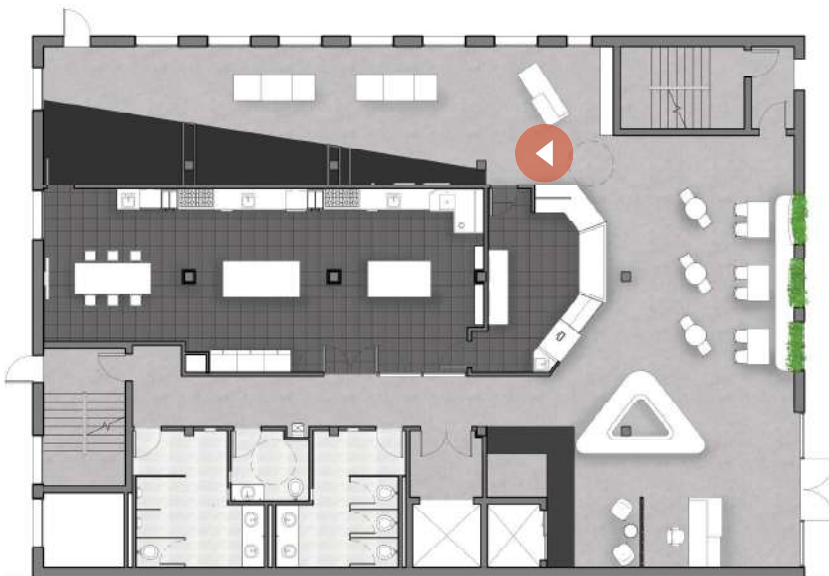


RENDERINGS

GALLERY



MATERIALS



CAFE



MATERIALS



AUDITORIUM



MATERIALS



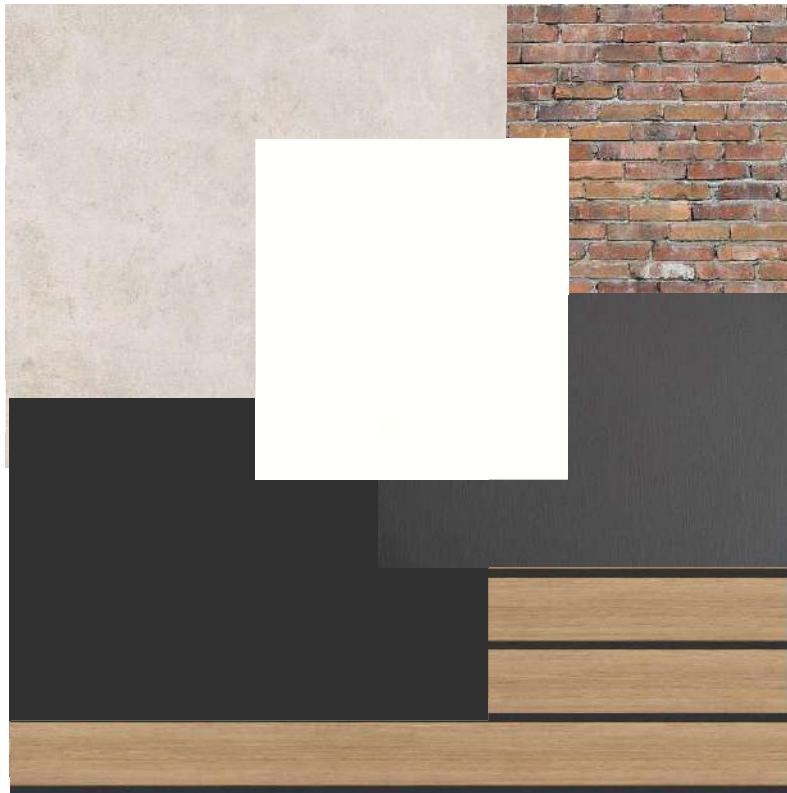
COFFEE BAR



MATERIALS



ROOF



MATERIALS



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