

# **Targeted Community Action Planning Toolkit**



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## Introduction

Planning is essential to developing a comprehensive, targeted, and coordinated juvenile justice and delinquency prevention and intervention system that provides an effective continuum of programs and services.

The elements of the community planning model underlying this manual can help communities meet the challenge of preventing and reducing juvenile delinquency and violence through a proactive process that is coordinated, data driven, research based, and outcome focused.

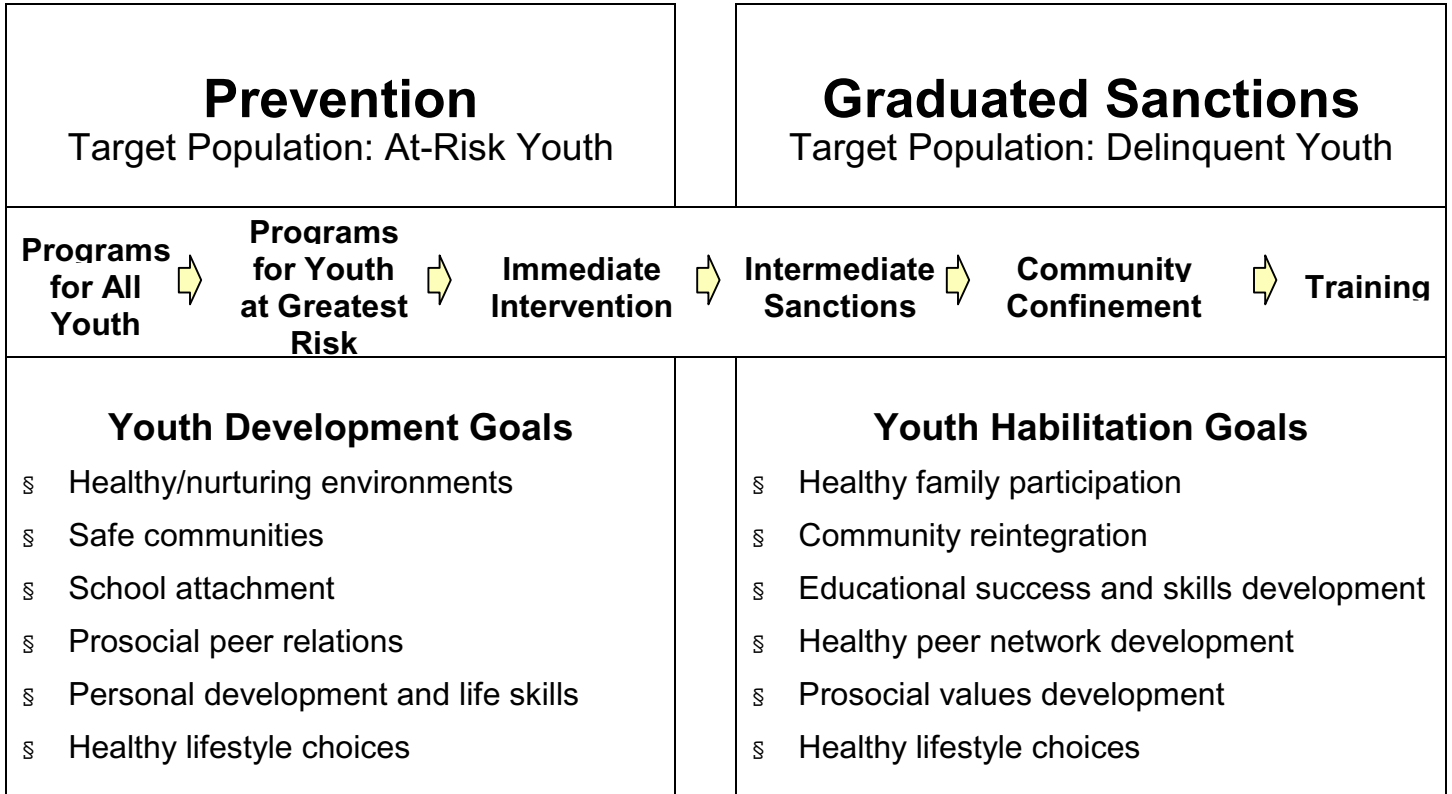
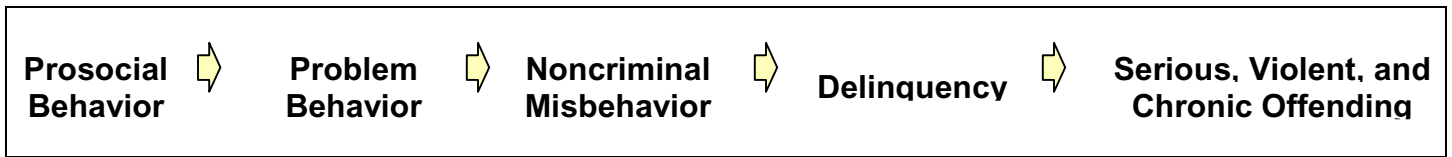
Community planning should incorporate the following principles:

- Strengthening the family in its primary responsibilities to instill moral values and provide guidance and support to children.
- Supporting core social institutions, such as schools, religious institutions, and other community organizations, in their roles of developing capable, mature, and responsible youth.
- Promoting delinquency prevention as a cost-effective approach to reducing juvenile delinquency. Communities should take the lead in developing prevention approaches that address known risk factors and in responding with appropriate treatment and support services when children engage in disruptive behavior.
- Intervening immediately, effectively, and appropriately when delinquent behavior first occurs to successfully prevent juvenile offenders from becoming chronic offenders or committing progressively more serious and violent crimes.
- Identifying and controlling the small group of serious, violent, and chronic juvenile offenders who are a threat to the community by placing them in secure community-based facilities, training schools, and other appropriate juvenile facilities.
- Reintegrating out-of-home placed juveniles into the community by establishing the necessary collaborative arrangements with the community to ensure the delivery of prescribed services and supervision.

Successful community planning efforts also incorporate a range of community programming to meet the needs of youth. A complete juvenile justice service continuum aids program assessment, planning, and capacity building. In addition, an effective continuum meets the dual objectives of promoting the healthy development of children and youth and ensuring community safety with respect to juvenile offenders.

Comprehensive community planning is a continuous process that involves ongoing planning, monitoring, and improvements. The process consists of four phases: **mobilization, assessment, planning, and implementation.**

# Juvenile Justice Service Continuum



## **Benefits and Outcomes of Community Planning**

To sustain community planning, many critical components must be in place, including a community vision and objectives, a guiding framework, and a local planning team. Community planning offers a number of benefits that may compel citizens and agency staffers to get involved. Benefits include—

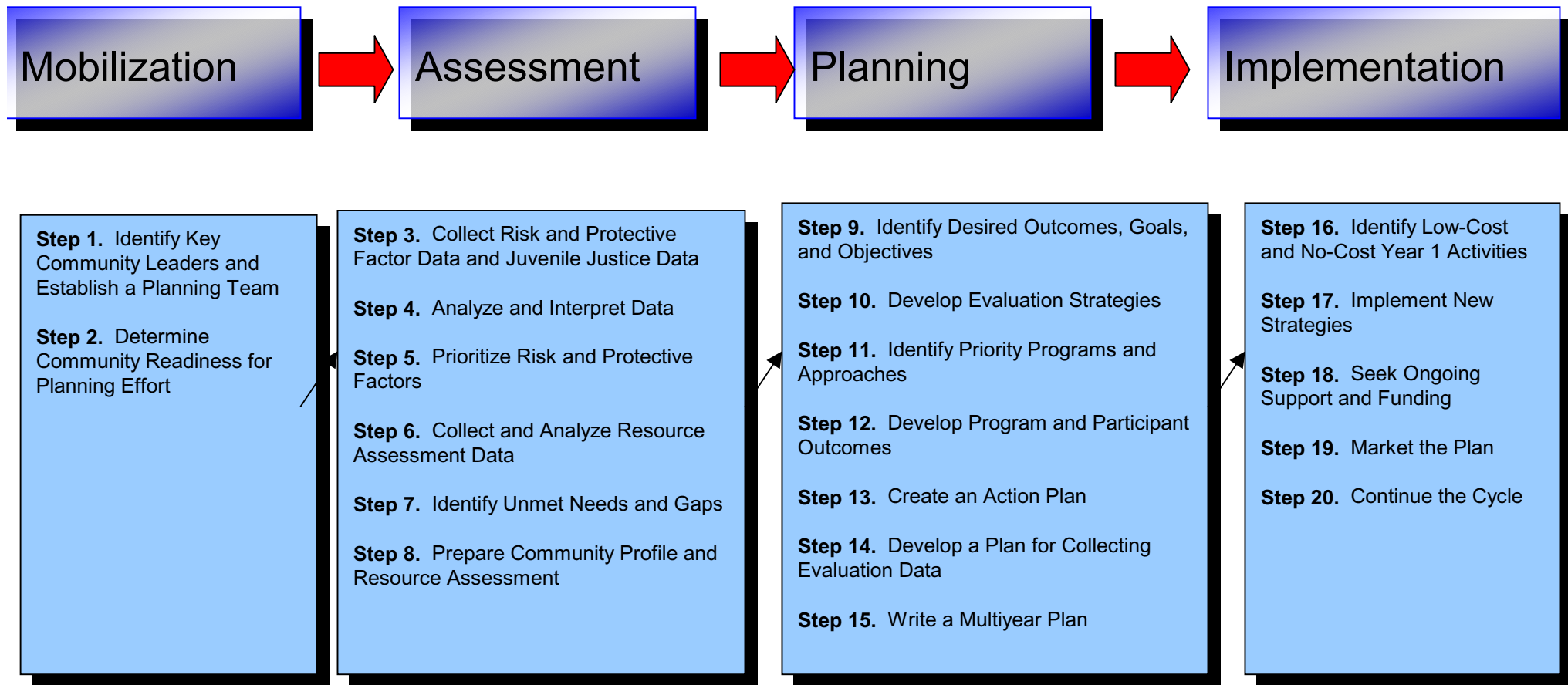
- Mobilization of the entire community to accept responsibility for its children.
- A focus on risk and protective factors to assess prevention and juvenile justice systems.
- An objective approach to resource allocation.
- Redeployment of resources that can be invested in cost-effective prevention programs.
- Short-term and long-term solutions to juvenile crime and violence.

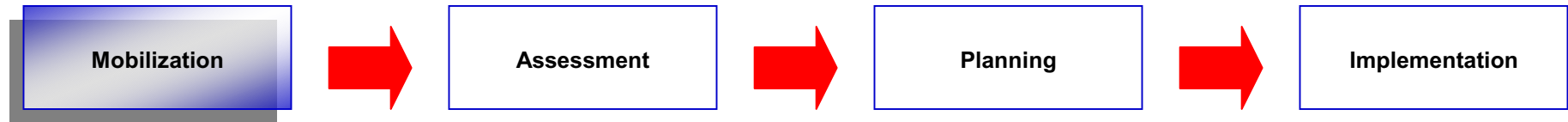
Communities that use this process may experience the following outcomes:

- The planning team is recognized by local government as having the political currency to make decisions and influence policy. (As community leaders, you will be asked to help designate or develop this planning body.)
- Community-based systems are in place to collect and analyze data, prioritize risk factors, identify gaps in existing resources, and allocate resources objectively.
- The juvenile justice system uses an objective risk and needs assessment classification system.
- A full continuum of effective services for youth is in place, including prevention programs (prenatal through adolescence), graduated sanctions (such as community alternatives to incarceration and appropriate confinement programs), and effective aftercare.
- A long-term strategic action plan has been adopted by community stakeholders.
- Formal evaluation mechanisms are in place.

This manual delineates the 4 phases in 20 easy-to-follow steps, which lead to the development and implementation of a long-term strategic action plan.

# Community Planning Process





## Mobilization

**Goal:** *To mobilize and involve all stakeholders in working collaboratively toward the development of a plan to ameliorate identified problems that pose a threat to public safety.*

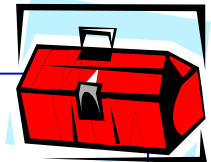
### Step 1. Identify Target Problems and Key Community Leaders Needed To Address the Problems

- Facilitate the process for designating a community team
- Select organizational structure
- Assign roles and responsibilities
- Develop a communication plan

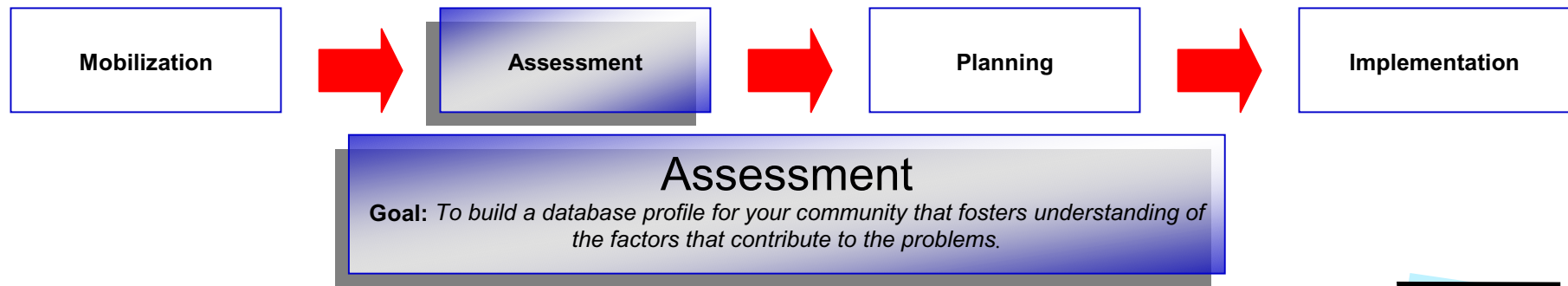
### Step 2. Determine Community Readiness for Planning Effort

- Facilitate discussion on readiness and prepare for the assessment phase
- Inform team about the dynamics of delinquency prevention

### Tools



- Mobilization Phase Milestones
- Team Skills Profile: Areas of Expertise and Spheres of Influence
- Suggested Membership List
- Workgroup Membership
- Workgroup Roster
- Workgroup Functions and Products
- Risk Factors and Indicators by Sphere of Influence
- Protective Factors and Indicators by Sphere of Influence



### Step 3. Collect Risk and Protective Factor Data and Juvenile Justice Data

- Organize team to collect data
- Gather risk and protective factor data
- Describe current juvenile justice system and objective decisionmaking data

### Step 4. Analyze and Interpret Data

- Organize team to analyze indicator data
- Identify community trends and compare with county, state, or national trends
- Interpret anecdotal and systems data to inform prioritization process

### Step 5. Prioritize Risk Factors

- Define the criteria and decisionmaking process for prioritization
- Prioritize risk factors

### Step 6. Collect and Analyze Resource Assessment Data

- Develop parameters for collecting resource information
- Collect information and organize for assessment

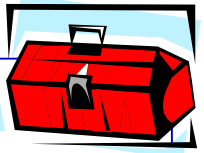
### Step 7. Identify Unmet Needs and Gaps

- Determine areas of unmet community needs
- Identify gaps in the continuum of programs for youth

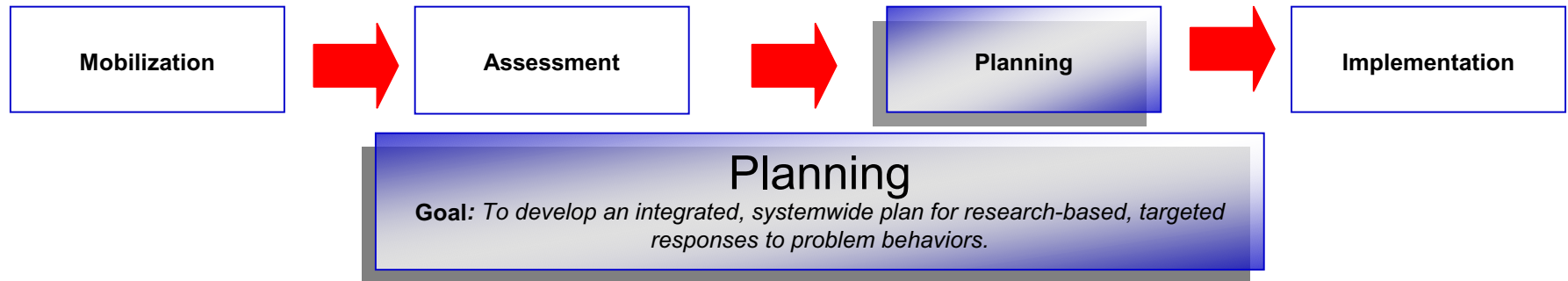
### Step 8. Prepare Community Profile and Resource Assessment

- Describe elements of community profile, risk and protective factors analysis, and prioritization
- Summarize the resource assessment and the needs and gap analysis

### Tools



- Assessment Phase Milestones
- Data Collection Action Assignments
- Useful Web Sites
- Objective Decisionmaking Action Assignments
- Inventory of Objective Decisionmaking Systems in the Juvenile Justice System
- Juvenile Justice Data
- Juvenile Justice Data Worksheet
- Juvenile Justice System Sample Flowchart
- Risk Factor Prioritization Worksheet
- Community Resource Assessment Action Assignments
- Community Resource Assessment Inventory
- Community Resource Assessment Workgroup Chart



### Step 9. Identify Desired Outcomes, Goals, and Objectives

- Determine measurable results to be achieved
- Adopt clear and consistent language

### Step 10. Develop Evaluation Strategies

- Identify the benefits of a well-designed program evaluation
- Establish a generic evaluation framework to guide data collection process
- Determine evaluation resources available to the community

### Step 11. Identify Priority Programs and Approaches

- Identify promising approaches in prevention, graduated sanctions, and aftercare
- Select research-based program options to fill gaps

### Step 12. Develop Program and Participant Outcomes

- Select program outcomes that affect priority risk factors
- Define changes in participants as a result of program completion

### Step 13. Create an Action Plan

- Determine manageable steps to accomplish administrative and program tasks
- Establish timelines and team member accountability

### Step 14. Develop a Plan for Collecting Evaluation Data

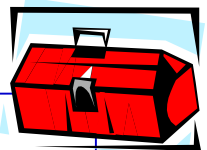
- Determine data collection tasks based on evaluation design
- Assign data collection responsibility

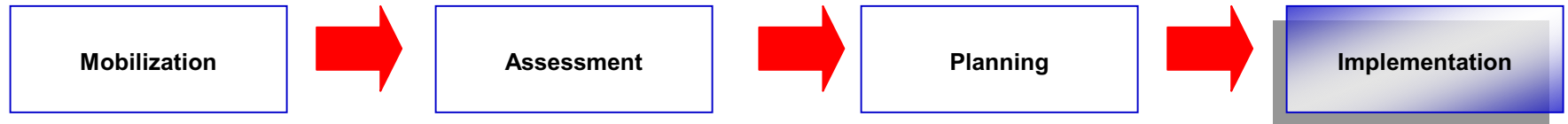
### Step 15. Write a Multiyear Plan

- Determine format for multiyear plan
- Identify writers and the process for community team approval

### Tools

- Planning Phase Milestones
- Planning Action Assignments
- Writing Outcome Measures
- Action Plan Worksheet





## Implementation

**Goal:** *To act on and evaluate strategies of the plan for ameliorating problem behaviors and increasing public safety.*

### Step 16. Identify Low-Cost and No-Cost Year 1 Activities

- Develop community awareness and support
- Determine ways to improve collaboration to maximize existing resources
- Identify existing resources that can be redirected

### Step 17. Implement New Strategies

- Develop implementation guidelines
- Establish timeline for implementation

### Step 18. Seek Ongoing Support and Funding

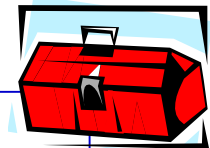
- Garner community and legislative support
- Develop public and private funding options

### Step 19. Market the Plan

- Publicize strategy and program outcomes
- Disseminate the plan to a variety of communications media

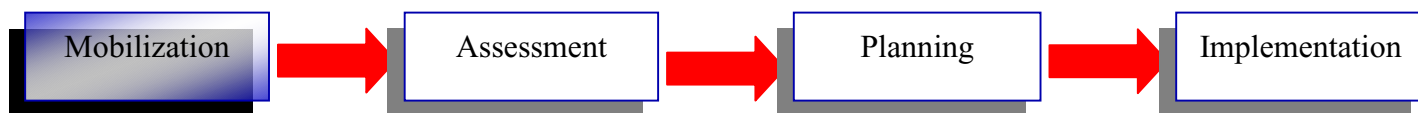
### Step 20. Continue the Cycle

- Maintain the momentum
- Prepare key leaders for continuous planning and oversight



### Tools

- Implementation Phase Milestones
- Action Plan Worksheet



## **PHASE 1: MOBILIZATION**

The goal of this phase is to mobilize stakeholders and involve them in working collaboratively to develop a community plan. A mobilization that occurs when the community is ready, involves key partners, and has a structure and focus will more likely result in a plan that can be successfully implemented. In this phase, the community planning team is established, an official roster is designated, and community readiness is determined.

**See Tools: Mobilization Phase Milestones.**

### **Step 1: Identify Key Community Leaders and Establish a Planning Team**

#### **Facilitate the Process for Designating a Community Team**

This step offers an opportunity to raise awareness among traditional and nontraditional leaders and to prepare community leaders to effectively support and oversee the planning process.

Your designated team should include local key stakeholders, policymakers, and decisionmakers, representing all areas of the delinquency prevention and juvenile justice systems. Be sure to include a wide range of members, including concerned citizens, who represent public agencies, nonprofit corporations, and faith-based organizations. If your community already has a planning team for youth or juvenile issues, then your comprehensive community planning effort may move quickly through the mobilization phase.

Before moving on, stop to consider whether your planning team would benefit by recruiting new members.

**See Tools: Team Skills Profile: Areas of Expertise and Spheres of Influence; Suggested Membership List.**

Consider the following:

- How will new members be recruited?
- How many members should serve on the community planning team?
- Does the planning team reflect the community's racial, ethnic, and socioeconomic diversity?
- Does the group include young people?

### **How Can I Recruit Members?**

How your community selects membership is up to the team's organizers. However, there are many ways to recruit a wide variety of active members.

- **Formal selection.** Mail invitations to local leaders and officials.
- **Phone tree.** Ask each of the organizers to call at least 10 people.
- **Work the networks.** Send fliers to the leaders of local teacher-parent, professional, business, and government associations and workgroups asking them to distribute fliers at their meetings.
- **Come one, come all.** Place your meeting announcement in the newspaper or other publications and on Web sites. Publicize and hold a town hall meeting. These meetings can help identify local concerns and will help you find active, outspoken, and caring folks for your team. Consider asking a local restaurant or grocery store to sponsor a lunch to boost attendance.

### **How Can I Recruit Youth Members?**

Recent studies have validated the importance of empowering youth to become a part of the community decisionmaking process. Below are suggestions to recruit youth as active members.

- **Talk** with the Superintendent of Schools about how youth can both help themselves and the community to achieve goals and mandates around issues such as education, school attendance, teen pregnancy, drug and alcohol abuse and its impact on schools, teen counselors and teen support groups, and opportunities for youth volunteerism.
- **Meet** with all school district principals to discuss youth involvement.
- **Send letters** to governmental organizations, businesses, the Chamber of Commerce, services groups, and the faith community regarding a community forum where youth and community leaders can have an open dialogue, share ideas and expertise, and articulate a vision for the future.
- **Persuade** schools to award academic credit for youth involvement.

## Select Organizational Structure

The primary goal of selecting an organizational structure is to prepare community leaders to effectively carry out their role in the comprehensive community planning process. An orientation meeting should provide a broad overview of community planning; determine community readiness; outline the framework for assessment, planning, and implementation; define roles and responsibilities of each participant; and present anticipated benefits and key outcomes to the community.

An organizational structure for work assignments must be selected. When deciding whether to establish workgroups, teams, a steering committee, or an executive board, consider the needs of your community. Communities that choose to form workgroups generally do so according to the phases of the planning process:

- Data collection and analysis
- Resource assessment
- Objective decisionmaking
- Legislative/policy and systems issues
- Outreach/communication/media
- Planning, monitoring, and evaluation
- Youth involvement

### **See Tools: Workgroup Membership; Workgroup Roster; Workgroup Functions and Products.**

Selecting the community's planning team leadership should include identifying not only a chairperson but also a steering committee made up of workgroup leaders. Remember to clearly designate work assignments between meetings.

Next, decide on the ground rules. How will decisions be made? By consensus? By vote? What are the roles and responsibilities of team members? How will the team share information during the planning process? Clarifying these important processes will save time and avoid confusion as your team moves through the planning process.

## **Ideas for Creatively Staffing Your Team**

### **Do you have any universities or colleges in your area?**

If you do, get in touch with them! Many professors like their students to complete class projects or to serve internships as part of a course or degree requirement. Urban planning, government, public policy, or other related degree areas are your best bet.

### **Don't forget your local high schools.**

Once you've got the school superintendent and school board on your team, they can help you approach principals and specific teachers to support the community planning process. Government and economics classes may be able to research statistics in your community. Computer keyboarding or typing classes may be able to type the materials, and advanced English composition classes may be able to help with writing the plan itself.

### **Seek help from local businesses and agencies.**

You may not be able to get hard cash, but try for a service loan. For example, see if you can get several businesses or agencies to each donate one paid staff person to take notes at one of your meetings, type them up, and get copies back to you. You could also ask local groceries, bakeries, and restaurants to provide refreshments for your meetings. Paper products and duplicating services are other items that organizations may be able to provide.

## **Assign Roles and Responsibilities**

The community planning team should have a membership that reflects the full spectrum of prevention, intervention, and juvenile justice systems. This team is the workforce of the community planning process, building relationships among the various community stakeholders, completing and analyzing community assessments, and developing the multiyear strategic action plan.

For the benefit of all stakeholders, discuss a timeframe for the community planning process. Estimate how much time each step will take. Communities will vary as to how long it takes to complete the planning process, according to the size and skills of the team, resources available, and stage of readiness (see Step 2).

As a group, agree to a timeline and a schedule of meetings. To save time, an organizer should prepare drafts in advance so that the group has a starting point at each meeting of the team or workgroups.

## **Develop a Communication Plan**

Communicate, communicate, and communicate! Your planning team cannot publicize and communicate enough about their work! When people feel informed and included, they are more likely to be supportive. The best way to succeed is to make sure that the community is aware of what the team is doing and has opportunities to be heard.

How will your group communicate progress and decisions with the public on a regular basis? Although all community leaders do not need to be involved in all details of the work the group

will do in the coming months, the team should communicate regularly with community leaders about progress, obstacles, and needed resources. The planning team should also decide what process will be used to seek public comment.

Communication and coordination go hand in hand. Perhaps several other planning groups exist in your area. At the outset, take the time to find out and get copies of their plans. It may save time later on. Some of the research your team identifies may already have been done. Start by asking the criminal justice planner at your regional council of governments or your local juvenile justice contact for information.

#### **Communication Issues To Consider:**

- Who will send reminders about meetings?
- Who will make room reservations and other arrangements for meetings?
- Who will gather the statistics?
- Who will coordinate the writing throughout the process?
- Who will edit and prepare the plan?

## **Step 2. Determine Community Readiness for Planning Effort**

### **Facilitate Discussion on Readiness and Prepare for the Assessment Phase**

Nearly every community and most community members approach planning as just one more task that must be accomplished. But community mobilization and planning experience dictates that determining readiness prior to major planning events can mean the difference between a successful implementation and a planning effort that just sits on the shelf.

In recent years, several scales have been developed to determine community readiness for significant planning efforts. The OJJDP Title V effort uses a readiness model that incorporates definitions of stages, assessment questions for each stage, action steps within each stage, and readiness conditions for movement to the next stage.

Communities may use the information gathered during the readiness assessment to inform decisions and action steps as they move through their community planning effort. Several informed and key community members should develop answers to the assessment questions, determine an approximate stage for action, and incorporate the suggested readiness action items into the broader community planning effort.

A typical timeline for progression through the stages of readiness gives an example of how long a community might take to complete the tasks necessary to move through each stage. Community

members should remember that although all communities progress through these stages, any given community may require a shorter or longer timeframe. The most important issue is to make sure that the tasks for each stage are thoroughly addressed.

#### **Stages of Readiness**

1. Community tolerance/lack of knowledge
2. Denial
3. Vague awareness
4. Preplanning
5. Preparation
6. Initiation
7. Institutionalization/stabilization
8. Confirmation/expansion
9. Professionalization

#### **Inform Team About the Dynamics of Delinquency Prevention**

Understanding risk and protective factors helps parents and others intervene early in a child's life, without having to wait until late childhood or early adolescence when parents may begin to see signs of tobacco or alcohol use, early sexual activity, truancy, delinquent behavior, or violence. By the time these behaviors are apparent in adolescents, it can be very difficult to change behaviors or patterns that have developed over several years. Often, serious damage has already been done to the child's emotional, physical, cognitive, or social development. Just as often, significant costs have been borne by the community as a result of a youth's crime, violence, substance abuse, school difficulties, and/or early pregnancy.

Multiple theories of delinquency have gained popularity over the past 25 to 30 years. Current thinking integrates multiple perspectives and focuses on pathways to delinquency. New research shows that effective interventions are comprehensive across spheres of influence, are administered early in life, and promote resiliency.

Risk factors are research-based behaviors or conditions that contribute to the likelihood of a youth becoming involved in delinquent behavior. Title V training uses 24 research-based risk factors with multiple indicators on which communities can collect data. From prenatal biological characteristics to broad environmental conditions that affect children, the risk and protective factors are characterized according to five domains or spheres of influence: community, school, family, peer, and individual.

#### **See Tools: Risk Factors and Indicators by Sphere of Influence.**

Protective factors reduce the impact of risk factors and negative chain reactions (such as the long-term effects of a stressor), enhance the development of self-esteem, and—although they may operate on a social or community level—can have a significant impact on individuals. Protective factors can be thought of as the opposite of risk factors. Along a continuum, a high

level of family conflict is seen as a risk factor, whereas a low level of family conflict is considered a protective factor.

Across the spheres of influence, some common denominators exist among protective factors: an adult cares for the youth or provides emotional support, expectations are clearly set and generally high, opportunities exist for the youth to participate and contribute, and the youth has a sense of safety or security.

**See Tools: Protective Factors and Indicators by Sphere of Influence.**

Resiliency, distinguished from protective factors, is a significant trait or resource that helps youth deal with problems and crises. Identifying risks and protective factors does not necessarily provide clear direction for strategy selection. Although resilience becomes important only when problems appear, service strategies that promote healthy development can enhance resiliency, thereby reducing the impact of certain risk factors.

***Tools: Mobilization Phase***

Mobilization Phase Milestones

Team Skills Profile: Areas of Expertise and Spheres of Influence

Suggested Membership List

Workgroup Membership

Workgroup Roster

Workgroup Functions and Products

Risk Factors and Indicators by Sphere of Influence

Protective Factors and Indicators by Sphere of Influence



## **PHASE 2: ASSESSMENT**

Phase 2 of the process involves community assessment—building a data-based portrait of the community that can be used as the cornerstone of the community plan. Because informed decisionmaking must be data driven, this phase is critical to developing a successful plan.

The community assessment phase takes the planning team or the data collection and analysis workgroup through a step-by-step workplan for creating a community profile. The group should discuss what recent data collection has been done and by whom. The assessment phase does not require duplication of data collection efforts that have already been completed. The assessment phase also addresses the barriers and obstacles to systemwide use of data.

**See Tools: Assessment Phase Milestones.**

### **Step 3. Collect Risk and Protective Factor Data and Juvenile Justice Data**

#### **Organize Team To Collect Data**

Data collection and analysis can be accomplished by a workgroup, an ad hoc committee, or the entire team.

**See Tools: Data Collection Action Assignments.**

Make sure each person is clear about what data to collect and the required timeline. Data should be presented as they are collected, with the sources well identified. Before making first contacts, make decisions about how many years and from which years data are to be collected. A minimum of 3 to 5 years, and 10 years, if possible, of trend data should be collected.

Try to identify the person in an organization or agency who has the power to provide the needed information. Researchers or management information specialists may be willing to help. Try to invite them to workgroup meetings or to the community planning team meetings.

Before searching for information, find out if someone in the community has already collected pieces of the data. Contact representatives from the local juvenile justice advisory group, juvenile court, local law enforcement, probation, victims groups, health department, courts, county planning office, and other groups to see what data are readily available.

Data collection is an ongoing process. The team will need a mechanism to collect data annually so the plan can be updated as necessary.

Consider geomapping your crime and socioeconomic data. Geomapping is generally available at local planning offices or public universities. Often, police departments have years of experience in geomapping crime data; find out who is responsible at the local police department. This method allows planners to most effectively use limited resources.

### **Gather Risk and Protective Factor Data**

The first step in changing negative risk factors into positive action strategies is to collect data to assess the community's level of risks and assets. Data used to measure risks can be obtained through archival or vital records, such as information that official organizations including police, schools, departments of housing, the U.S. Census Bureau, courts, or child protection agencies collect.

Protective factor or resiliency data are most often gathered through surveys—either of students, parents, teachers, or the community. Data can also be gathered through focus groups and interviews, and some data can be collected from the community.

Communities should try to gather two indicators for each risk factor and one indicator for each protective factor. An indicator is a proxy measure for a risk factor.

#### **See Tools: Useful Web Sites.**

The coordinator should find out if local plans exist that can be updated or used to help the group. It is important that one person is charged with coordinating the data collection to avoid duplicating efforts and to ensure that all needed data are collected.

Once assignments are made, have everyone bring data to a specified meeting for preliminary review and decisions about additional data needed and how to present the information for analysis. Data collectors should seek answers to the following questions: How are data collected? Who collects the data? How frequently will data be compiled, analyzed, and reported? If the data are computerized, what kind of information management system is used?

### **Describe Current Juvenile Justice System and Objective Decisionmaking Data**

Describing the current juvenile justice system and collecting information on objective decisionmaking points in the juvenile justice system require patience and collaboration.

#### **See Tools: Objective Decisionmaking Action Assignments.**

Objective decisionmaking involves assessment and classification processes that ensure decisions are made on a limited number of objective criteria that are considered to be the most valid and reliable for the decision or placement. Inventory the points in the juvenile justice system that would most benefit from the application of risk and classification instruments. Later on, inventory the decision points in the systems of other stakeholders and begin to evaluate the instruments already in use.

#### **See Tools: Inventory of Objective Decisionmaking Systems in the Juvenile Justice System.**

“Mapping” the current juvenile justice system will help identify the critical decision points and document the current decisionmaking processes used at each decision point. A flowchart can aid team members’ ability to visualize the system. The workgroup or team can then identify who makes the juvenile justice system decisions or recommendations and what data are collected and used at each decision point, with particular attention to duplication in data collection, variations in definitions of terms, and time required to complete each process. This is not an inventory of the programs or options but an inventory of the processes by which youth are placed or moved through the system.

**See Tools: Juvenile Justice Data; Juvenile Justice Data Worksheet; Juvenile Justice System Sample Flowchart.**

Consider these steps:

- Identify all the decision points throughout the juvenile justice system process.
- Determine the referral, case management, and service delivery options.
- Develop a juvenile justice flowchart.
- Identify obstacles in developing client tracking, case flow, and integrated case management systems.
- Examine how decisions are currently made and how risk assessment and classification systems are used.
- Make recommendations about which points should be studied and analyze current effectiveness and the potential benefits of improvements.

#### **Step 4. Analyze and Interpret Data**

#### **Organize Team To Analyze Indicator Data**

The community planning team needs to bring all data together in a meeting, workgroup, or subcommittee for analysis and interpretation. Analysis and interpretation by a committee ensure a broad understanding of what the data can and cannot tell you about your community. For instance, a rise in juvenile arrests may reflect increased crime, increased enforcement, a change in code, or simply an increase in population.

If you have engaged a researcher, university professor, or someone with experience in data analysis, that person may be invited to lead the meeting. Trends are more easily identified when data are graphed showing changes over time.

Plan to devote significant amounts of time to reviewing local statistics. As the information is discussed, new data needs will surface, so the analysis may be best accomplished over two meetings to give team members time to secure additional information.

### **Identify Community Trends and Compare With County, State, or National Trends**

When the statistics are gathered, place them in graphs, spreadsheets, or other easy-to-understand forms that show 3- to 5-year trends. This format will allow the members to more easily identify trends and greatly speed discussions during the meeting.

Provide a copy of the general statistics to each member of the community planning team. Begin a preliminary discussion about the data. Analyze the data for each risk factor, using the following questions:

- What is happening? Why is it happening?
- Is the data trending over time? What might be causing the trend?
- Do different pieces of data for this risk factor support the same conclusions?
- How do the data compare with county, state, or national data?
- What other information is needed about this risk factor?

When additional information has been collected and some common understandings of the indicator data are reached, the team can begin to compare the risk factors to each other using the following questions:

- Which risk factors are most prevalent compared with other county, state, or national data?
- Which risks show significant trends in unwanted directions?
- At what developmental periods do children appear to be at greatest risk in the community? For example, do the risk factors that affect children in early adolescence (e.g., early initiation to, or friends who engage in, problem behavior) appear to be high?
- Is an identifiable cluster of risks present that should be targeted? For example, are there high levels of several risk factors that involve alcohol and other drugs—e.g., availability of drugs, family history of drug use, and favorable attitudes toward drug use?
- Which two to five risk factors should be prioritized?

As trends begin to appear, assign a notetaker to write down interesting issues or trends identified by group members. Take time to ensure that members of the team know what kind of data exists and understand how to read it.

## **Interpret Anecdotal and Systems Data To Inform the Prioritization Process**

Although indicator data that are measurable and easily comparable should carry the most weight, protective factor data must be added to the equation. This is the time to collect information from surveys, focus groups, and key leader interviews. Highlighting community, school, family, peer, and individual strengths helps your team understand what is working in the community and what areas need to be strengthened.

Be sure to document and describe the tools, methods of analysis, and processes used by the team to gather information. Use graphs, statistical tables, and survey and focus group questions, and include the comments of adult community members, youth, and other key informants.

The team should consider distributing press releases with data so the community learns that the community planning team is the group to come to for information on delinquency prevention.

### **Step 5. Prioritize Risk Factors**

## **Define the Criteria and Decisionmaking Process for Prioritization**

Prioritization is an important component of comprehensive community planning. It moves the team from a broad focus to meaningful specifics. Teams must learn to prioritize and use data that inform and support their decisions. That means identifying indicators that can ultimately provide a measure of the impact of service strategies.

Four elements are required for prioritization: data, criteria for decisionmaking, a meeting, and a process for confirming the priorities. The entire team should participate in the prioritization process. Although presenting all the data collected is important, focusing on the most compelling data is a good strategy for reducing the time commitment for the prioritization process.

Team members should have access to thorough and unbiased data summaries that inform and do not confuse. Arrange for clear data sets and visuals. Provide color copies of the graphs of key indicators for each risk factor. Perhaps a PowerPoint presentation will be more cost effective and have more impact with a larger group. Perhaps a tool identified in the analysis and interpretation step could be inexpensively copied. Some risk factors may have already been ruled out because no local data were available—for example, if no local law enforcement data on gang activity exist.

Key questions for prioritization are the following:

- What criteria will be used to make difficult choices?
- Which criteria will be used to break ties or to discern major issues?

Your group can use more than one process to make decisions on prioritization. No matter which method is chosen, every group member should feel that he or she had fair input into the final

decision on problem priorities. Consensus, matrix ballots, voting systems, or a weighting system for indicators based on trends or comparisons with state data are all possibilities. Whichever process is used, the group must agree on a method for prioritizing community risk factors and implementation strategies.

### **See Tools: Risk Factor Prioritization Worksheet.**

Prioritization should take place in an orderly, unrushed timeframe and in an environment allowing for uninterrupted communication. Ample time should be allowed for debate and decisionmaking based on agreed-upon ground rules. Plan for the prioritization session, making sure all elements are in place. Generally, communities should only take on as many priorities as their existing resources can handle. In most communities, two or three priorities are sufficient. Communities with greater resources, a more evolved mobilization process, and dynamic leadership may tackle six or more issues.

There must be avenues to communicate the outcomes of the prioritization process to the community. Feedback should be invited as a means of confirming or challenging data. A feedback process ensures that the voices of a wide array of stakeholders and community members are heard.

### **Prioritize Risk Factors**

Debate the merits of each data element. As team members complete this analysis, they must be careful to ensure that sufficient data are available to illuminate each problem area or issue.

Determining the root problems or issues at this time is also useful. Teams will want to investigate and discuss each problem or issue to consider if it can be broken down more specifically. For example, if community crime (e.g., weapons offenses or drug arrests) is listed as a risk factor, more specificity should be requested. When is it occurring? Is one age group standing out? This kind of analysis makes it easier to select a strategy to address a specific problem or challenge.

A spokesperson should be designated to present the data to the full team. If there is a data collection workgroup, the chairperson may present its findings and keep the group on task. The collection of risk and protective factor data is the primary means of assessing community conditions. Consider at what developmental periods children appear to be most at risk in your community. Is there an identifiable cluster of risk factors? The data will show if the community is experiencing upward trends in family violence incidents, substance abuse arrests, increased poverty levels, and/or an increased unemployment rate. Try to identify and focus on the indicators.

Having protective factor data available is helpful, also. They may be displayed on wall charts or in a PowerPoint presentation to remind the team of the strengths it has identified in the community.

Limit your priority risk factors to two to five. Having only a few priorities will permit your team to focus on significantly influencing the most compelling indicators. Success can be a powerful

motivator for the community. Too many risk factors will diffuse the focus of selected strategies and may limit their impact.

Abiding by the agreed-upon selection process, discuss which risk factors are most important until consensus is reached or request a vote when it appears that questions and discussion about the recommendations have been exhausted. Make sure the vote, motion, or point of consensus is recorded in such a way that it can be communicated to the larger community of stakeholders.

Prioritization is an important hurdle in the community mobilization effort. Remember that although the community will prioritize two to five risk factors, your action plan may only focus on one or two at first and address the other risk factors over time.

### **Checklist for Identifying Issues**

Yes	No	Has your community collected information on a variety of core issues?
Yes	No	Has a brainstorming session or other community forum been used to list the most important issues?
Yes	No	Does your community or workgroup have a process for prioritizing the remaining issues?
Yes	No	Has your prioritization process been implemented?
Yes	No	Has every team member had fair and adequate input into the prioritization process?

When your community can answer “yes” to each of the above questions, it will have chosen two to five priority issues for consideration during the planning phase (Steps 9–15). If it has answered “no” to any of the questions, the following intermediate activities should be completed:

- Review the data collection process and determine which critical data have not been collected.
- Identify team members to assist with prioritization; hold a briefing/prioritization session.
- Determine a prioritization process and disseminate it to team members for feedback.
- Conduct a prioritization session. Limit issues to a manageable number, depending on the community’s available resources.
- Poll members to determine if they have provided input. If necessary, conduct a second or third prioritization session.

## **Step 6. Collect and Analyze Resource Assessment Data**

### **Develop Parameters for Collecting Resource Information**

The collection and analysis of community resources should produce an inventory of existing services that address the priority risk factors and assess, in some way, how well current services and programs influence risk and protective indicators. Determining these factors is what distinguishes the resource assessment process from the development of a resource directory. This process should help the community planning team address gaps in services and resources and inform stakeholders about current community assets.

Resource assessment may be effectively accomplished with the workgroup or subcommittee model and should result in several products that will help your community identify priority strategies for the implementation plan. Resources are generally programs, but communities are encouraged to collect information on policies and funding.

How will the team collect information? By written survey, interviews in person or by telephone, or through a resource forum? To accomplish more in a limited time and to avoid duplicative effort, the planning team should first identify any existing resource directories. Next, team members can be organized to collect resource information not found in existing directories or to begin the process of assessing gaps. If your community has a resource directory, some of the work may already be done.

Who will collect resource information? How will resource information be organized for assessment? What is the timeline for collection? The planning team should address these and other questions. Involving many people may reduce the time commitment per person but may reduce accuracy.

### **See Tools: Community Resource Assessment Action Assignments.**

Set realistic timelines for securing the information based on the size of your community, the data currently available, and how many people will be involved in collecting the information. Including citizens in the community planning team process or future distribution lists is an effective way to gain their support. Two to four months are realistic. However, if team time is short, limits should be placed on the quantity or scope of the resource assessment.

At the outset, identifying barriers to resource collection and strategies to address those barriers will help team members make the best use of their time. The most significant barriers to data collection are limited staff, insufficient time, and resistance from those who have the information and are concerned about its use. Confidentiality issues are raised as a roadblock. Another common barrier to collecting resource information is an inadequate data system or unavailable data. There may be others that are particular to your community. Acknowledging and documenting these barriers are important if they are to be overcome.

## **Collect Information and Organize for Assessment**

Every community has resources. Often, chronically distressed communities surmise that there are no real resources available for the community's youth. This perception can pose problems for the community planning effort. It is important to encourage team members to be thorough in their assessment of existing community resources and to customize the steps so that they meet the community's needs and fit its unique situation.

Some team members will be assigned to collect existing documents and others will begin developing a format for certain basic information that is needed about every program.

**See Tools: Community Resource Assessment Inventory.**

Other team members will be asked to assess the types of resources available in the community.

**See Tools: Community Resource Assessment Workgroup Chart.**

The Office of Juvenile Justice and Delinquency Prevention offers a framework for categorizing community programs that is used in its Title V training. The youth continuum begins with all youth and moves through at-risk populations to immediate interventions, secure confinement, and aftercare resources. Program data should be collected on all services, from those for healthy youth to options for youth entrenched in the juvenile justice system. To organize the program or service descriptions, thinking in terms of the continuum of services needed to address a specific risk factor may be helpful. Other options are to list programs alphabetically or to list them by the age of the clients they serve or by sphere of influence (see the Juvenile Justice Service Continuum figure in the Introduction).

Some communities have Web-based resource directories that can be copied from the Internet for distribution or for telephone surveying. Check with the local library or 24-hour hotline to see what information may already be available. A benefit of the community planning process may be expanded access to information about existing community services.

Resource information should fit into two broad service categories: prevention and graduated sanctions. Prevention includes an array of community-based strategies involving health, education, alcohol and other drug abuse, and juvenile justice. Graduated sanctions address offenders based on the level of their offense in four categories: immediate intervention, intermediate sanctions within the community, residential care and secure corrections often far from home, and aftercare.

Assessment information should be organized simply. Resources can be displayed by risk factor. Although it is helpful to have available all of the source information during the assessment process, providing your team with a simple document or format is important. The format should serve as a worksheet to help the team reach some conclusions about the effectiveness of resources and where there seem to be resource gaps. The actual design will depend on some of the decisions made earlier about the parameters for the collection process.

The entire team can participate in the assessment process, or the resource assessment workgroup may complete the assessment and present its findings to the community planning team. Using objective criteria reduces conflicts of interest or the personalizing of the assessment process. This is the most sensitive step in the comprehensive community planning process and cannot be overlooked or the gap analysis will be inaccurate.

## **Step 7. Identify Unmet Needs and Gaps**

### **Determine Areas of Unmet Community Needs**

All of the previous mobilization and assessment steps help the community determine what resources or programs are missing in the community. This determination then forms the basis on which strategies are selected for implementation.

Challenges can be categorized in a variety of ways, such as geographic gaps, demographic gaps, domain gaps, and developmental gaps. Grouping gaps by area can be very useful in fine-tuning and improving community programming or coordinating services. OJJDP's Title V Training and Technical Assistance Program identifies seven types of gaps.

#### **Seven Types of Gaps**

- **Developmental gaps: physical, emotional, and intellectual.**  
Age is one way to measure development. Children go through various stages in their physical, emotional, and intellectual development into adolescents and young adults. Communities may provide support and encouragement via adequate programs and activities, and this support should extend throughout each of the developmental stages that children go through. Ask whether your community is doing a good job for each age range and whether your community has programs that address these age ranges.
- **Geographical gaps: neighborhood, city, county, and region.**  
Where are programs located? Are the needed programs located equitably throughout the county? Are there underserved areas? Are programs located in areas where children are afraid to go because of violence?
- **Demographic gaps: gender, socioeconomic status, and ethnicity.**  
Are there adequate programs for girls as well as boys? Often a lack of adequate programs exists for girls. Should certain groups be targeted for services? If the data show that African-American boys have higher school suspensions, the community needs to ask what can be done for that demographic group.
- **Sphere of influence (domain) gaps: community, family, school, peer, and individual.**  
Are there a lot of school programs but not a lot of family programs? Are there peer programs? Is there coverage across all spheres of influence?

- **Protective factor gaps: expectations, opportunities for participation, and caring and support.**  
Are there gaps in the social supports? Look for what protective factors exist and where there are gaps. What are the protective factor gaps?
- **Program gaps: types of programs offered.**  
Are there programmatic gaps? Is there a variety of types of prevention programs, such as family management, afterschool programs, community policing, mentoring, and gang prevention?
- **Availability of services gaps: capacity of program and waiting lists.**  
Are services available? Are there waiting lists for some services? Are programs open when people need them?

### **Identify Gaps in the Continuum of Programs for Youth**

The planning team should compile, compress, collate, and analyze all input to determine gaps in the youth programming continuum. Many communities will have the capacity to handle this task. Other communities may wish to seek the assistance of a local college or university or similar technical assistance provider.

Additional consumer information may be needed to adequately identify gaps. Be creative in this process—gaps may be more than just the absence of a service. There are gaps of accessibility, capability or capacity, and adequacy. Accessibility may start with geo-maps that reveal that all of the afterschool programs are located at the elementary schools in town, but the public housing kids live too far away to walk to them and there is no transportation. Capacity gaps may be simple math equations. There are 4,000 children in single parent homes and there are only 100 “bigs” in the Big Brothers/Big Sisters Program. Adequacy gaps can be found in day care programs that have plenty of openings from 7 a.m. to 5 p.m. but no services for parents who work the 3 p.m. to 11 p.m. shift.

A number of well-posed questions may help your planning team determine the program assessment criteria with which you choose to analyze local programs.

- Does the program address priority risk factors? How will it reduce or eliminate risk?
- Will it increase protective factors?

Effective programs address areas of risk in the life of a young person and work to strengthen individual factors that contribute to healthy adolescent development.

- Does it intervene early at a developmentally appropriate time, before the behavior stabilizes?
- Is it likely to reach those individuals or groups at greatest risk?

Effective programs generally operate outside the formal juvenile justice system and respond to youth within their personal situations and according to their individual needs.

- Can the program work with the diverse racial, cultural, and economic groups in the community?

Successful programs are characterized as holistic and intensive; they build on strengths presented by youth or their families.

- Can the program be integrated into a comprehensive plan to address the community's priority risk factors with multiple strategies?

An integrated plan to address priority risks will have all of the following: immediate sanctions; community-based programs for first-time, nonviolent offenders; intermediate sanctions (community-based programs for more serious offenders); secure sanctions (confinement programs for violent offenders); and aftercare (community-based programs that provide high levels of social control and treatment services).

- Has the program been evaluated?
- Is there evidence to document the success of the program in your community or elsewhere?

If the answers to the above questions are satisfactory, your community has a good foundation on which to build a continuum of strategies to reduce or prevent delinquency. If the answers are not satisfactory, the gap analysis has begun. Unmet needs or gaps should be categorized in one of the four major areas: geographic, demographic, developmental, and programmatic.

## **Step 8. Prepare Community Profile and Resource Assessment**

### **Describe Elements of Community Profile, Risk and Protective Factors Analysis, and Prioritization**

The team should review and prioritize general findings from its research, and workgroups should bring together their reports for the team. When all the steps in the assessment process are complete, assessment materials should be collated into one document that can be distributed to stakeholders. The analysis of the collected materials and the conclusions about community priorities make up the Community Assessment Report.

Elements that should be included in the community assessment include the analysis of community readiness; all data collected (or at least the data that support the top three to five issues); any analysis of trends and issues that may pertain to legislation, policies, or practices; the risk and protective factors assessment; the inventory of decisionmaking points in the juvenile justice system; and the prioritized plan for developing a comprehensive continuum of programs and services.

## **Summarize the Resource Assessment and the Needs and Gaps Analysis**

The resource assessment summary should identify the programs and services identified by the community planning team that support the main issues or needs of youth. Although the summary should include the continuum of juvenile prevention services and sanctions, it should not be limited to those programs. Major barriers that may impede the progress of the community planning process should be disclosed. Also, technical assistance that may be required to help the community achieve its goals should be highlighted.

The program information in the resource assessment summary can be organized according to a number of variables: risk factors or desired results; a continuum of elements highlighting prevention, intervention, and sanction activities; ages of recipients; intensity of service; geography; or even alphabetical order. The gap analysis should provide the reader with a clear picture of what is and what is not available to youth who are most exposed to the priority risk factors.

The community profile and resource assessment summary will provide the foundation on which the team can build a multiyear, prioritized plan for a comprehensive continuum of juvenile delinquency preventions and sanctions for your community.

Sometimes objections arise in response to the request for resource assessment information. The emphasis of the needs and gaps analysis on strengths and strengthening existing resources may help to overcome objections. Representatives of the community planning team can address objections by offering to meet with a particular program. The team might develop a strategy that will offer targeted training to programs in the following areas: recruiting participants and marketing the program, best practices for afterschool programs for middle school youth, surveying consumers for continuous quality improvement, and documenting outcomes. Existing programs may also be encouraged to fill gaps by increasing the expectations of their funding sources or increasing the monitoring provided by their funding sources.

### ***Tools: Assessment Phase***

Assessment Phase Milestones

Data Collection Action Assignments

Useful Web Sites

Objective Decisionmaking Action Assignments

Inventory of Objective Decisionmaking Systems in the Juvenile Justice System

Juvenile Justice Data

Juvenile Justice Data Worksheet

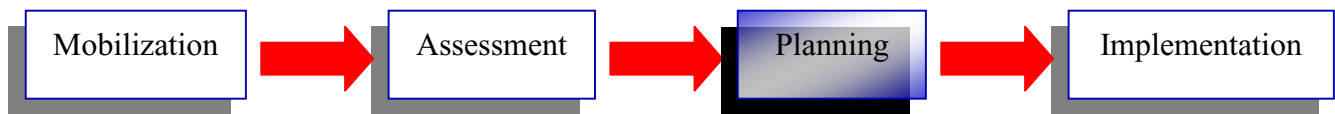
Juvenile Justice System Sample Flowchart

Risk Factor Prioritization Worksheet

Community Resource Assessment Action Assignments

Community Resource Assessment Inventory

Community Resource Assessment Workgroup Chart



### PHASE 3: PLANNING

As communities progress through the community planning process, getting the plan on paper is often difficult. There are meetings, discussions, and debates; however, getting things down in writing requires designating a person to record information and collate materials.

Community leaders and agency heads may already be aware that a variety of planning models exist that can be revised for a community’s specific capabilities and interests. The Community Planning Guide, Title V, and United Way each offer reasonable approaches to planning. This manual synthesizes many of the features of these approaches and should be considered a resource—not a requirement. The team can use many of the tools herein to simplify and expedite its task.

As the goal is to “plan your work and work your plan,” the planning process should be orderly and take into account all of the mobilization and assessment work that has been completed. The goal of the planning phase is to use the community profile to create an integrated, comprehensive, systemwide, multiyear plan for filling identified gaps in the continuum of programs and services addressing the prevention and control of juvenile violence. Community planning focuses on developing measurable outcomes and preparing for evaluation, selecting research-based promising approaches to fill identified gaps, and creating action plans for implementation. At this time, the team may also identify technical assistance needed for implementing the plan.

**See Tools: Planning Phase Milestones.**

#### Step 9. Identify Desired Outcomes, Goals, and Objectives

##### Determine Measurable Results To Be Achieved

The identification of desired outcomes, goals, and objectives should stem from the assessment of risk and protective factors. The community will want to sustain community strengths and fortify areas where the data do not paint a favorable picture for youth. Because the planning team has already prioritized the risk factors, the team may want to start by selecting those indicators showing greatest risk.

Once team members agree on a goal—such as reducing elementary school suspension—they can begin to consider what would be a reasonable objective. Some people will want to eliminate elementary school suspensions, but that is not a reasonable objective. Objectives are measured month by month, quarter by quarter, or year by year. Selecting an indicator that is not easily measured may yield frustration and confusion.

## **See Tools: Planning Action Assignments.**

### **Adopt Clear and Consistent Language**

Selecting outcomes, goals, objectives, and/or results areas for the community plan can be a bit confusing. Those who draft the plan should be very consistent in their use of terms. If plan outcomes are identified early on, there should not be a later reference to “program” outcomes. Instead, planners should refer to plan outcomes and program results, thus keeping the terms clear and rational. The key is to adopt workable language that is consistent with the current planning scheme.

Usually, objectives are presented incrementally with the goal set for a time period of 3 to 5 years. For some services, the team should expect an increase in data it hopes will eventually decline. This often happens at first, when attention is drawn to an issue such as child abuse. Initially, the community should expect more referrals following commencement of a marketing campaign to prevent child abuse.

Be sure to provide the definition for each goal and objective in writing. State goals in terms of rates rather than numbers, as changes in population could make a significant change in actual numbers.

#### **Checklist/Worksheet**

Condition of well-being (choose one)

- Outcome
- Result

Measure of condition of well-being (outcome)

- Indicator
- Measures

Program measures

- Goals
- Objectives
- Performance measures

Participant measures

- Performance indicators

## Step 10. Develop Evaluation Strategies

### Identify the Benefits of a Well-Designed Program Evaluation

A thorough, well-designed process and program evaluation can produce thoughtful and influential program decisions. Many community workers have endured evaluators' questions and reports only to find that there is a hidden agenda, the data collection model is inadequate, or, worse yet, the evaluation does not yield any useful information.

### Establish a Generic Evaluation Framework To Guide the Data Collection Process

Evaluations should inspire confidence in plan elements and program selection. They should affirm and document all that is going right with the planning process. Community team members need to ensure that data collection systems are in place to capture information on plan priorities, programs, and outcomes.

There are three types of evaluations:

- **A process evaluation** is selected when the planning process should be monitored (for adherence to planning principles). For example, how well did the community team do its strategic planning?
- **An outcome evaluation** requires a pretest for program participants and some measure of changes in participants.
- **An impact evaluation** seeks to understand long-range changes in social conditions within the community, such as a reduction in long-term indicators of juvenile problems.

### Determine Evaluation Resources Available to the Community

Many communities require outside assistance to develop evaluation strategies. Local colleges or universities may be a source for technical assistance. Local and state juvenile justice organizations may help in the development of a cohesive, responsive evaluation plan.

Although several types of program evaluations exist, most community programming will benefit from a true experimental design or a quasi-experimental design. Each design employs a control group and an experimental group that are randomly exposed to the program content, activities, and curriculum.

## **Step 11. Identify Priority Programs and Approaches**

### **Identify Promising Approaches in Prevention, Graduated Sanctions, and Aftercare**

Many community leaders enter the planning process with just one thing in mind: picking the right program to implement. Now is the time to pick programs that will be appropriate to implement and that will have a good chance of filling the identified gaps in the youth program continuum. Team members will need to identify promising research-based programs in prevention and graduated sanctions that have been shown to be effective, given the specific gap in services.

Communities do not need to start from scratch to identify or research promising programs. A number of local, state, federal, and private entities provide lists of evaluated programs that have shown promise. A select group or subcommittee can review the literature and offer several options to the larger team.

### **Select Research-Based Program Options To Fill Gaps**

What do we mean by research-based program options? A number of evaluators have published reports, written articles, or provided analysis on a broad range of youth programming. The phrase “research-based” means a program that has been developed, planned, or based on existing research. It implies a more rigorous review, structured data collection, and useful program evaluation outcomes.

In this step, community members should have a clear idea of the priority gaps identified by the community assessment, and the researched and evaluated options for filling those gaps. Team members must be familiar with the youth programming continuum.

## **Step 12. Develop Program and Participant Outcomes**

### **Select Program Outcomes That Affect Priority Risk Factors**

Program and participant outcomes should be defined after the program has been determined. The program outcomes should directly affect the priority risk factors and other significant community issues. Team members should carefully define the desired outcomes. It is imperative that the program goals and objectives match the projected program outcomes and associated participant changes. It is also important that communities ensure that program and participant changes are directly linked to meeting the needs of the community. Each program element of the multiyear plan should be directly connected to a specific outcome.

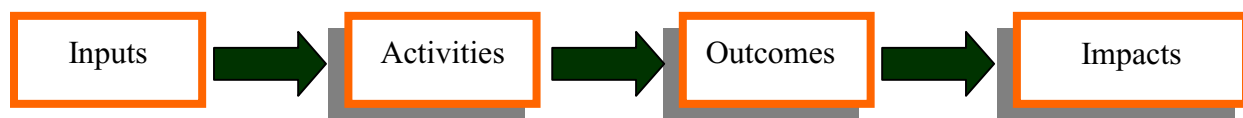
## Define Changes in Participants as a Result of Program Completion

Program outcomes should relate to the risk and protection indicators (e.g., teen pregnancy or juvenile intake). Outcomes should answer the question, “What difference did the intervention make for that participant?”

The United Way offers a logic model expressly designed for community programming. The model links the inputs that a community or program offers with the activities that will be produced as a result of those inputs. The activities then result in outputs or new skills that improve the lives of program participants. At the end portion of the equation, the program outputs or impacts are accomplished as a direct result of the changes in participant outcomes.

OJJDP presents a similar strategy for implementing promising approaches. Known as the “Title V Logic Model,” this strategy offers a graphic representation that clearly identifies the logical relationships between program inputs, activities, outcomes, and impacts.

### Logic Model



**Inputs** are resources used by a program to achieve its objectives. Examples are staff, facilities, equipment, and funding.

**Activities** are what a program does with its inputs. Examples are conducting outreach, providing parent training, and providing peer mediation services. Activities should state how much of the service will be delivered, how often, and how many youth and family members will be served.

**Outcomes** are short-term benefits or results for individuals during or after the program. Outcomes may state changes in behavior, attitudes, skills, or knowledge. Examples are improving youth attitudes toward schoolwork; enhancing participants’ sense of competence; changing the attitude of juveniles toward substance abuse; keeping graduates off drugs for 6 months after the program ends; and having participants obtain their GED.

**Impacts** are long-term outcomes. Examples include reducing delinquency by 10 percent, increasing the number of students who graduate by 25 percent, and improving academic performance by 10 percent. Think of impacts as “if/then” relationships. For example: If smokers know smoking is harmful, then they will quit smoking (intermediate outcome). If they quit smoking, then they will have fewer smoking-related illnesses.

**See Tools: Writing Outcome Measures.**

### **Step 13. Create an Action Plan**

#### **Determine Manageable Steps To Accomplish Administrative and Program Tasks**

Sometimes the difference between the strategic plan and the action plan is unclear. For the sake of clarity, the action plan can be thought of as the action steps necessary to implement the strategic plan. The action plan is the roadmap that leads communities to the desired end result. Most action plan items take the form of administrative, program implementation, or evaluation tasks. In developing the tasks, team members should remember to keep the steps manageable and to have a particular team member coordinate them.

A typical action plan would include, at a minimum, a form with the following headings:

- Action step
- Staff/team member responsible
- Timeline
- Evidence the task has been accomplished.

#### **Establish Timelines and Team Member Accountability**

A number of formats exist for action planning. Communities need to be thorough and persistent in crafting each action item. The more time and detail applied to the action planning, the greater the likelihood that the roadmap will be followed.

**See Tools: Action Plan Worksheet.**

### **Step 14. Develop a Plan for Collecting Evaluation Data**

#### **Determine Data Collection Tasks Based on Evaluation Design**

In an earlier step, the community planning team identified which model to use to track the success of its process, programs, and outcomes. In this step, the model is operationalized and parceled out into specific sequential actions that must occur to ensure a viable evaluation vehicle. This step either establishes an action plan for the program evaluation or identifies the actions necessary to collect the evaluation information, depending on which type of evaluation design was selected earlier.

## Assign Data Collection Responsibility

In addition to specifying data collection methods and data sources, the team needs to determine who will collect evaluation data. There are three types of evaluation teams:

**Outside evaluator** (e.g., individual consultant, university, consulting firm). This type of evaluator may be more objective and have greater expertise but can be more expensive than in-house evaluators.

**In-house evaluator** (supported by program staff and an outside consultant). This type of evaluator may be less expensive and be more familiar with the program.

**In-house evaluator** (supported by program staff only). Although this type may be the least expensive and promote maximum involvement of program staff, in-house evaluators acting without outside help may lack adequate experience or available time.

## Step 15. Write a Multiyear Plan

### Determine Format for Multiyear Plan

All the collected data and completed analysis are brought together to produce the multiyear plan. A 3-year plan is sufficient, but communities may choose to plan for a period of 5 years or more.

### Components of the Multiyear Plan

#### Executive Summary

The multiyear plan should have an executive summary and a synopsis of every step in the mobilization, assessment, planning, and implementation phases. The executive summary should be brief (around two to four pages). The introduction should include the history of the community planning process, a list of key leaders, highlights of the community's juvenile delinquency challenges and priority risk factors, and an outline of the key recommendations in the multiyear action plan.

#### Introduction and Background

The introduction and background provide a history of community mobilization and previous collaborative efforts and include a vision statement.

#### Community Profile and Assessment

The community profile should include a description of the population trends and an assessment of the prevalence of risk and protective factors. This profile should include graphic illustrations to help the reader reach similar conclusions about priority risk factors. The reader should be able to follow and understand the decisionmaking process. Include a description of the prioritized risk factors and the method used for prioritization. The resources and gap assessment may include the summary document as an appendix.

### **Proposed Strategies To Be Implemented**

This section should contain the strategies and research-based promising approaches that are proposed to fill the gaps in, and strengthen, the juvenile justice service continuum. Strategies can include systems change activities and cross-system communication. Discuss how the program strategies might be implemented and identify responsible organizations and target populations.

### **Evaluation Plan**

The evaluation plan should include desired outcomes and their corresponding goals and objectives. It should include the performance indicators and measurable outcomes, possibly organized in a chart format so the reader can easily understand what outcomes and impacts are anticipated, what will be measured, and when.

### **Appendices**

Team member roster

Letters of commitment

Timetable for implementation

### **Identify Writers and the Process for Community Team Approval**

As communities progress through the strategic planning process, getting the plan on paper is often difficult. There are meetings, discussions, and debates; however, getting things down in writing requires designating a person to record information and collate materials.

After final revisions, the writers may want to send the plan to the community planning team again for final review and comment. When team members have completed the plan, they may want to invite an executive board or key political allies or supporters to attend a private briefing before the team's work is made public.

At this time, communities should also identify the technical assistance that will be needed to implement the multiyear plan.

### ***Tools: Planning Phase***

Planning Phase Milestones

Planning Action Assignments

Writing Outcome Measures

Action Plan Worksheet



## **PHASE 4: IMPLEMENTATION**

During the implementation phase, the action steps identified in the plan are carried out: putting strategies to work, identifying low-cost and no-cost activities, modifying and redefining existing programs, addressing ongoing obstacles and barriers, marketing the plan, seeking new and ongoing support and funding, and monitoring progress toward desired outcomes.

The implementation phase is not the end of the process but the beginning of a new way of coordinating community resources. Recruiting and incorporating new resources into the comprehensive system is the first priority for most communities. Your community planning team can continue the data collection and analysis process to ensure an ongoing objective view of community needs. Ongoing planning, monitoring, and evaluation of community resources and stakeholder perception of community needs are essential to ensure that limited resources are targeted effectively. Finally, continued planning that is data-driven, research-based, and outcome-focused will ensure that the service system responds with the right resource for the right youth at the right time.

**See Tools: Implementation Phase Milestones.**

### **Step 16. Identify Low-Cost and No-Cost Year 1 Activities**

#### **Develop Community Awareness and Support**

After the plan is completed, several activities can be undertaken that demonstrate progress, provide some early successes, and cost very little to implement. Your community planning team can determine the feasibility of and the sequence for undertaking these activities.

Printing and distributing the plan to all stakeholders increase the network of support for funding applications and help ensure that consumers, interagency partners, and political leaders understand the goals and objectives of the community planning team.

Printing costs can often be reduced or eliminated by requesting in-kind or at-cost assistance from a government, local education, or business print shop. Costs can also be reduced by creating an executive summary that is much shorter than the actual plan but outlines the goals and objectives.

Distributing information about the plan and new or modified services should be expanded to ensure full use of all programs. Advertising often provided without charge can include billboards, news articles, and public service announcements. Private business advertising funds can be obtained to help print brochures and sponsor youth activities.

Another suggestion for expanding community awareness is to keep your community coalition active. Will the community planning team continue to meet and provide oversight for implementation activities? Will a new group be designated, or will new stakeholders and advocates be included? Elect officers and set meeting dates to review progress. This kind of accountability is essential to meet the plan's objectives.

### **Determine Ways To Improve Collaboration To Maximize Existing Resources**

Ongoing collaboration and cooperative information sharing do not cost much, and they foster understanding, coalition building, and preparedness. Improve collaboration by agreeing on an ongoing point of coordination, formalizing resource allocation processes, and identifying who else needs to be brought into the information and planning loop.

Some strategies will require coordination but little money and will be very visible in the community because of the number of children who benefit from them. Get these programs going first. Seek corporate sponsors to expand programs. Sometimes reconfiguring an existing program by shifting the age group or changing the program focus can result in tremendous early visibility and community support without new program dollars.

Linking two existing programs can allow both programs to achieve common goals or to reach the same population. For instance, a mentoring program might join with local businesses to provide career visits. In some cases, foster grandparents, Americorps participants, or other volunteers can be recruited to expand staff capacity for a current program to reach more youth.

### **Identify Existing Resources That Can Be Redirected**

If the plan calls for eliminating a service and developing a new one, it may be possible to redeploy existing program funding or reassign it to the new service. First collect and review information on local funding streams and agency budgets. Try to identify obligated dollars that can be reprogrammed. Sometimes a service does not need to be eliminated, but a shift of facilities, equipment, or staff to a new location or to a new vendor may be required.

Be sure to implement an accountability plan to ensure results at the new location. Include all stakeholders in discussions about the feasibility of change so you have their support when the change does take place. Do not underestimate the planning time required for redeploying or shifting programs.

Don't forget to communicate with staff and consumers. If all staff depart at the prospect of change, a minimum of 6 months would be required to advertise for, hire, and train new staff. A satisfied customer is worth keeping. Be sure to keep participants and their families informed throughout the redirection process. A loss of participants to other programs might be permanent.

## Step 17. Implement New Strategies

### Develop Implementation Guidelines

The team should ensure that for each strategy, a number of essential elements have been identified. First, desired results must be clearly stated so that stakeholders understand why the team is implementing a given strategy. Second, targeted outcomes must be reasonable and measurable. A monitoring tool should be identified and agreed on before implementation. Third, clearly explain exactly what the strategy will do. Fourth, be able to answer when and where the strategy will take place.

### See Tools: Action Plan Worksheet.

The team must determine who will monitor the implementation of the action plan and strategies. This person or persons will be responsible for responding to requests for proposals, contracts, or memoranda of understanding; keeping stakeholders informed; adhering to timelines; and providing ongoing oversight.

#### Monitoring Considerations

**Goal:** Successful impact on enrolled youth.

**Strategy:** The monitor should be a frequent visitor so that the program is not monitored only when there is a problem.

**Tool:** Create a checklist outlining the process and outcome objectives observed on each visit. Include date and time of visit, who was present, and what was observed.

The team must also agree on how to decide who will implement the strategy. Was a provider identified during the development of the action plan? Will a request for proposals be employed to determine the provider? Remember to seek out the experience and expertise of planning team members.

### Establish Timeline for Implementation

Implementing new strategies requires time and a lot of coordination. Generally, implementation takes more time than is allowed. Several factors will affect the timeline:

- **Is this an entirely new strategy that must be sold to the community or an enhancement of a known program?**

Marketing a new program takes considerably longer than enhancing an existing service. Plan on 1 to 2 years to get a program really rolling and at least 6 months to get staff hired, promotional materials distributed, and the first participants enrolled.

- **Is the provider forging a new identity with the strategy, or has it delivered similar services before?**

Similar to issues for starting a new program, if the provider of the service is new to the community, time should be planned to build trust and working relationships. A well-known and trusted provider can probably get a new program started in half the time.

- **Is the explanation of what the strategy will do clearly stated so as to avoid misunderstandings?**

Make sure program information is clear. For instance, a wide variety of afterschool programs exist; some are only open once per week, and others are open every day. Some focus on sports, the arts, or pregnancy prevention. Providers need to help parents make the most effective choice of programs to meet the needs of the family and the interests of the child.

- **Is the timeline realistic, allowing for setbacks such as a poor applicant pool for staff or delays in signing leases or receiving equipment?**

Most program implementation delays are legitimate. Develop a backup plan for when an obstacle to the original timeline is identified.

### **Sample Timeline for New Program Implementation**

#### **1. Secure funding**

Write request for proposals (1 week to 2 months).  
Review proposal and fund award (3 to 5 months).

#### **2. Prepare for startup**

Sign contract (weeks to months).  
Advertise for and hire staff (2 to 6 weeks).  
Purchase supplies/equipment (1 to 3 months).  
Rent space/renovate (2 weeks to 2 months).

#### **3. Operate services**

Advertise (ongoing).  
Enroll (1 month to 1 year to get established).  
Provide services (1 week to years).

#### **4. Monitor and evaluate**

Visit sites.  
Review reports monthly or quarterly.  
Audit.

The strategies and priorities identified in the multiyear action plan should guide the selection of implementation activities. When making strategic selections to meet local priorities for youth, some consideration should be given to the current community climate and the potential for securing funding. Communities that have developed a “top five” list have more flexibility than those that have rigidly ordered their priorities for implementation.

A Gantt chart is often very helpful in clarifying what is expected and when tasks should be completed. (Gantt charts are horizontal bar charts that can be used to graphically illustrate schedules and other information.) Clarify who the stakeholders are: participants, providers, funders, and advocates? To whom will the strategy be accountable? These important considerations are essential to processing requests for proposals and for ensuring that the service or strategy the team hoped for is realized.

## **Step 18. Seek Ongoing Support and Funding**

### **Garner Community and Legislative Support**

Programs that secure funding are either making a difference or convincing someone that the programs are helping achieve goals. Be sure to review Step 19, Market the Plan, and ensure that stakeholders and champions are informed about the new program. Also, take time to celebrate successes! Invest time and resources in the celebration. Include everyone in the celebration, including participants, staff, stakeholders, planners, and advocates.

Does your planning team have an evaluation plan? Is someone responsible for carrying it out? Your team should make plans for monitoring before implementation begins. Establish milestones to help measure progress on the implementation and the delivery of services. Programs that meet their implementation objectives inspire confidence in funders.

During the planning phase, invest time in identifying a measurement instrument, evaluation process, or evaluator for accountability. Make sure there is a plan for completing the measurement, evaluation, or accountability process. Report and explain findings to stakeholders and advocates on a timely basis, which will keep them involved in program accomplishments and funding needs. If findings indicate a need for change, set aside time to modify goals or implementation strategies; if findings are positive, continue to implement and monitor as originally planned.

Lobbying for support and ongoing or increased funding is a year-round activity, often best practiced when the legislature is not in session. Legislators have more time to listen to and understand your program needs when they are not in the midst of their busy season.

Lobbying means calling legislators on the telephone, communicating via e-mail, sending them copies of reports and outreach materials, and meeting with them personally. In all of these activities, be brief and to the point.

## **Develop Public and Private Funding Options**

The key to successfully identifying and securing new funding is to have a prioritized plan with broad support and a person responsible for each priority. Possibilities for new funding may include seeking funds from existing government or private providers who have experience in your community. Or, the planning team might choose to seek funds from new funding sources that require time and attention to develop. Using existing money to leverage new funds for program, staff, or facilities is an effective way to stretch limited resources. Making sure the responsible person is alert to all funding opportunities and reads guidelines carefully are important to capturing opportunities as they arise. Efforts should be made to ensure that the responsible person sells the strategy to advocates and stakeholders who are also on the lookout for funding possibilities and are prepared to implement a commonly understood and supported concept.

The process of applying for funding generally falls into annual cycles, but cycles may vary widely from one public agency or philanthropy to another. Consider all local, state, and federal funding sources that may apply to your project or some aspect of it. Web access allows you to peruse a wide variety of documents to determine appropriateness. Most federal delinquency prevention and sanction funds are available only at the state level.

Also, seek applications and funding timelines from local and national philanthropic organizations. Often, large corporations support human services in the communities where they are located. Carefully review all grant opportunities for appropriateness. If there seems to be a match, go ahead and apply!

To receive local, state, federal, or foundation funding, all communities must provide evidence of a process, a coalition, and a plan and have great grant writers. Although the latter are few and far between, a community can increase its chances of writing successful grants by developing capacity in this area (e.g., by attending workshops and having a good data collection process).

The Catalog of Federal Domestic Assistance ([www.cfda.gov](http://www.cfda.gov)) and the National Criminal Justice Reference Service ([www.ncjrs.org](http://www.ncjrs.org)) are good resources for funding information.

### **Step 19. Market the Plan**

## **Publicize Strategy and Program Outcomes**

Sharing your work is very important. Talk about it, show it, and put it online so stakeholders, participants, and community members understand the strengths, goals, and needs of the strategy or the issue to which the strategy will respond.

Programs for youth are great subjects for publicity and outreach materials. The accomplishments of individuals or groups of children are always of interest to the public and stakeholder groups. The spotlight can also shine on program volunteers and avid supporters of strategies in the community plan. Other topics that may be of interest to a more limited audience include funding

awards, significant barriers that have been overcome, and milestones in goal achievement or significant outcomes.

### **Disseminate the Plan to a Variety of Communications Media**

News is reported in a wide variety of ways. Remember to use every medium at your disposal to tell the story. The printed word is very powerful. Print reports so people can have the facts in their hands. An executive summary will take less time to produce and may cost less to print and distribute. Brochures are easy to design with today's computer software. Just remember to limit the words and keep the graphics simple to keep costs down.

#### **Tips for an Effective Brochure**

- Consider your audience when designing and writing the brochure.
- Use pictures to illustrate your message, but keep graphics simple.
- Size the font to be easily readable.
- Leave plenty of "white space." (Too much writing discourages people from reading the brochure.)

Newspapers often welcome press releases that cover the "who," "what," "when," "where," and "why" and get the information out to the public. Even better are feature stories with photos, which draw more attention. Newsletters may be another way to get your information into stakeholder hands. Web pages have a growing circulation, with the added bonus that hits to your page can be counted.

#### **Writing a Press Release**

- Answer: who, what, when, where, why.
- Stick to the facts; opinions go in editorials.
- Pictures draw attention; include a picture if at all possible.
- Always type at least double space.
- Include name and phone number in case there are questions.

There are several ways to personalize your information. Letters to key people make sure your team is noticed when funding or other needs arise. Keep letters simple, one page or less. TV is a great way to spotlight an action program, as is radio. Whether for a public service announcement or a talk show venue, radio offers a chance to explain your goals. Speaking engagements to civic

groups and potential supporters or volunteers make a personal impression. The Chamber of Commerce can provide contact information for local civic organizations.

## **Step 20. Continue the Cycle**

### **Maintain the Momentum**

Once the plan is in place, keep up marketing, communication, and data collection strategies to ensure that key leaders and political and advocacy allies remain informed and enthusiastic. Keep the plan in a visible location.

Focus on inclusion and the principles of community planning. Keep adding new community leaders to the circle of understanding about the planning process and the programs and strategies currently being implemented.

### **Prepare Key Leaders for Continuous Planning and Oversight**

Periodically review the steps in light of the existing plan. Review for quality control and capacity building at each step. At least 1 year before the end of the action plan, bring key leaders together to begin again the process of data analysis and planning. Next time around, the community should be better able to move quickly through the steps.

#### ***Tools: Implementation Phase***

Implementation Phase Milestones

Action Plan Worksheet

## APPENDIX: RELATED TOOLS

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## Mobilization Phase Milestones

Milestones	Status
<b>Step 1. Identify Key Community Leaders and Establish a Planning Team</b>	
<p>Facilitate the process for designating a community team.</p> <p>Develop an official roster of community leaders and engage “champion(s)” to guide the mobilization phase.</p> <p>Designate key contact(s) and an official roster of local planning team members. (Planning team members may be different from the community leaders.)</p>	
Select an organizational structure for the planning team.	
<p>Assign roles and responsibilities.</p> <p>Designate a single point of contact to support processes and clarify the duties of team members.</p>	
Develop a communication plan for intra- and extra-group information sharing.	
<b>Step 2. Determine Community Readiness for Planning Effort</b>	
<p>Facilitate a discussion on readiness.</p> <p>Designate an agency, organization, or coalition to house the effort and serve as the contact point for the community team.</p> <p>Identify other community planning efforts.</p> <p>Determine how the current strategic planning effort will build on and support existing efforts.</p> <p>Have formal and informal community leaders endorse the planning process and team.</p> <p>Have directors and/or senior staff of major prevention, intervention, and sanctions programs agree to participate on the community team.</p> <p>Determine whether a community vision or similar statements already exist. If so, align team with existing vision. If not, consider convening a visioning process to guide the team’s work.</p> <p>Determine if the community has a balanced, coordinated, data-driven, outcome-focused, and research-based continuum of youth programs.</p> <p>Inform the team about the dynamics of delinquency prevention.</p>	

## Team Skills Profile: Areas of Expertise and Spheres of Influence

Name: \_\_\_\_\_

Planning Team Position: \_\_\_\_\_

Each member of the community planning team has unique areas of expertise—both personally and within your organization, agency, or constituency—that can contribute to the successful implementation of community planning. Check below the areas in which members of the team have expertise.

Expertise/Skill	You	Your Organization
Administration		
Advertising/marketing		
Analyzing/evaluating data		
Board development		
Building collaborative relationships		
Community outreach and engagement		
Cultural competence/appropriateness		
Data collection/analysis		
Database/graphing (MIS/GIS)		
Evaluation		
Fiscal management/budgeting		
Graduated sanctions		
Grant writing/fundraising		
Group facilitation		
Implementation/followup		
Interviewing/surveying		
Juvenile justice system/courts		
Legislation/codes/policy		
Media relations/media strategies		
Mediation/negotiation		
Policy analysis		
Presentations/speaking (one-to-one/groups)		
Prevention strategies/programs		
Public relations		
Research		
Strategic planning		
Systems reform/restructuring		
Teaching/training/orientation		
Translation		
Word processing		
Working with city/county/state government		
Youth involvement		

## Suggested Membership List

**Community Name:** \_\_\_\_\_

**Team Leader's Name:** \_\_\_\_\_

Teams should represent the community and should be composed of a balance of representatives from public agencies; private nonprofit organizations serving children, youth, and families; and business and industry. Several members should be highly familiar with juvenile delinquency, public health, and school data and know how to obtain and interpret it.

Area of Expertise	Team Member's Name, Title, and Address	Phone, Fax, and E-mail	Rationale for Including This Person
Health and mental health			
Education			
Juvenile justice			
Child welfare/ child protective services			
Law enforcement			
Public defenders and prosecutors			
Parent/family/youth associations			
Religious affiliations			
Business sector			
Parents of youth in the juvenile justice system or youth members			
Other (service sector, city/county government, social/fraternal)			
Other (specify)			
Other (specify)			

## Workgroup Membership

Workgroup Membership	Members	Chair(s)
Data collection and analysis		
Resource assessment		
Objective decisionmaking		
Legislative/policy/systems issues		
Planning, monitoring, and evaluation		
Outreach/communication/media		
Youth involvement		

## Workgroup Roster

Name of Workgroup Lead: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Group Member Name	Mailing Address	Work Phone Number	Fax Number	E-Mail

## Workgroup Functions and Products

Workgroup	Functions	Products
<b>Data collection and analysis</b>	<ul style="list-style-type: none"> <li>• Develop a statistical and demographic data profile of the community.</li> <li>• Conduct an analysis of data sources and accessibility.</li> <li>• Analyze the data to identify priorities and key issues to be addressed by other workgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• Risk factor data analysis.</li> <li>• Juvenile problem behavior data analysis.</li> <li>• Risk factor prioritization worksheet.</li> <li>• Risk factor prioritization results.</li> <li>• Protective factor data analysis.</li> <li>• Juvenile justice data worksheets.</li> <li>• Data source and accessibility—key questions.</li> <li>• Data source and accessibility—information sources.</li> <li>• Data source needs.</li> </ul>
<b>Resource assessment</b>	<ul style="list-style-type: none"> <li>• Collect information about existing prevention and graduated sanctions programs.</li> <li>• Identify key issues and gaps related to the programs.</li> <li>• Recommend ways to address the gaps and issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuum program inventory form.</li> <li>• Summary matrix of programs reducing priority risk factors.</li> <li>• Assessing gaps in the continuum of services network (availability, accessibility, adequacy, appropriateness, acceptability).</li> <li>• Gap Assessment Summary.</li> <li>• Inventory of graduated sanctions programs.</li> <li>• Program refinement recommendations.</li> </ul>
<b>Objective decisionmaking</b>	<ul style="list-style-type: none"> <li>• Map the current juvenile justice system to identify the critical decision points.</li> <li>• Document the critical process (objective, multidisciplinary teams, subjective recommendations, staff expertise, etc.) used at each decision point.</li> <li>• Identify who makes the decisions/recommendations and what data are collected and used at each decision point, with particular attention to duplication in data collection, variations in definitions of terms, and time required to complete each process.</li> </ul>	<ul style="list-style-type: none"> <li>• Inventory of current and proposed objective decisionmaking systems for juvenile decision points.</li> <li>• Issues important to the development of graduated sanctions.</li> <li>• Priorities for change.</li> </ul>

## Workgroup Functions and Products (continued)

Workgroup	Functions	Products
<b>Legislative/policy/ systems issues</b>	<ul style="list-style-type: none"> <li>• Review and recommend changes to state and local laws and policies related to all stages along the continuum.</li> <li>• Assess and make recommendations related to information sharing and management information systems among relevant agencies and organizations.</li> <li>• Review and make recommendations regarding case management functions currently in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Issues important to prevention programming.</li> <li>• Issues important to the development of graduated sanctions.</li> <li>• Prevention and juvenile justice system: functions and policies.</li> <li>• Priorities for change.</li> </ul>
<b>Planning, monitoring, and evaluation</b>	<ul style="list-style-type: none"> <li>• Integrate all the issues and recommendations provided by the data collection and analysis, resource assessment, objective decisionmaking, and legislative/policy/systems issues workgroups.</li> <li>• Develop a cohesive multiyear community plan and report that include a prioritized set of recommendations, specific goals and outcomes to measure success, and a proposed timeline for implementing the prioritized recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcome worksheets.</li> <li>• Assessment report format and publication.</li> <li>• Integrated recommendations and action plans.</li> <li>• Multiyear strategic plan.</li> <li>• Planning timeline.</li> <li>• Implementation of new promising approaches, model strategies, and best practices.</li> <li>• Objective decisionmaking timeline.</li> <li>• Information systems timeline.</li> <li>• Multiyear milestones.</li> <li>• Systems change performance milestones.</li> <li>• Technical assistance needs to implement programs.</li> </ul>
<b>Outreach/ communication/media</b>	<ul style="list-style-type: none"> <li>• Engage community leaders and stakeholders (including youth) in the process.</li> <li>• Recruit and train new members for the planning board.</li> <li>• Sell the plan to the greater community.</li> <li>• Educate and update community leaders, stakeholders, and the public about the work of the planning board.</li> <li>• Work with the other workgroups to prepare and disseminate all press releases, draft and final documents, and other communications with the public.</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach workgroup timeline.</li> <li>• Recommendations: youth involvement.</li> <li>• Press releases (as needed).</li> <li>• Public relations strategy.</li> <li>• Newsletters, logo, public service announcements, Web site, and vision/mission statement.</li> </ul>

## Workgroup Functions and Products (continued)

Workgroup	Functions	Products
Youth involvement	<ul style="list-style-type: none"> <li>• Seek involvement/participation by youth.</li> <li>• Recruit youth from target populations.</li> <li>• Give youth the opportunity to provide input and engage in planning efforts.</li> <li>• Develop an overall strategy for involving youth.</li> <li>• Coordinate/orchestrate youth involvement in a variety of forums to yield results that can be used in the assessment report and the multiyear plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plan that includes a schedule for how youth will be involved and how they will be used to guide the multiyear plan.</li> </ul>

## Title V Training

### Risk Factors and Indicators by Sphere of Influence

<b>Sphere of Influence</b>	<b>Risk Factor</b>	<b>Indicators</b>
<b>Community</b>	<b>Availability of alcohol and drugs</b>	<ul style="list-style-type: none"> <li>• Total alcoholic beverage sales by location.</li> <li>• Trends in exposure to drug use, perceived availability of drugs.</li> </ul>
	<b>Availability of firearms</b>	<ul style="list-style-type: none"> <li>• Firearms in the home; firearms sales.</li> </ul>
	<b>Community crime</b>	<ul style="list-style-type: none"> <li>• Weapons-related charges.</li> <li>• Violent crime rate.</li> <li>• Arrests for driving under the influence.</li> <li>• Adult drug-related arrests.</li> <li>• Adult alcohol-related arrests.</li> <li>• Adult property-crime arrests.</li> <li>• Alcohol-related traffic fatalities.</li> <li>• Murders by weapons.</li> <li>• Murder rate.</li> <li>• Gang-related activity reported by law enforcement agencies.</li> </ul>
	<b>Social and physical disorder</b>	<ul style="list-style-type: none"> <li>• Hate crimes.</li> <li>• Poor external housing conditions.</li> <li>• Broken light fixtures in public halls.</li> <li>• Neighborhood watch organizations.</li> <li>• Nonenforcement of building code violations/ condemned buildings.</li> <li>• Homeless projections.</li> <li>• Vandalism and graffiti.</li> <li>• Public drunkenness.</li> </ul>
	<b>Community instability</b>	<ul style="list-style-type: none"> <li>• Net migration rate.</li> <li>• Children relocating in and out of the neighborhood.</li> <li>• New home construction.</li> <li>• Home ownership rates.</li> <li>• Rental occupied housing.</li> <li>• Property vacancy.</li> </ul>
	<b>Low community attachment</b>	<ul style="list-style-type: none"> <li>• Population voting in congressional or Presidential elections.</li> </ul>
	<b>Economic deprivation</b>	<ul style="list-style-type: none"> <li>• Aid to Families with Dependent Children (AFDC/TANF).</li> <li>• Children living below poverty level.</li> <li>• Children in poor working families.</li> <li>• Families living below poverty level.</li> <li>• Persons living below poverty level; female head of household with no spouse present.</li> <li>• Food stamp program recipients.</li> <li>• Free and reduced lunch program.</li> <li>• Unemployment.</li> <li>• Individuals without health insurance.</li> <li>• Children without health insurance.</li> </ul>

## Risk Factors and Indicators by Sphere of Influence (continued)

<b>Sphere of Influence</b>	<b>Risk Factor</b>	<b>Indicators</b>
<b>School</b>	<b>Academic failure</b>	<ul style="list-style-type: none"> <li>• Average student reading proficiency.</li> <li>• Average student math proficiency.</li> <li>• Average student science proficiency.</li> </ul>
	<b>Negative attitudes toward school</b>	<ul style="list-style-type: none"> <li>• GED diplomas.</li> <li>• Low rate of high school completion.</li> <li>• Chronic absenteeism.</li> <li>• Truancy.</li> <li>• Suspensions/expulsions.</li> </ul>
	<b>Inadequate school climate</b>	<ul style="list-style-type: none"> <li>• Student abuse of teachers.</li> <li>• Violence/crime in schools.</li> <li>• Teacher attitudes/job satisfaction.</li> <li>• Physical decay of school.</li> </ul>
	<b>School dropout</b>	<ul style="list-style-type: none"> <li>• Event dropout.</li> <li>• Status dropout.</li> </ul>
<b>Family</b>	<b>Family history of problem behavior</b>	<ul style="list-style-type: none"> <li>• Clients in alcohol or other drug treatment programs.</li> <li>• Educational attainment (less than 12 years of school).</li> <li>• Adult illiteracy.</li> <li>• Pregnant mothers using alcohol.</li> <li>• Babies born with fetal alcohol syndrome.</li> </ul>
	<b>Family management problems</b>	<ul style="list-style-type: none"> <li>• Children living outside of the family.</li> <li>• Lack of parental involvement in child's school.</li> </ul>
	<b>Child victimization and maltreatment</b>	<ul style="list-style-type: none"> <li>• Reported child abuse and neglect cases.</li> <li>• Unpaid child support.</li> <li>• Requests for social service intervention.</li> </ul>
	<b>Family conflict</b>	<ul style="list-style-type: none"> <li>• Divorce.</li> <li>• Domestic violence arrests.</li> <li>• Intimate murders.</li> <li>• Calls to 9-1-1 for domestic violence.</li> </ul>
<b>Peer</b>	<b>Gang involvement</b>	<ul style="list-style-type: none"> <li>• Gang activity participation.</li> <li>• Police reports of youth gang activity.</li> <li>• Perceived peer gang involvement.</li> </ul>
	<b>Peer alcohol and drug use and delinquency</b>	<ul style="list-style-type: none"> <li>• Reported use of alcohol and drugs by friends.</li> <li>• Violent friends.</li> </ul>
<b>Individual</b>	<b>Antisocial behavior and alienation</b>	<ul style="list-style-type: none"> <li>• Suicides.</li> <li>• Juvenile arrests for vandalism.</li> <li>• Juvenile arrests for drug abuse.</li> <li>• Juvenile alcohol or drug-related arrests.</li> </ul>
	<b>Gun possession</b>	<ul style="list-style-type: none"> <li>• Self-report of gun carrying on school property.</li> <li>• Juvenile arrests for weapons possession.</li> <li>• Arrests for gun possession.</li> <li>• Gun confiscations at school.</li> </ul>
	<b>Teen parenthood and sexual activity</b>	<ul style="list-style-type: none"> <li>• Adolescent pregnancies.</li> <li>• Sexual activity among high school students.</li> </ul>
	<b>Favorable attitudes toward drug use</b>	<ul style="list-style-type: none"> <li>• Disapproval of alcohol abuse or drug use.</li> </ul>
	<b>Early onset of violence</b>	<ul style="list-style-type: none"> <li>• Juvenile arrests for violent crime.</li> </ul>
	<b>Early onset of alcohol and drug use</b>	<ul style="list-style-type: none"> <li>• Juvenile self-report of first drug or alcohol experiences and/or regular use.</li> </ul>

## Risk Factors and Indicators by Sphere of Influence (continued)

Sphere of Influence	Risk Factor	Indicators
	<b>Cognitive and Neurological Deficits</b>	<ul style="list-style-type: none"> <li>• Learning disabilities.</li> <li>• Emotional disturbance.</li> <li>• Traumatic brain injury.</li> <li>• Attention deficit/hyperactivity disorder.</li> <li>• Special education enrollment.</li> </ul>

## Title V Training

### **Protective Factors and Indicators by Sphere of Influence**

<b>Sphere of Influence</b>	<b>Protective Factors</b>	<b>Suggested Indicators*</b>
<b>Community</b>	<b>Presence of caring, supporting adults</b>	<ul style="list-style-type: none"> <li>• Availability of caring, supportive adults in community.</li> <li>• Availability of supportive neighbors in community.</li> <li>• Positive relationships with adults outside family.</li> <li>• Neighborhood associations.</li> </ul>
	<b>Opportunities for participation</b>	<ul style="list-style-type: none"> <li>• Community service opportunities and volunteerism.</li> <li>• Meaningful ways for youth to participate in community activities.</li> <li>• Availability of prosocial activities.</li> </ul>
	<b>High expectations of youth</b>	<ul style="list-style-type: none"> <li>• Scholarships, incentive programs for graduating high school.</li> <li>• High school graduation rates.</li> <li>• Public education campaigns.</li> </ul>
	<b>Safe environment</b>	<ul style="list-style-type: none"> <li>• Community safety.</li> </ul>
<b>School</b>	<b>Caring and support</b>	<ul style="list-style-type: none"> <li>• Low teacher turnover rate.</li> <li>• High teacher morale.</li> <li>• Active PTA in school district.</li> <li>• Parental support for school.</li> <li>• Safe and caring school environment.</li> </ul>
	<b>High expectations</b>	<ul style="list-style-type: none"> <li>• School achievement.</li> <li>• Youth who go to college.</li> <li>• Available scholarships.</li> </ul>
	<b>Clear standards and rules for appropriate behavior</b>	<ul style="list-style-type: none"> <li>• Adherence to school policies and rules.</li> <li>• Drug-free schools policy.</li> <li>• No violence or guns policy.</li> <li>• Safe and drug-free school zones.</li> </ul>
	<b>Youth participation, involvement, and responsibility in school tasks and decisions</b>	<ul style="list-style-type: none"> <li>• Student involvement in class activities and policies.</li> <li>• Youth involvement in extracurricular activities.</li> <li>• School clubs and organizations.</li> </ul>
<b>Family</b>	<b>Effective parenting</b>	<ul style="list-style-type: none"> <li>• Prenatal care and delivery.</li> <li>• Youth reports of family love and support.</li> <li>• Parents' clear rules and consequences.</li> <li>• Necessary immunizations received.</li> </ul>
	<b>Positive bonding</b>	<ul style="list-style-type: none"> <li>• Attachment and commitment to parents and family.</li> </ul>
<b>Peer</b>	<b>Involvement with positive peer group activities and norms</b>	<ul style="list-style-type: none"> <li>• Participation in prosocial activities.</li> </ul>
<b>Individual</b>	<b>Social competencies</b>	<ul style="list-style-type: none"> <li>• Self-efficacy.</li> <li>• Youth with driver's licenses and incident rates.</li> <li>• Youth employment.</li> <li>• Conflict resolution skills.</li> <li>• Life skills.</li> </ul>
	<b>Positive temperament</b>	<ul style="list-style-type: none"> <li>• Prosocial orientation.</li> </ul>
	<b>Commitment to community and school</b>	<ul style="list-style-type: none"> <li>• Religious involvement.</li> <li>• Planning to go to college.</li> </ul>
	<b>Self-esteem</b>	<ul style="list-style-type: none"> <li>• Feelings of self-worth.</li> </ul>

\*Many of these indicators can be measured by student surveys, parent surveys, interviews with parents and teachers, or focus groups with students, teachers, or parents.

## Assessment Phase Milestones

Milestones	Status
<b>Step 3. Collect Risk and Protective Factor Data and Juvenile Justice Data</b>	
Organize the team to collect data. Examine data sources and data accessibility/reliability.	
Gather data for a community profile of risk factors, protective factors, and juvenile population needs.	
Describe current juvenile justice system and objective decisionmaking points. Examine current prevention, early intervention, and juvenile justice systems in relation to data profiles. Complete inventory of objective decisionmaking and case management systems. Identify gaps in decisionmaking and case management systems. Complete inventory and assessment of— <ul style="list-style-type: none"> <li>• Prevention programs.</li> <li>• Immediate intervention programs and services.</li> <li>• Intermediate sanction programs and services.</li> <li>• Secure sanction programs and services.</li> <li>• Aftercare programs and services.</li> </ul>	
<b>Step 4. Analyze and Interpret Data</b>	
Organize team to analyze indicator data.	
Identify community trends and compare local data with state, county, or national trends.	
Interpret anecdotal and systems data to inform prioritization process.	
<b>Step 5. Prioritize Risk Factors</b>	
Define the criteria and decisionmaking process to be used for prioritization.	
<b>Step 6. Collect and Analyze Resource Assessment Data</b>	
Develop parameters for collecting resource information. Identify obstacles to conducting an inventory of programs and services.	
Organize resource data for assessment.	
Format assessment data in preparation for gap analysis.	
<b>Step 7. Identify Unmet Needs and Gaps</b>	
Determine areas of unmet community needs.	

## Assessment Phase Milestones (continued)

Milestones	Status
<p>Identify weaknesses and gaps in—</p> <ul style="list-style-type: none"> <li>• Prevention programs and services.</li> <li>• Immediate programs and services.</li> <li>• Intermediate sanction programs and services.</li> <li>• Secure sanction programs and services.</li> <li>• Aftercare programs and services.</li> </ul>	
<p>Identify obstacles anticipated in implementing new or refined objective decisionmaking systems.</p> <p>Specify other obstacles for building/expanding the continuum of prevention, intervention, sanctions, and aftercare programs and services.</p>	
<b>Step 8. Prepare Community Profile and Resource Assessment</b>	
<p>Describe elements of community profile, risk and protective factors analysis, and prioritization.</p> <p>Complete report on priority risk and protective factors.</p>	
<p>Summarize the resource assessment and the needs and gap analysis.</p> <p>Disseminate the report to community leaders and stakeholders.</p> <p>Secure buy-in and communitywide endorsement of the community team's efforts.</p>	

## Data Collection Action Assignments

Action	Assignments
<p>Gather Existing Information</p> <ul style="list-style-type: none"> <li>• Develop a workplan for identifying existing data reports, analyses, studies, needs assessments, and other related information on each risk factor/indicator.</li> <li>• Identify who will receive and organize the data collected.</li> <li>• Develop a plan for organizing the information.</li> </ul>	
<p>Collect Data</p> <ul style="list-style-type: none"> <li>• Gather information for up to 5-year trends.</li> <li>• Organize as planned.</li> </ul>	
<p>Analyze Data</p> <ul style="list-style-type: none"> <li>• Examine and interpret data based on trends, comparison, policy, laws, practices, and community expectations. Record findings on appropriate worksheets.</li> <li>• Identify gaps in data and other issues related to data collection and existing information systems.</li> </ul>	
<p>Prioritize Results</p> <ul style="list-style-type: none"> <li>• Narrow prevention risk factors to three to five key risk factors.</li> <li>• Pass prioritization results, data, and issues on to objective decisionmaking, resource assessment, and legislative/policy/systems issues workgroups.</li> </ul>	

## Useful Web Sites

Development Services Group, Inc. (DSG), is developing a resource manual of indicator information. These materials will be completed and distributed in the near future. In the meantime, the following online sources contain indicator information:

Behavioral Health Research Center of the Southwest	<a href="http://www.bhracs.org/">www.bhracs.org/</a>
Bureau of Justice Statistics	<a href="http://www.ojp.usdoj.gov/bjs/pubalp2.htm">www.ojp.usdoj.gov/bjs/pubalp2.htm</a>
Center for Adolescent and Family Studies (Indiana University)	<a href="http://www.indiana.edu/%7Ecafs/about.htm">www.indiana.edu/%7Ecafs/about.htm</a>
National Criminal Justice Reference Service	<a href="http://www.ncjrs.org">www.ncjrs.org</a>
Centers for the Application of Prevention Technologies (CAPT) (contains links to CAPTs by region)	<a href="http://www.captus.org">www.captus.org</a>
Centers for Disease Control and Prevention	<a href="http://www.cdc.gov/">www.cdc.gov/</a>
Center for Substance Abuse Prevention	<a href="http://www.samhsa.gov/csap/index.htm">.www.samhsa.gov/csap/index.htm</a>
CSAP's Decision Support System (DSS)	<a href="http://www.preventiondss.org">www. preventiondss.org</a>
Center for the Study and Prevention of Violence (CSPV)	<a href="http://www.colorado.edu/cspv/">www.colorado.edu/cspv/</a>
Department of Health and Human Services (DHHS). Trends in the Well-Being of America's Children and Youth, 1999	<a href="http://www.aspe.hhs.gov/hsp/99trends/index.htm">www.aspe.hhs.gov/hsp/99trends/index.htm</a>
Drug and Alcohol Treatment and Prevention Global Network	<a href="http://www.drugnet.net">www.drugnet.net</a>
Join Together Online	<a href="http://www.jointogether.org/">www.jointogether.org/</a>
Kids Count (Annie E. Casey Foundation)	<a href="http://www.aecf.org/kidscount/kc2000/">www.aecf.org/kidscount/kc2000/</a>
National Center for Education Statistics	<a href="http://nces.ed.gov/">http://nces.ed.gov/</a>
Office of Juvenile Justice and Delinquency Prevention (OJJDP)	<a href="http://www.ojp.usdoj.gov/ojjdp/">www.ojp.usdoj.gov/ojjdp/</a>
Office of National Drug Control Policy (ONDCP) Institute	<a href="http://www.whitehousedrugpolicy.gov">www.whitehousedrugpolicy.gov</a>
Prevention Online (PREVLINe)	<a href="http://www.health.org/">www.health.org/</a>
Search Institute	<a href="http://www.search-institute.org">www.search-institute.org</a>
U.S. Census Bureau	<a href="http://www.census.gov">www.census.gov</a>
U.S. Department of Education Nation's Report Card	<a href="http://nces.ed.gov/nationsreportcard/">http://nces.ed.gov/nationsreportcard/</a>
U.S. Department of Justice, Federal Bureau of Investigation (FBI) Uniform Crime Reports	<a href="http://www.fbi.gov/ucr/ucr.htm">www.fbi.gov/ucr/ucr.htm</a>

If you or any member of your community team is aware of any Web site addresses (or other sources) that you find helpful and believe should be added to the resource guide, please feel free to contact DSG with your suggestions (call 877-584-8535).

## Objective Decisionmaking Action Assignments

Action	Assignments
Review and recommend changes to state and local laws and policies related to all stages along the community services continuum.	
Assess and make recommendations related to information sharing and management information systems among relevant agencies and organizations.	
Review and make recommendations regarding case management functions currently in place.	
Identify and document key issues and obstacles related to conducting an assessment of objective decisionmaking systems.	
Format and report findings, issues, and recommendations.	

## Inventory of Objective Decisionmaking Systems (ODSs) in the Juvenile Justice System

Decision Point	Current ODS	Is Current ODS Effective or Does It Need Refining?	Proposed ODS
Arrest			
Referral			
Intake screening			
Petition			
Adjudication			
Disposition			
Custody/placement			
Release			
Supervision			
Probation			
Parole			
Revocation			
Discharge			
Aftercare planning			
Length of stay			
Programs/services			

## Juvenile Justice Data: Juvenile Arrests 1999–2001

Crime Type	Ethnicity	1999	2000	2001	Percent Change
Felony arrests	T				
	H				
	B				
	AO				
Misdemeanor arrests	T				
	H				
	B				
	AO				
Violent crimes	T				
	H				
	B				
	AO				
Homicide	T				
	H				
	B				
	AO				
Rape/sexual assault	T				
	H				
	B				
	AO				
Assault	T				
	H				
	B				
	AO				
Robbery	T				
	H				
	B				
	AO				
Property crime	T				
	H				
	B				
	AO				
Burglary	T				
	H				
	B				
	AO				

## Juvenile Justice Data: Juvenile Arrests 1999–2001 (continued)

Crime Type	Ethnicity	1999	2000	2001	Percent Change
Theft	T				
	H				
	B				
	AO				
Vehicle theft	T				
	H				
	B				
	AO				
Drugs	T				
	H				
	B				
	AO				
Sale	T				
	H				
	B				
	AO				
Possession	T				
	H				
	B				
	AO				
Other crimes	T				
	H				
	B				
	AO				
Total arrests	T				
	H				
	B				
	AO				

T = Total

H = Hispanic

B = Black

AO = All others

## Juvenile Justice Data: Detention Characteristics 1999–2001

Detention Characteristics	Ethnicity	1999	2000	2001	Percent Change
Number of admissions	T				
	H				
	B				
	AO				
Number of releases	T				
	H				
	B				
	AO				
Average daily population	T				
	H				
	B				
	AO				
Length of stay (in days)	T				
	H				
	B				
	AO				

T = Total

H = Hispanic

B = Black

AO = All others

## Juvenile Justice Data: Juvenile Court Referrals and Dispositions 1999–2001

Court Characteristics	Ethnicity	1999	2000	2001	Percent Change
Number of referrals	T				
	H				
	B				
	AO				
Number of dispositions	T				
	H				
	B				
	AO				
Nonjudicial handling (diversion)	T				
	H				
	B				
	AO				
Judicial handling	T				
	H				
	B				
	AO				
Community control probation	T				
	H				
	B				
	AO				
Committed DYS	T				
	H				
	B				
	AO				
Revocation	T				
	H				
	B				
	AO				
Placement	T				
	H				
	B				
	AO				
Transferred to adult court	T				
	H				
	B				
	AO				
Other dispositions	T				
	H				
	B				
	AO				

T = Total  
 H = Hispanic  
 B = Black  
 AO = All others

## Juvenile Justice Data Worksheet

Questions	Source/Contact	TBD
1. What are the growth trends (broken out by race/ethnicity, gender, and age) in the size of the general juvenile population?		
2. What is the projected population growth for ages 10–17 over the next 5 years? How does this compare with state and national projections?		
3. What are the trends in income levels, income disparity, racial/ethnic composition, children in poverty, and other sociodemographic indicators that describe the jurisdiction and its changes?		
4. What are the trends in the number of adults and juveniles arrested? If possible, these should be broken down by offense category. Offense categories normally include violent, property, drug, public order, and status offenses. Greater detail provides more useful information.		
5. Of the juveniles arrested, what was the percentage breakdown by race/ethnicity and gender?		
6. What was the disposition of juvenile arrests, broken down by major offense categories?		
7. How many cases were referred to the police youth bureau or juvenile division (if applicable)?		
8. If there are several departments reporting arrest statistics, how do they compare with each other on the dimension we have just listed?		

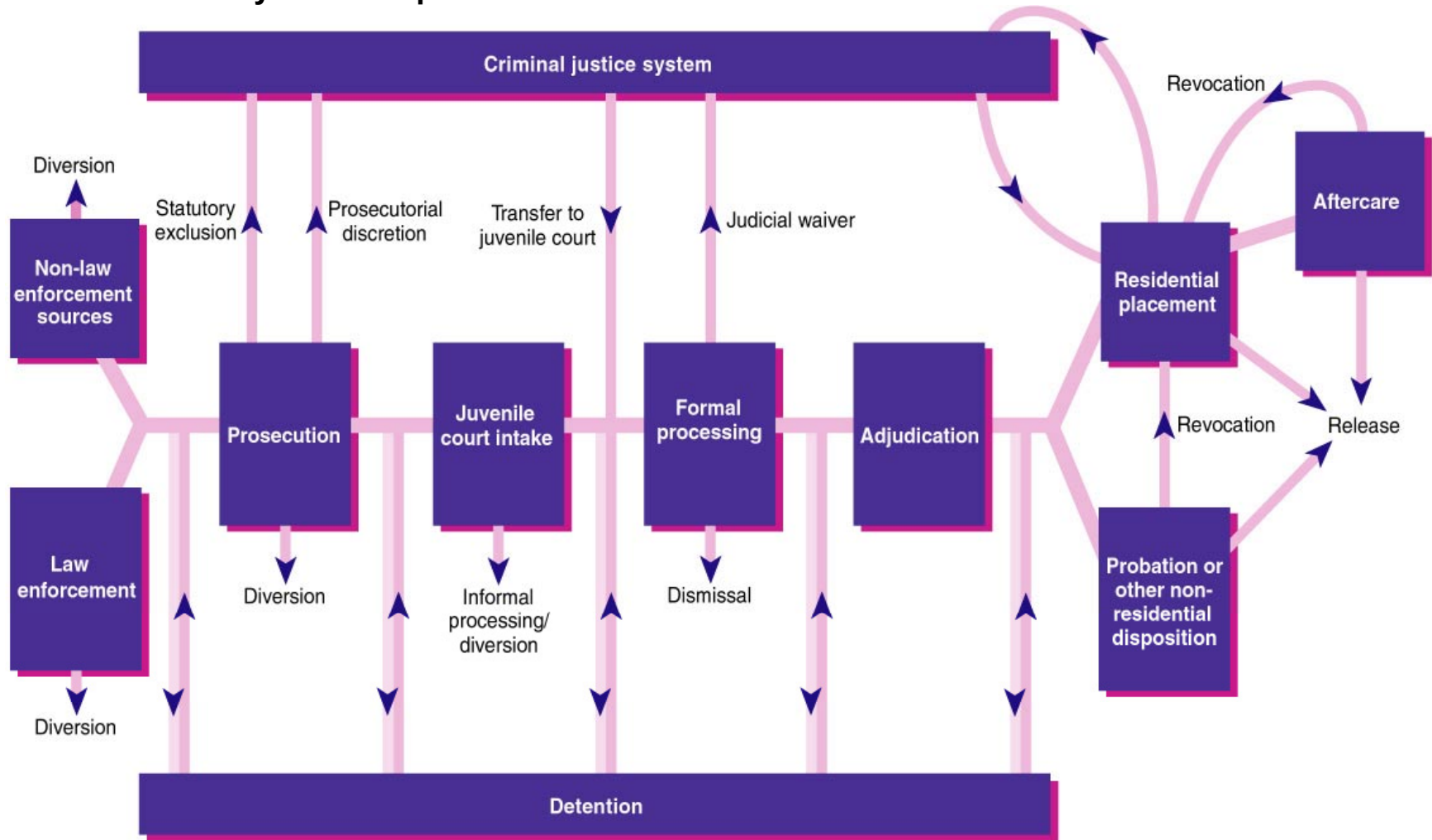
## Juvenile Justice Data Worksheet (continued)

Questions	Source/Contact	TBD
9. Where are the high-crime areas in your jurisdiction? (These are sometimes characterized by ZIP code.) On what is this determination based?		
10. How many adult cases and juvenile cases were handled by the prosecutor's office?		
11. What were the offense categories of the juvenile cases, and how was each category handled (i.e., issued or rejected)?		
12. How many juveniles were held in lockup or in jail? Can these numbers be broken down by offense types, race/ethnicity, gender, and age?		
13. How many juveniles were admitted to secure detention or other types of detention (if applicable)?		
14. What was the average daily population of the detention center?		
15. For which types of offenses were youth admitted?		
16. For each offense category, what was the breakdown by race/ethnicity, gender, and age?		
17. For each offense category, what was the average length of stay, broken down by race/ethnicity, gender, and age?		
18. What was the average length of stay, broken down by disposition?		

## Juvenile Justice Data Worksheet (continued)

Questions	Source/Contact	TBD
19. How many cases were handled in the juvenile court?		
20. What is the breakdown in offense types by race/ethnicity, gender, and age?		
21. How many cases were transferred or waived to criminal court?		
22. What was the breakdown by offense categories, by race/ethnicity, gender, and age, for the transferred cases?		
23. How many youth are admitted to state facilities and what is the 1-day count?		
24. How many youth are admitted to county facilities and what is the 1-day count?		
<b>Other Questions</b>		
25.		
26.		
27.		
28.		
29.		
30.		

## Juvenile Justice System Sample Flowchart



## **Risk Factor Prioritization Worksheet: Key Questions**

### **Prioritizing Risk Factors**

- Which risk factors are high compared to corresponding national, state, county, or comparable community data?
- Which risk factors show significant trends in an unwanted direction?
- Looking across all of the risk factors, at what developmental periods do children appear to be exposed to the most risk in your community?
- Is there an identifiable cluster of risk factors that, addressed together, could provide a synergistic response? Are there “clusters” of risk factors for which the indicators are related?

### **Risk Factor Prioritization Results**

(One sheet per risk factor or cluster of risk factors.)

Prioritized risk factor:

Key indicators:

Rationale for prioritizing risk factor:

## Community Resource Assessment Action Assignments

Action	Assignments
Create a list or inventory of programs that appear to address the priority risk factors and graduated sanctions.	
Gather pertinent information on each program.	
Assess the programs by documenting how and to what extent they support the criteria for best practices in risk- and protective-factor-focused prevention and graduated sanctions.	
Identify gaps in existing programs and services across the continuum.	
Identify and document key issues and obstacles related to conducting the resource assessment.	
Format and report findings, issues, and recommendations.	

## Community Resource Assessment Inventory

Team Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructions: Be sure to include formal programs, not agencies or groups. Please include definitions on form.

Sphere of Influence and Program Type	Definition	Age Group/ Geographical Area	Program Name	Sphere Served					Does the priority risk factor support the need for this program? (Yes/No)  How do indicator data support the need for this program? (Briefly describe.)	If yes: Which protective factors does it offer?
				Community	School	Family	Peer	Individual		
<b>Family</b>										
Parent training	Programs teaching parents specific management skills.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Intensive family preservation services	Programs providing short-term crisis intervention for families with children who are at-risk for out-of-home placement.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	

### Community Resource Assessment Inventory (continued)

Family therapy	Programs focusing on improving maladaptive patterns of family interaction and communication.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Marital therapy	Programs focusing on improving maladaptive patterns of marital interaction and communication.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Other ----- ----									<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Other ----- ----									<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
<b>Schools</b>										
Conflict resolution and violence prevention curriculums	Programs intended to improve social problem-solving skills and anger management skills.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
School behavior management strategies	Programs intended to improve behavior and achievement.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Other ----- ----									<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	

## Community Resource Assessment Inventory (continued)

Other ----- ----									<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
School organization	Wide variety of interventions, i.e., changes in school ecology, development and communication of school policies, and involvement of parents, administrators, and teachers in planning and implementation.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Classroom organization, management, and instructional strategies.	Programs that promote or provide more conducive learning environments that reduce risk factors for problem behaviors.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
<b>Peer</b>										
Peer mediation	Programs intended to help students examine a problem, recommend changes and compromises, and help develop a mutually agreed upon solution in a democratic fashion.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	

### Community Resource Assessment Inventory (continued)

Peer counseling	Programs involving an adult leader guiding group discussions in which participants are encouraged to recognize problems with their behavior and/or attitude.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Gang prevention	<ul style="list-style-type: none"> <li>• Membership prevention programs try to prevent youth from joining gangs.</li> <li>• Intervention programs intercede with existing gang members during crisis conflict situations.</li> </ul>								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
<b>Individual</b>										
Mentoring	Programs that involve nonprofessional volunteers spending time with individual youth and acting as role models.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Afterschool activities	Programs offering rewarding, challenging, and age-appropriate activities in a safe, structured, and positive environment.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	

### Community Resource Assessment Inventory (continued)

Youth services	Programs involving adolescents in unpaid activities that benefit others in their schools and communities, such as tutoring or providing assistance to senior citizens.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Vocational training and employment	Programs intended to increase youth employment and earnings and, subsequently, social and educational functioning.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Truancy prevention	Programs designed to promote regular school attendance through one or more strategies, including increasing parental involvement, engaging participation of law enforcement, and using mentors, court alternatives, or other related strategies.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Other ----- ----									<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	

## Community Resource Assessment Inventory (continued)

Other ----- ----									<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
<b>Community</b>										
Educational campaigns and systematic change	Programs that include legislation and regulations to reduce firearm violence.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Policing strategies	Programs designed to be preventive (i.e., community- and problem-oriented policing) rather than reactive (i.e., rapid response and random patrol) are more likely to prevent delinquency.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Community mobilization	Strategies that organize citizens for grassroots efforts to prevent crime and delinquency.								<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
Other ----- ----									<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	

**Community Resource Assessment Inventory (continued)**

Other ----- -----									<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Description:</i>	
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## Community Resource Assessment Workgroup Chart

**Availability:** Does this type of service exist? (For example, late-evening programming is needed but is not available.)

**Accessibility:** Can the services be obtained geographically, financially, culturally, and physically?

**Adequacy:** Does this service exist in sufficient amounts to meet consumer needs? (For example, tutoring may be needed every night but is only offered on Tuesday and Thursday.)

**Appropriateness:** Is the service suitable for the consumer? (For example, can low-income families afford the uniforms?)

**Acceptability:** Does the service meet the reasonable preference of the consumer?

**Risk Factors:** 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Agency	Program/Service	Risk Factors						Availability	Accessibility				Adequacy	Appropriateness	Acceptability	Sanctions Level						Age				
		1	2	3	4	5	6		Geographical	Financial	Cultural	Physical				Prevention	Intervention	Immediate	Intermediate	Secure Care	Aftercare	0-2	3-5	6-10	11-13	14-17

## Planning Phase Milestones

Milestones	Status
<b>Step 9. Identify Desired Outcomes, Goals, and Objectives</b>	
Determine measurable results to be achieved.	
Adopt clear and consistent language to describe all measures.	
<b>Step 10. Develop Evaluation Strategies</b>	
Identify benefits of a well-designed program evaluation.	
Establish a generic evaluation framework to guide data collection process.	
Determine evaluation resources available to the community. Where necessary, seek evaluation assistance from other sources available to the community.	
<b>Step 11. Identify Priority Programs and Approaches</b>	
Explore promising approaches, model strategies, and best practices to strengthen existing programs and to fill gaps in the current continuum.	
Select research-based program options to fill gaps. (If needed.)	
<b>Step 12. Develop Program and Participant Outcomes</b>	
Develop measurable outcomes for prevention, intervention, and sanction programs to be implemented.	
Define changes in participant as a result of program completion. Determine participant outcomes based on desirable changes.	
Determine manageable steps to accomplish administrative and program tasks.	
<b>Step 13. Create an Action Plan</b>	
Develop detailed action plans with timelines to coordinate service delivery across the continuum, to achieve outcome targets, and to sustain involvement of community leaders and stakeholders.	
Establish timelines and team member accountability for carrying out the steps of the action plan.	
<b>Step 14. Develop a Plan for Collecting Evaluation Data</b>	
Determine data collection tasks based on evaluation design.	
Establish timelines and evaluator accountability.	
Determine format for multiyear plan.	
Identify writers and process for community team approval	
<b>Step 15. Write a Multiyear Plan</b>	
Disseminate the community plan throughout the community.	
Develop community awareness and support for the new, coordinated plan.	
Disseminate the plan to a variety of communications media.	

## Planning Action Assignments

Action	Assignments
Review and prioritize issues and recommendations that the various workgroups make.	
Identify key baseline information and outcomes for recommendations.	
Establish an evaluation framework for monitoring implementation efforts.	
Develop a work plan and timeline for implementation.	
Develop and write a 5-year strategic plan (see outline).	
Identify and document ongoing key issues and obstacles to be addressed.	

## Writing Outcome Measures

A list of sample problems with corresponding goals, objectives, performance measures, and activities is provided below to help with this part of the planning process.

### **Example 1:**

**Problem: Students' lack of commitment to school.**

**Goal: Increase students' attachment to school and commitment to graduation.**

#### **Objectives:**

- Obtain 95 percent or better average daily attendance at each school in the local district within the next 2 years.
- Decrease dropout rate at the high school by 5 percent by May 2002.
- Reduce school failure rate by 15 percent by end of next school term.

#### **Performance measures:**

- Average daily attendance
- Training rates
- Dropout rates
- Graduation rates
- Test scores

#### **Activities:**

- Afterschool activities
- Counseling
- Tutorials

### **Example 2:**

**Problem: Family management.**

**Goal: Reduce stress on families.**

#### **Objectives:**

- Decrease child abuse cases by 10 percent by December 2002.
- Decrease the number of runaway youth by 20 percent over the next 2 years.
- Reduce unemployment by 10 percent in local community within the next 18 months.

#### **Performance indicators:**

- Child abuse rates
- Domestic violence reports
- Runaway reports
- Unemployment rates

## Writing Outcome Measures (continued)

### **Activities:**

- Family counseling
- Conflict resolution
- One-stop center for support services
- Workplace literacy program

### **Example 3:**

**Problem: Availability of drugs.**

**Goal: Reduce prevalence and availability of illegal drugs.**

### **Objectives:**

- Decrease the number of juveniles and adults charged with drug use, possession, and/or distribution to below the state average by December 2002.
- Reduce youthful experimentation and use of drugs and alcohol, as indicated in student surveys, by 10 percent over the next 2 years.

### **Performance measures:**

- Drug arrest data
- Sales of alcoholic beverages
- School district data

### **Activities:**

- Community drug prevention coalitions
- Drug education and prevention
- Substance abuse treatment
- Targeted law enforcement

## Action Plan Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Organization: \_\_\_\_\_

**Desired Outcome:**

Action Steps	Person Responsible	Timeline for Completion	Anticipated Barriers	Measure of Successful Completion

## Implementation Phase Milestones

Milestones	Status
<b>Step 16. Identify Low-Cost and No-Cost Year 1 Activities</b>	
Determine ways to improve collaboration to maximize existing resources.	
Identify existing resources that can be redirected.	
Have community leaders coordinate policies and resources to support anticipated implementation plan.	
<b>Step 17. Implement New Strategies</b>	
Implement year 1 planning objectives.	
Develop implementation guidelines.	
Establish timeline to implement new program components.	
<b>Step 18. Seek Ongoing Support and Funding</b>	
Garner community and legislative support.	
Develop public and private funding options.	
<b>Step 19. Market the Plan</b>	
Continue to publicize strategies and program outcomes.	
<b>Step 20. Continue the Cycle</b>	
Maintain the momentum.	
Prepare key leaders for continuous planning and oversight.	

## Action Plan Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Organization: \_\_\_\_\_

**Desired Outcome:**

Action Steps	Person Responsible	Timeline for Completion	Anticipated Barriers	Measure of Successful Completion