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Lesley Graybeal
University of Central Arkansas, USA

Anita Sego
University of Central Arkansas, USA

Patricia Kohler-Evans
University of Central Arkansas, USA

Jennifer Saxton
University of Central Arkansas, USA

Yolanda Ornelas
University of Central Arkansas, USA

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"Who's Out There?" Modeling Innovation in Juvenile Justice Through a Campus–Community Partnership Case Study

Lesley Graybeal, Anita Sego,
Patricia Kohler-Evans, Jennifer Saxton,
and Yolanda Ornelas

While a traditional approach to juvenile justice in the United States proscribes punishment based on a young person's offense, innovative juvenile courts across the country are developing a more individualized approach based on assessed risk of reoffending. Treating juvenile justice as an opportunity to participate in the holistic development of youth is time and resource intensive, and models for implementation are needed. This case study uses the theoretical frameworks of cross-sector collaboration and social justice leadership to examine how one juvenile court system in the southern United States partnered with a university service-learning program and nonprofit organizations in the community to implement a matrix of services for addressing assessed needs in their court.

Keywords: *juvenile justice, community partnerships, service-learning, social justice leadership, cross-sector collaboration*

"¿Quién anda ahí?" Modelando la innovación en la justicia juvenil a través de estudio de caso, con asociación entre el campus y la comunidad

Lesley Graybeal, Anita Sego,
Patricia Kohler-Evans, Jennifer Saxton,
y Yolanda Ornelas

Si bien el enfoque tradicional de la justicia juvenil en los Estados Unidos proscribe el castigo en función del delito de un menor, muchos tribunales de menores en todo el país están desarrollando un enfoque novedoso más individualizado, basado en la evaluación del riesgo de reincidencia delictiva. Tratar la justicia de menores como una oportunidad para participar en el desarrollo integral de la juventud requiere de mucho tiempo y recursos, y se necesitan modelos para su aplicación. Este estudio de caso utiliza los marcos teóricos de colaboración intersectorial y liderazgo en justicia social para examinar cómo un sistema judicial de menores en el sur de los Estados Unidos se asoció a un programa universitario de aprendizaje en servicio y a organizaciones sin fines de lucro en la comunidad para implementar una matriz de servicios que evaluara las necesidades de su tribunal.

Palabras clave: *justicia juvenil, asociaciones comunitarias, aprendizaje en servicio, liderazgo en justicia social, colaboración intersectorial*

Editors' Note: English-to-Spanish translation by **Yamilet Hernandez**
Department of English and Foreign Languages,
Barry University, USA

Juvenile justice in the United States has seen many changes and developments over its relatively brief history. Recent scholarship has called for a restorative justice model that transforms the court's role in a young person's life from punitive to developmental through programs developed in partnership with the community (Fixsen et al., 2011; Lipsey et al., 2010; Mathur & Clark, 2014; Nation et al., 2011; Snyder & Sickmund, 2006). Such a transformation requires the vision of court leaders and the collaboration of community partners across government, nonprofit, and education sectors. Community-engaged universities can be logical and eager partners in the work of juvenile courts to implement new programs through service-learning courses. This case study examines a multidisciplinary court–university partnership in order to understand the roles of court leaders and their university and community partners in successful collaborations, ultimately providing a model for juvenile courts that use community assets to meet the needs of the youth and communities they serve.

The present case study was designed to address a research need identified by a state-level administrative office of the courts and related to the case of one juvenile court that was highly engaged in service-learning partnerships. At the time of the study, the administrative office of the courts had been charged with statewide implementation of a new risk assessment tool for understanding the needs of court-involved youth and new court programming to meet those needs. The problem identified by the administrative office of the courts was a lack of capacity in courts to develop and implement new programs as well as the need for a model for programs to be offered through service-learning and other partnerships. In collaboration with court representatives, the research team asked the following questions about the juvenile court studied: (1) What role do service-learning and other community partnerships fulfill in the court's programming? (2) How are the court's partnerships formed and how do they function? (3) What are the roles of the court leaders and partners in developing and implementing programs?

Contextualizing Juvenile Court Partnerships

The United States' first juvenile court was created in 1899 in Illinois under the assumption that youth were capable of reform and that courts should always operate in the best interest of the child (Benekos et al., 2013). According to Benekos and colleagues, a series of changes over the years resulted in the "adultification" of youth in the justice system, culminating in the 1990s with the expansion of policies that allowed youth to be tried as adults and continuing into the mid-2000s with the loosening of confidentiality policies for juvenile courts (Benekos et al.). The 2010s, however, saw more states weighing the financial costs of trying youth as adults and turning their attention instead to rehabilitating juvenile offenders (Harris et al., 2011; Lipsey et al., 2010; Mathur & Clark, 2014; Thompson & Morris, 2013; Vose & Vannan, 2013).

The use of validated risk assessment tools to determine who should and should not be detained, as well as the implementation of diversion programs and alternatives to detention, is part of a suite of reforms some courts have implemented in recent years to reduce juvenile crime and recidivism (Copp & Bales, 2018; Vincent et al., 2011). Risk assessment instruments include the Structured Assessment of Violence Risk in Youth (SAVRY), which assesses a youth's level of risk based on historical, social, and clinical risk factors; the Massachusetts Youth Screening Instrument (MAYSI), which identifies potential mental health needs; and the CRAFFT, which is an acronym based on six key words within the assessment used to screen for substance use (car, relax, alone, forget, friends, and trouble). The juvenile court in this case study used all three of these assessment tools to ultimately assign youth to appropriate programming delivered in partnership with university service-learning courses, nonprofit agencies, and community volunteers.

Although the use of risk assessment tools is an initial step required for transformation, juvenile courts must greatly increase their programming to achieve the intended purpose of the assessments. In communities shared by juvenile courts and higher education institutions, service-learning partnerships—most commonly situated in courses related to criminology, psychology, or health sciences—provide one avenue for developing and delivering such programs. This case study provides a model for juvenile courts and their partners interested in implementing service-learning partnerships, as well as findings related to the roles of court leaders and their university and community partners in successful collaborations.

Limited scholarship has provided pedagogical models and investigations of student outcomes in service-learning courses that partner with court systems to teach academic content and professional skills in criminology (Amtmann, 2004; Davis & White, 2012; Penn, 2003; Vigorita, 2002; Wiltse, 2010), including service-learning projects in juvenile justice or juvenile diversion settings in particular (Davidson et al., 2010a; Hirschinger-Blank et al., 2013; Inderbitzin, 2014; Nurse & Krain, 2006). Studies in criminal justice pedagogy specifically have investigated the effectiveness of service-learning for teaching about diversity (Davis, 2015; Hirschinger-Blank et al.; Inderbitzin) and social justice (Davis & White; DePaola, 2014), as well as for increasing criminal justice students' satisfaction with their major (Burke & Bush, 2013) and motivation to learn (Wagers et al., 2018). Far fewer studies have focused on the outcomes for court-involved youth, such as George-Paschal and Bowen's (2019) examination of drug court youth's outcomes within an occupational therapy service-learning partnership, effects on recidivism rates (Davidson et al., 2010b), or the perspectives of court partners (Cronley et al. 2015; Hartmus et al., 2006). The present study fills a gap in understanding how court partnerships, including service-learning partnerships, are developed and maintained from the perspectives of court, university, and nonprofit partners.

Frameworks for Understanding Collaboration and Transformation

This case study used a court's system of partnerships—including, but not limited to, service-learning—as the unit of analysis. The researchers used analytical tools provided by the theoretical frameworks of cross-sector collaboration and social justice leadership to examine the roles of court leaders and their partners in the creation of a partnership model for working with youth. The intersection of both theoretical frameworks offers a foundation for understanding a partnership system and the role that court, campus, and community leaders might play in the development and maintenance of that system.

Cross-sector collaboration is "the linking or sharing of information, resources, activities, and capabilities by organizations in two or more sectors to achieve jointly an outcome that could not be achieved by organizations in one sector separately" (Bryson et al., 2006, p. 44), and it is frequently applied to public administration and in nonprofit and government settings (Emerson et al., 2011). Bryson and colleagues' (2015) framework for cross-sector collaboration identified five categories of components of such collaborations: general antecedent conditions; initial conditions, drivers and linking mechanisms; processes, structures, and links between them; endemic tensions or points of conflict; and outcomes and accountabilities. Cross-sector collaboration is recommended when there is a benefit of collaboration; the stakeholders share the understanding of the challenge; are able to fill the gaps in the service; and make strategic choices about methodology, participant selection, context, and projects (Kritz & Batsa, 2020). Scholarship has identified cross-sector collaborations as a fruitful option for promoting social change in various contexts (Bryson et al., 2006; Bryson et al., 2015; Murphy et al., 2015; Selsky & Parker, 2005).

While cross-sector collaboration largely focuses on organizations, social justice leadership posits that socially just institutions require leaders to apply ethical values, use inclusive and democratic practices, and embrace transformative change. Social justice leadership, which has its basis in educational research and the study of academic administrators (DeMatthews & Mawhinney, 2014; Laura, 2018; Ryan & Tuters, 2017; Theoharis, 2007), focuses on how leaders recognize and take action to address social inequalities and marginalization (DeMatthews & Mawhinney; Theoharis; Wang, 2018). The components of social justice leadership are fairness, equity, participation, empowerment, democracy, social transformation, inclusion, critical approach, and ethical/moral care (DeMatthews & Mawhinney; Wang). Social justice leadership is about promoting justice and equity, where leaders are agents of change who influence all the stakeholders to change social structures by promoting a collaborative culture and working with communities (Warner, 2020).

Given that the subject of this case study was a model for collaboration between partners in government, nonprofit, and education sectors that represented a transformation of the court's operations, the researchers anticipated that elements of both cross-sector collaboration and social justice leadership would be recognizable in the partnerships. At the intersection of the two frameworks, therefore, lies a new lens for

understanding the structural foundations and individual attitudes and behaviors shaping partnerships for social change. The definition of leader for the purposes of this study is provided in the data collection narrative.

Method

After being approached by the administrative office of the courts with the research problem, the graduate program in leadership studies at the researchers' institution convened an interest group of state and local court representatives, service-learning faculty who had partnered with the juvenile court studied, and additional faculty and graduate students with an interest in juvenile justice, public administration, youth development, or leadership studies. From this group, a case study research team was formed. Two faculty members, two graduate students, and one staff member comprised the team. They received approval after a full review by the Institutional Review Board in January 2019 and conducted the case study over the course of the following six months. In collaboration with court representatives, the research team generated the research questions: (1) What role do service-learning and other community partnerships fulfill in the court's programming? (2) How are the court's partnerships formed and how do they function? (3) What are the roles of the court leaders and partners in developing and implementing programs?

Study Design

The research team created a community-based single case study design (Yin, 2008). A case study was the appropriate methodology given the need to "retain the holistic and meaningful characteristics of real-life events" (Yin, p. 4) and the role of the site as a revelatory case of a juvenile court highly engaged in university and community partnerships. The research team identified data sources in collaboration with state and local court representatives by generating a list of programs offered by the court and service-learning courses associated with the programs, along with a list of program stakeholders such as court leaders, court staff, university faculty and staff, and nonprofit leaders. The data sources used were court documents, including research related to the court's risk assessment, assessment instruments, and youth interview procedures; observations of court sessions and programs using an observation protocol; and standardized, open-ended interviews using an interview protocol (Patton, 2014). While the team considered including data from interviews with youth who had participated in court programs, these data ultimately fell outside the scope of a study focused on partnership development.

Research Site

The case study was geographically situated in the southern United States and focused on a court serving three counties with a total population just under 150,000, located in a small city of approximately 65,000 with three higher education institutions. The court in this study worked with student interns and faculty volunteers from multiple higher education institutions, but service-learning projects were concentrated at one university, whose formal service-learning partnership with the court began in 2013 and had involved over 400 students at the time of the study. The disciplines and courses partnering with the court, the frequency of their partnership activity, and the programs offered in partnership with the court are provided in Table 1.

Data Collection

Data collection was divided among the five researchers. All interviews were recorded and transcribed, and observation field notes were taken, with participants' identifying information removed from all transcripts. Interviews were conducted with three types of stakeholders: court leaders, court staff, and program leaders. Court leaders were decision-makers and managers within the juvenile court, and included the judge and chief of staff; court staff were probation officers; and program leaders were the people who worked in partnership with the court to coordinate specific programs for court-involved youth. Court staff included

university faculty who offered programs through service-learning courses, university faculty who did not teach service-learning courses but volunteered with the court, a university staff member who coordinated a cocurricular service program, and the executive director of a nonprofit organization. The interview participants and their roles in juvenile court partnerships are described in Table 2.

Table 1
Service-Learning Courses Partnering With Juvenile Court

Discipline	Course	Frequency	Program/Project
Health Sciences	Mental Health	One-Time	Tutoring
	Program Planning	One-Time	Court Leader Support
	Health Education Curriculum	One-Time	Court Staff Training
Occupational Therapy	Art & Science of Occupation/Doctoral Seminar	Annual	Mentoring
	Community-Based Programming	Annual	Mentoring
Philosophy	Readings in Philosophy	One-Time	Girl Scouts
Political Science	Public Policy Analysis	Annual	Policy Brief
Public Relations	PR Cases and Campaigns	One-Time	PR Campaign
Theatre	Theatre and Social Justice	Annual	Theatre

Table 2
Interview Participants

Participant	Number of Interviews	Role in Court Partnerships
Court Leader 1 (Judge)	1	Provides vision and mandate; provides accountability for youth; seeks public support
Court Leader 2 (Chief of Staff)	2	Establishes partnerships; manages partnership and program logistics
Court Staff 1 (Probation Officer)	1	Manages needs assessment and enrolls youth in programs
Program Leader 1 (University Staff)	1	Seeks new university partners; leads tutoring program
Program Leader 2 (University Faculty)	1	Teaches service-learning course; leads mentoring program
Program Leader 3 (University Faculty)	1	Teaches service-learning course; leads career development program
Program Leader 4 (University Faculty)	1	Leads boxing program
Program Leader 5 (Nonprofit Executive)	1	Manages nonprofit staff who lead basketball and Girl Scout programs
Program Leader 6 (University Faculty)	1	Trains probation officers
Program Leader 7 (University Faculty)	1	Teaches service-learning course; leads theatre program

Data Analysis

Three members of the research team conducted the analysis through collective coding of the observation and interview transcripts and combining codes into themes (Johnson, 2017). Each of the three researchers coded all transcripts individually using a list of codes derived from the theoretical frameworks of cross-sector collaboration (such as *drivers, linking mechanisms*, and *program conditions*) and social justice leadership (such as *influence, participation*, and *values*), to which other initial codes were added to capture themes in the data (Charmaz, 2006). The group reviewed and refined codes and their usage over multiple meetings to develop a codebook that defined each code, identified its theoretical associations and related theme, and provided examples and counterexamples (Creswell & Poth, 2018; Johnson, 2017). The researchers used the codebook to group related codes and combine codes into themes. After coding and grouping codes into themes, the researchers composed thematic memos (Charmaz) to describe and consolidate evidence for each theme.

The research team used memo-writing and triangulation to support the validity and reliability of findings by documenting that each theme was supported by multiple types of data (i.e., documents, observations, and interviews), as well as data from multiple stakeholder groups (i.e., interviews with both court leaders and program leaders) (Creswell & Poth, 2018; Yin, 2008). The researchers responsible for coding the data debriefed with all members of the research team as well as with court representatives to refine the codebook and thematic memos, and the team collaborated with participants from the study design to analysis and presentation (Creswell & Poth; Johnson, 2017).

Findings From Case Study of Community-Engaged Court

Given that the impetus for this community-based case study was to provide practical recommendations and resources for the administrative office of the courts, one high-priority outcome of the project was for the research team to produce a set of implementation resources for use with courts throughout the state. The findings presented in this case study describe both the resources developed for use by courts and selected themes related to the application of cross-sector collaboration and social justice leadership to the understanding of court–university partnerships for service-learning. Whereas a total of seven themes were identified, these findings present only the four most salient themes related to the court's development and implementation of service-learning and other community partnerships. The present thematic discussion is organized sequentially and includes (1) *developing program partnerships*; (2) *crafting a shared vision*; (3) *expanding and maintaining partnerships*; and (4) *designing opportunities for growth, enrichment, and empowerment*.

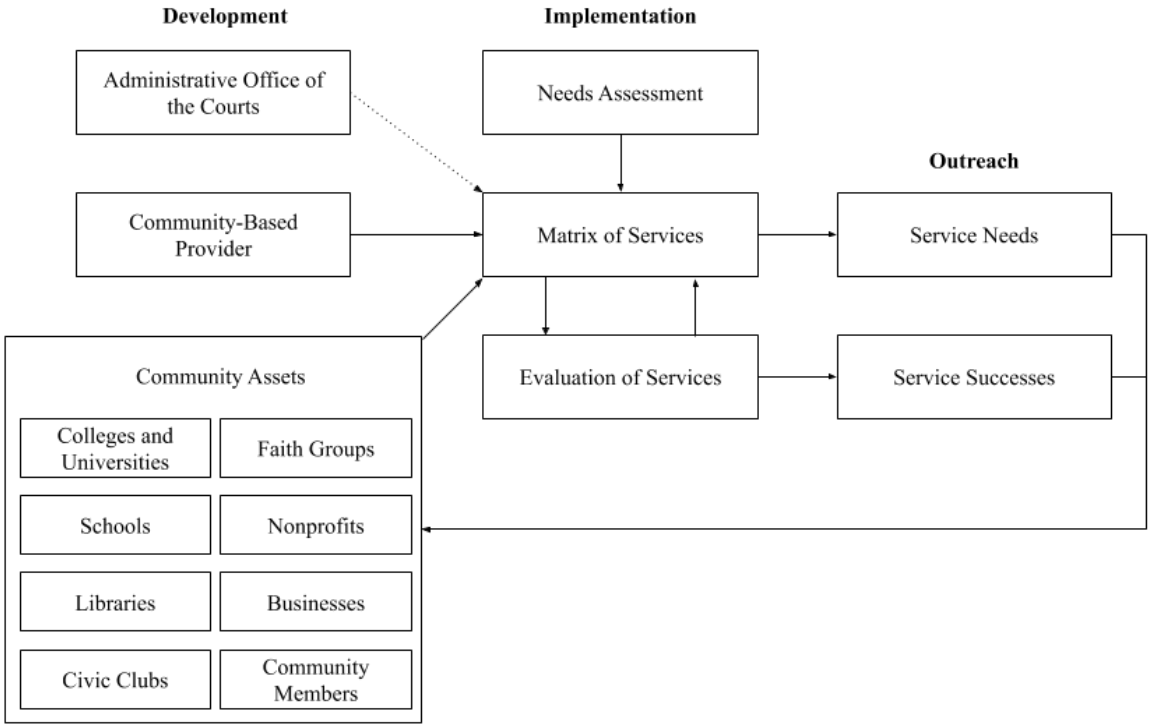
Implementation Resources for Courts

The first of the implementation resources developed for the court partners in the study was a model demonstrating the process of implementing the needs assessment and corresponding matrix of services (a list of programs designed to meet the needs identified in the needs assessment) (Figure 1). The researchers also used data from interviews with program leaders and observations of programs to create a template for each program offered in the matrix of services, outlining the minimum requirements (including facilities, supplies, expertise, and volunteers) to implement the program and the need that it was designed to serve.

One important consideration in the development of the templates was how courts without access to higher education institutions could replicate programs offered through service-learning partnerships. The model reflects that all courts in the state are assigned a community-based provider of certain programs that vary by geographic area, and colleges and universities are just one of the community assets identified in the model that can be used to develop a complete matrix of services. Each court's matrix of services is adaptable to include programs that align with the available community assets. For courts implementing volunteer-supported programs for the first

time, the research team developed a training presentation for basic volunteer management principles such as recruitment, training, placement, and communication.

Figure 1
Juvenile Court Model for Partnership-Based Programming



Theme 1: Developing Program Partnerships

Court leaders were responsible for driving the development of partnerships in this case study, relying on influence within their networks and open communication to recruit partners. When it came to initiating the partnerships needed to create new programs, court leaders and staff described a liaison role between the court and the community that blended their personal and professional networks. As one court leader reflected, "Sometimes it just takes getting out there and talking to people and letting people know that the needs are there." Court leaders identified the value of trusting relationships developed through civic groups, church membership, and a spouse's university employment. One court leader described the process simply as "just being able to identify what areas you're trying to serve, and then looking in the community and saying, 'Who's out there that can serve these needs?'" Yet, the simplicity of this approach hinged on court leaders' willingness to use their connections to community assets and influence in carefully maintained networks to implement a new model for juvenile justice.

From the perspectives of program leaders at the university and in the nonprofit sector, partnership with the court represented a new network with access to unprecedented opportunities to achieve learning goals or further their own mission. As one program leader shared, "I hold a lot of pride about our relationship with the court, you know. It's really special to me. ...Not everybody gets to just walk into court, and that means ... that's special." As court leaders used their own influence to recruit university and community partners as program leaders, program leaders understood their involvement as reciprocal—beneficial to the

court and to their own personal and professional goals. This reciprocal relationship between partners required a shared understanding of the commitment and values underscoring the new partnerships.

Theme 2: Crafting a Shared Vision

All participants in this study had been involved in court partnerships for only a few years; thus, court and program leaders had to be willing to pioneer not only individual programs but also a framework for juvenile justice that was new to the court studied and to the state. One program leader expressed their involvement in an innovative partnership by saying, "We had to figure out a way to bust what some people call the school-to-prison pipeline." Another recalled needing to develop a tolerance for uncertainty: "I wanted to know the answer, ... but there was no one to call to get the answer" because the programs were so new.

Along with a tolerance for uncertainty, court and program leaders articulated an understanding that they were embarking on a process of transformation, which required both ongoing commitment from all partners and the patience to invest in long-term outcomes for court-involved youth. As one program leader said, "A lot of the influence will be down the road several months or years, and in many instances, we plant a seed." Given the sizable commitment of time and relationship building required to implement partnership-based programs, one court leader admitted, "I think you have to be much more invested into the families and the cases" compared with a more traditional juvenile justice model.

The most important feature of these collaborations was the trust required to create them. Universally, the program leaders in this study described that a trusting relationship with an individual court leader who "had to go out and find [program leaders]" was what brought them into their partnership with the court. Shared values and trusting relationships among all court, university, and community partners in the court were instrumental in the creation of a sustainable model for program delivery.

Theme 3: Expanding and Maintaining Partnerships

Following the creation of new partnerships and programs, court and program leaders continued to rely on their networks and shared vision to maintain and grow programs, and they found that persistent communication was an essential mechanism to sustain partnerships. From a purely logistical standpoint, persistent communication between court and program leaders maintained partnerships from year to year, particularly throughout the ebb and flow of an academic year. As one court leader described communicating with a new partner, "we make sure the program [leader] understands the rules that we operate [under], what we are trying to accomplish, what we expect them to do as part of the program, and we continue to maintain that communication throughout the program." As another court leader shared, "Each year, the judge and I sit down and visit with our schools, just to let them know of any changes, and to make sure the communication is good and the relationships are all good." Whether taking the form of a structured and scheduled check-in or an open-door policy for partners, constant communication was a hallmark of the court's programming reported by both court and program leaders.

While communication between court and program leaders maintained a shared vision within the network of partners, communication beyond this network served to extend its reach. Multiple program leaders described using their own stories of successful program development to bring in additional service-learning faculty and courses, grant-funding sources, and other campus or community resources. As one program leader observed, "It takes community partnership for a nonprofit to have success and it takes community partnership for a court to have the resources." Nonprofit and university partners further described being willing to act as community ambassadors for the court and court-involved youth in order to raise funds, recruit volunteers, and increase community awareness of needs and successful outcomes. Court leaders reported that, while sharing successful outcomes of court programs was a departure from their more closeted traditional policy and practice, increasing communications about the court in the community helped to share positive messages about court-involved youth and expand support for court programs.

Theme 4: Designing Opportunities for Growth, Enrichment, and Empowerment

A final theme that emerged from the case study was court and program leaders' intention of designing programs that provided court-involved youth with opportunities for growth, enrichment, and empowerment. Several court and program leaders spoke about developing programs that focused on topics or experiences that they believed would be novel for court-involved youth, such as the opportunity to see a Shakespeare play, be a part of a club on a college campus, or to exercise self-expression through creative writing. Yet, more important than enriching experiences was the shared belief among court and program leaders that programs should be designed to empower youth. One program leader, for example, described the goal of "having the kids recognize that the arts are actually a tool for making some real, tangible change in their lives and their community." For this program leader, the arts were not only enriching but were also the foundation for a program designed to empower participating youth. Another program leader described how an entire group mentoring program had been structured around democratic processes and youth voice, with every mentoring session coconstructed by court-involved youth and service-learning students acting as mentors.

The belief that empowerment was a beneficial goal of programs was not limited to program leaders. As one court leader expressed, "One of the most affirming things about some of our programs is that they allow kids to have a voice. ... Many of the kids that you work with in juvenile court have never been encouraged to voice what they think and feel." Across court and program leaders, study participants shared—and expected their own service-learning students and program volunteers to share—the value that court-involved youth deserved to hear, in the words of one court leader, "You can do this." Court staff and leaders furthermore articulated ways in which the court's processes had been redesigned to incorporate youth voice in decisions that affect them. For example, the breadth of programs offered through the court's university and community partnerships ensured that youth could be offered a choice of programs rather than simply being assigned to programs following the needs assessment.

University faculty and staff serving as program leaders additionally intended for college students to experience personal and professional growth through their involvement with court-involved youth, expressing a belief that growth, enrichment, and empowerment were reciprocal for program participants and volunteers. Program leaders expressed their belief that the opportunity to work with court-involved youth was inherently valuable. As a nonprofit partner expressed, "Our staff gets paid to do what we love. … No one on our staff makes a bunch of money, but man … [at] almost every staff meeting, somebody says, 'I cannot believe we get paid to do this.'" Court leaders, on the other hand, did not take the rewards of partnership with the court for granted, and they emphasized the importance of fostering relationships with and providing adequate support to program leaders. As one court leader expressed, in discussing how the court maintains partnerships, "I want [program leaders] to know that they are not just a number, they are not just a statistic, and they are not just another program that I have added to our list." Just as program leaders believed that programs offered opportunities for growth, enrichment, and empowerment to both court-involved youth and service-learning students or nonprofit staff, court leaders espoused a developmental approach to both court-involved youth and program leaders.

Discussion and Implications for Campuses and Courts

Examining the case study of one juvenile court's partnership-based programming model and resulting collaborations with university and nonprofit partners through the lenses of two leadership theories revealed the integral role of court and program leaders in forming and maintaining a cross-sector collaboration to transform a community organization. Leadership capability is an integral part of the cross-sector collaboration and social justice leadership frameworks (Bryson et al., 2006; Bryson et al., 2015; DeMatthews & Mawhinney, 2014; Selsky & Parker, 2005; Theoharis, 2007; Wang, 2018). The leaders in this case study—whether formally elected or appointed or recruited through shared values and trusting relationships—shaped the trajectory of the court's collaborative programming model.

Role of Service-Learning Partnerships in Court Programming

The first research question in this study asked about the role of service-learning and other community partnerships in the court's programming. Service-learning partnerships were found to be one of several ways in which the court engaged with local universities. In addition to partnering with numerous classes of service-learning students in faculty-led programs such as social justice theatre and mentoring, the court in this study connected with its local campuses by seeking faculty expertise for training court staff, court-involved youth, and families; interns for implementing restorative justice principles as volunteer probation officers; and programs that relied on volunteers from the general student body or the local community. Additionally, university partnerships were one of several types of partnerships on which the court relied to provide the programming needed to create its matrix of services, with some programs delivered in partnership with nonprofit organizations or highly involved community volunteers. All partnerships contributed to the holistic transformation of the court's approach to working with court-involved youth and the community overall. This broad context was essential to this case study but is also transferable to other contexts in which partnerships between community organizations and campuses are not limited to service-learning. Indeed, service-learning partnerships may be enriched and strengthened by multiple intersecting layers of engagement.

While the court in this case had numerous programs delivered in partnership with higher education institutions and service-learning courses specifically, the implementation resources developed for the administrative office of the courts were designed to allow for development of similar programs using the assets of any community. One consideration for service-learning practitioners from this case study is how to connect networks of community partners for mutual support and to open doors to additional university resources (such as cocurricular service programs, faculty research or service effort, or grant opportunities). Strategic expansion of the university's partnerships has the potential to provide continuity and sustainability of programs and services offered in the community.

Leaders as Initiators of Cross-Sector Collaboration

The second research question in this case study asked how the court's partnerships were formed and how they functioned. Social justice leadership and cross-sector collaboration both emphasize the importance of leaders' relationships and how they exercise their influence to build alliances and promote social change. In this study, court and program leaders described a trusting relationship between court leaders, university service-learning faculty, and nonprofit partners as the impetus for their partnership. Court and program leaders also repeatedly described ways that they had used their influence to form new partnerships, whether that influence was within an academic context with a class of service-learning students or within the community as an advocate of the court.

Court leaders, in particular, described the court's partnerships in a manner consistent with the cross-sector collaboration framework, in which the partnerships were more than the sum of their parts. As one court leader shared,

> I think one of the successes in our court is that we partner with the colleges, counseling services, nonprofits, churches, and more to provide the programs we need to help the kids. ... I am one of many, and all of [these influences] together is what brings value.

Although court leaders tended to downplay their own role in creating partnerships, none of the service-learning projects, volunteer programs, or collaborations with nonprofit agencies would ultimately have been possible without court leaders interested in changing institutions and social structures for the collective good (Zhang et al., 2018). One implication of this case study's findings for service-learning practitioners interested in transformational partnerships, then, is to both adopt and seek out in community partners the qualities of social justice leadership, such as respect, care, empathy, and empowerment of others (Theoharis, 2007). In this regard, service-learning practitioners could use their own networks to ensure that service-learning partnerships open doors to additional university resources (George-Paschal et al., 2019).

Collective Effort in Program Development

The third research question was about the roles of the court leaders and partners in developing and implementing programs. Although the court leaders were typically responsible for initiating partnerships, all partners had a role in maintaining a shared vision and commitment, as well as consistent communication between the court and its programs. Several program leaders expressed a desire for more communication and collaboration between program leaders, in effect wishing to take on more of the coordination role held by court leaders. The court's partners took on many roles outside their individual programs to further develop the court's programming model as a whole. At the same time, established partners expressed a high degree of ownership of their programs and were interested in a greater share of the collective effort that defines cross-sector collaboration. These findings contribute to the body of scholarship that seeks to understand the impact of service-learning partnerships on faculty (Driscoll, 2000; Martin et al., 2017; Pribbenow, 2005) and community partners (Ferrari & Worrall, 2000; Sandy & Holland, 2006, Srinivas et al., 2015), putting these experiences in dialogue with one another and framing both faculty and community partners as leaders.

Limitations and Future Directions for Research

The purpose of this case study was to examine a particular partnership model. The data consisted primarily of the perspectives of court leaders and the university faculty, university staff, and nonprofit leaders who coordinated the programs offered by the court. Yet, as the theoretical framework emphasizes, social justice leadership is a holistic concept not limited to the personal beliefs and values of individual leaders or even the relationships and shared beliefs within an institution; the community also has the transformational power to shape institutions (Gallagher & Ehlman, 2019). Even though limited research has been conducted on the outcomes for youth involved in the court programs described in this case study (George-Paschal & Bowen, 2019), the perspectives of court-involved youth, service-learning students, and community volunteers were not included in this study. Given that this study found that court and program leaders intended to design opportunities for growth and empowerment for youth and service-learning students alike, the perspectives of those actually engaged in court programs warrants future investigation. Additionally, given court leaders' belief that the partnership-based program model could be implemented in communities with different types of assets available, a multisite case study comparing outcomes for court-involved youth in different types of programs in communities with different types of partnerships is needed to investigate the transferability of the model.

Having observed in this study the principles of social justice leadership in court and program leaders, including service-learning faculty, the authors are particularly interested in further investigation into how the theory is borne out in the experiences and perspectives of service-learning students. Tania Mitchell's (2007, 2015) foundational work in critical service-learning has emphasized the need for a stronger focus on social justice in relation to students' civic identity development. Prior research found mixed or negative impacts of service-learning on students' moral and ethical development (Bernacki & Jaeger, 2008; Boyle, 2007; Chupp & Joseph, 2010; Hess et al., 2007) and revealed how service-learning can perpetuate negative stereotypes and patronizing relationships (Desmond et al., 2011; Pompa, 2002). Service-learning practitioners cannot assume, therefore, that a program designed to engage students in social change will have the intended impact. A service-learning partnership in which the university and community partners espouse social justice leadership provides an opportunity to further investigate how faculty focus on social justice translates into student experiences and outcomes.

Brief Reflection on Collaborating Through COVID-19

At the time of writing, the community in which this case study was situated, like most communities in the United States, was affected by widespread school and university closures and the swift transition of many workplaces to remote work. These disruptions were layered onto a vast array of impacts on court-involved youth and parents, court staff, university students and faculty, and community volunteers who became

unemployed, suffered a reduction of hours, or took on additional care responsibilities as a result of the pandemic. Technology allowed at least some court partnerships and programming to adapt to school and university closures and continue, while gaps in internet connectivity limited youth access to virtual programming. Within existing campus–community partnerships, service-learning students involved in indirect service to the court continued to develop new training materials and videos for the online training of juvenile justice officers; tutoring and mentoring programs continued in a virtual format or at a reduced capacity in-person. It remains to be seen what impact COVID-19 will have on the futures of the youth who happened to be involved in the court throughout the pandemic and who experienced disruption not only in the court system but also in all aspects of their lives and in their communities. What is certain, however, is that court, community, and campus partners have a greater need than ever for a collaborative framework that emphasizes constant communication, shared values and commitments, and adaptability to emerging needs as they move forward together on an uncertain path.

Conclusion

This case study of a juvenile court and its model for creating and delivering partnership-based programs was defined by court leaders who asked "who's out there" to commit to restoring court-involved youth to their communities, and by the university faculty, staff, and nonprofit leaders who answered this call. A model for delivering court services in partnership with other community institutions required court leaders who expressed commitment to the socially just treatment of youth. At the same time, cross-sector collaboration between leaders in government, nonprofit, and education institutions was a key element of the model.

The use of social justice leadership and cross-sector collaboration theory to examine this case revealed the way in which university and community collaborators share leadership roles. Additionally, these frameworks supported a holistic understanding of how campus-community partnerships function, which research focused on service-learning outcomes may not easily capture. As one court leader said, in expressing the challenge of transformational partnerships in juvenile justice,

> It's messy, it's extremely difficult, and if you're doing it the right way, every decision you make in a kid's case, you're considering what the overall impact is on that youth's life. ... If you don't have someone who is willing to do the work, and hold the line, it will not work; it just won't.

Service-learning practitioners have the opportunity to participate in and learn from broader and more transformational collaborations when they are one of many "willing to do the work."

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About the Authors

Yolanda Ornelas is a doctoral student in the Department of Leadership Studies at the University of Central Arkansas.

Jennifer Saxton is a senior instructor in the Department of Professional Studies at Arkansas Tech University and a doctoral student in the Department of Leadership Studies at the University of Central Arkansas.

Patricia Kohler-Evans is a professor in the Department of Elementary, Literacy, and Special Education and director of the Mashburn Center for Learning at the University of Central Arkansas.

Anita Sego is an assistant professor in the Department of Health Sciences at the University of Central Arkansas.

Lesley Graybeal is the director of service-learning in the Division of Outreach and Community Engagement at the University of Central Arkansas.

Correspondence concerning this article should be addressed to Lesley Graybeal at lgraybeal@uca.edu.