



Family-Based Justice Center

Family-Based Alternative Sentencing Program Planning and Implementation Guide

[Site name]



NYU

Marron Institute
of Urban Management



Office of Juvenile Justice
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This Guide is divided into five sections: Program Goals, Program Team, Program Design, Evaluation Plan, and Partner Agreements. The questions and exercises in each section are intended to help you finalize your program design prior to implementation. Please note that this exercise is *optional*, however, answers to these questions will help OJJDP and the Family-Based Justice Center understand how your program has evolved from what was described in your grant narrative and where you may need additional support. You may use bullet points or narrative in your responses.

Program name:

Program/grant timeframe:

Jurisdiction and office grantee:

Lead program agency or office:

Program coordinator:

I. PROGRAM GOALS

- 1. Describe the problem you are trying to solve, using data as support.**
- 2. Are there other current efforts (legislative, practice, policy, programs) that impact this problem?**
- 3. List your program goals as outlined in your application narrative. If you have other goals, list those as well.**

II. PROGRAM TEAM

1. For each member of your program team, provide their name, title, organization, email, and role on the team. Be sure to include people from your own agency in the list.

Name	Title	Organization	Email	Role

2. Are there people or organizations who are not currently on your team who need to be added?
3. How will your team make and document decisions?
4. What is the anticipated role and level of involvement from the grantee-agency leadership?
5. What is the anticipated role and level of involvement of the leadership from partner agencies?
6. How often will the program team meet?

- 7. How will the program partners be kept informed of implementation progress, between meetings of the full team?**

- 8. Are there other existing collaborations between the program partners? If so, what are they and what is the level of coordination?**

- 9. Which partners have the legal authority to determine who may join the program and who may stay in the program if violations or new offenses occur? (E.g., court, prosecutor, supervision agency.)**

- 10. Where multiple agencies are involved in making supervision or behavioral-response decisions to individual participant behavior, how will the decision-making process be coordinated?**

Program Design

- 1. Who is your target population?**
- 2. How many people do you plan to serve per year and over the life of the grant?**
- 3. What is the catchment or service area for this program? What are the demographics for the area and/or demographics of those in the justice system (race/ethnicity, gender, age) and how can this information be used to inform services?**
- 4. What are the eligibility criteria for program participation? Do you have specific disqualifiers?**
- 5. How will potential participants find out about your program?**
- 6. Will the results of a formal assessment tool be used to determine eligibility for the program?**
- 7. If yes, which tool, what does it measure, and who will administer the assessment?**
- 8. Does your jurisdiction use a risk-and-needs assessment? If yes, list which tool, is it validated, who administers it, and how that information will be used for this program.**
- 9. Are there measures in place to ensure fidelity in the administration of the risk-and-needs assessment?**
- 10. What is your recruitment or eligibility-screening strategy?**
- 11. Will participation in the program be mandatory or voluntary for eligible people in the target population who meet the eligibility criteria?**
- 12. If voluntary, how do you plan to incentivize people to participate?**
- 13. Once eligibility has been determined and a participant has agreed to be in or has been placed in the program, which agency/person is their first point of contact?**

- 14. Does this first contact person remain as the primary contact for the participant or will someone else assume this role?**
- 15. Are there set requirements for staying in the program? If yes, what are they?**
- 16. Who ensures that the participant understands the program requirements? Who ensures that the participant is meeting the requirements?**
- 17. Will participants be further assessed after entering the program? If yes, list which tools, what they measure, if they are validated, who will administer them, and what the information gathered will be used for.**
- 18. Will the children of participants be assessed? If yes, list which tools, what they measure, if they are validated, who will administer them, and what the information gathered will be used for.**
- 19. Will participants receive an individualized case or program plan? If yes, who creates and manages this plan with the participant?**
- 20. Will services for the children (such as counseling, behavioral health services, educational support), if necessary, be included in the case plan? If yes, who manages services for the children?**
- 21. What activities or actions will be required of every participant? Who is responsible for coordinating or administrating these activities? What resources will be used to support these activities? (E.g., grant funds, existing funding, staffing.)**
- 22. What is the level of expertise of your direct-service partners in delivering trauma-informed, gender-inclusive, and culturally appropriate services? Are they able to be responsive to the population they serve?**
- 23. Have the competencies in Question 22 been considered in the hiring and recruitment process? Do service providers offer training in these competencies?**

- 24. What additional activities or actions, either required or suggested, may be included in an individualized plan? Who is responsible for coordinating or administrating these activities? What resources will be used to support these activities? (E.g., grant funds, existing funding, staffing.)**
- 25. Where will services be provided? How were these areas chosen? Are virtual services available?**
- 26. What types of incentives will you use to reward and encourage the participant to engage in program-required or suggested activities and other pro-social behavior? Who administers these?**
- 27. What types of sanctions or other responses will you use when a participant is not engaging in required activities or is demonstrating behavior that violates the requirements of the program? Who is required to be notified if this is occurring? Who administers sanctions?**
- 28. If a participant is arrested or incarcerated, would they still be considered a program participant? Would their children still be eligible to receive program services?**
- 29. Will you have regular meetings with the program team or a subset of the team to review participants' progress, or do these occur as-needed?**
- 30. When do you anticipate starting the program (or has it already started)?**
- 31. Are there specific unresolved concerns among the program partners that should be monitored and revisited after implementation has begun?**

Tribal Specific Program Design:

- 32. Does the current Tribal court have Tribal codes that support alternatives to incarceration?**
- 33. Does the Tribe have a current intergovernmental collaboration, MOU, or contract with county, state, and federal correctional facilities and/or probation offices?**
- 34. Does your assessment tool include questions on level of cultural engagement, community connectedness, or historical trauma?**
- 35. Does the Tribe have an up-to-date resource directory?**

III.EVALUATION PLAN

To develop your evaluation plan, work with your program team, including your research partner (if applicable), to complete the steps outlined under subsections A and B below.

A. Logic Model Exercise

A logic model demonstrates the causal relationships between program goals, activities, and results. It is a useful tool to visualize the purpose and scope of proposed activities, including the resources needed and expected outcomes. Logic models are also a useful evaluation tool to map out what measures will be used to assess project outputs (process evaluation) and outcomes (outcome evaluation).

To complete the logic-model exercise, use the information from the previous sections of the guide. See below for additional guidance on how to measure identified program outputs and outcomes. Please also note that goals and inputs/resources may correspond to multiple activities, outputs, and outcomes. For additional examples, templates, and information on developing a logic model please visit [OJJDP](#).

Note: if you already completed a logic model, please review, update as necessary and attach.

Process Evaluation

Most of your activities will have a corresponding output. For instance, if the activity is “administer risk-and-needs assessment,” your output could be “risk-and-need assessments administered at program entry”

For each output, you then determine a process measure. In this example, it could be “% of participants who received an initial risk-and-needs assessment.” In other words, an output is what you said you were going to do and the process measure is how you are going to determine if you are doing what you said you would do. Process measures are also called “fidelity measures.”

In your process evaluation, you are checking to make sure you are following through with the program implementation as you designed it. If certain elements of your original design aren’t working, the process evaluation allows you to assess this and make necessary adjustments to your program. Please keep in mind that process measures might not all be captured within one system or by one agency, so you are encouraged to work with your program team to complete this exercise.

To complete this aspect of the logic model, list the outputs that correspond with your activities. Then for each output, list the process measure.

Outcome Evaluation

Based on what you hope to achieve with your project, choose your short- and long-term outcomes. This is what you hope to achieve through your activities. Make sure you can collect the corresponding data. This will be the basis for your program evaluation. Include the timeframe in which you can measure each outcome.

B. Data Collection Plan

To complete your evaluation plan, use the questions below, together with the table in Appendix A to develop a data-collection process that will be used to track and monitor the program outputs and outcomes identified in your logic model.

- 1. Will you be using a case-management system? If so, what is it called and who has access to the data?**
- 2. What other data exist to analyze the problem and progress in meeting your goals? This could include data from community-based organizations, the court, law enforcement, or other government or non-profit agencies. It could come from case-management or other IT systems or be hand-tabulated.**
- 3. Will you be using a spreadsheet to track project data or building a report in an IT system?**

IV.PARTNER AGREEMENT

An acknowledgment, via a memorandum of understanding or other document, that all parties involved in this project approve of the program plan and agree to the assigned roles and responsibilities ensures that the expectation of each partner is clear.

APPENDIX A TEMPLATE DATA-COLLECTION PLAN

Data-Collection Plan				
Outputs/Outcomes	Data Sources/Tools	Collection Process		
		Who?	When?	How?
<i>Example:</i> Participants receive orientation	Probation case-management system	Project Coordinator	Quarterly	Pull report

