



Juvenile Services

*Comprehensive Community Planning
User Manual*

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Section 1

Introduction to Community Planning

In this section, you'll learn the following:

- What are the benefits of community planning?
- What is collective impact?
- What is the community planning process?

THE PURPOSE OF COMMUNITY PLANNING

It is essential that communities have programs to prevent youth from becoming unnecessarily involved in the juvenile justice system. These programs should be available at multiple points throughout the system, providing every opportunity to exit the system. Such programs rarely occur by chance; they are almost always the result of careful community planning.

The Benefits of Community Planning

There are multiple benefits of community planning. First, community planning fosters a greater understanding of the juvenile justice system. Community planning can also be used to: assess current programs, identify preventive measures to keep youth from entering the juvenile justice system, pinpoint duplication and/or gaps in services to youth and focus on effective, research-proven strategies.

By developing a plan, communities have a voice in determining their futures. Youth often receive the highest quality services when problem solving is done at the local level. Community members know their communities. They understand the local history, have a firsthand account of existing and potential issues and can quickly identify potential collaborators and opportunities. Most importantly, they are motivated to improve their own communities and create a better future for their youth.

Additional benefits include:

- Enhanced collaboration among community members and agencies (both internally and externally).
- More focused resource allocation.
- Greater access to outside resources, such as funding opportunities.
- Improved outcomes for the target population.
- The ability to control the pace of strategy development and implementation, allowing for enhancements based upon specific needs.
- Better community and stakeholder knowledge of community planning, the juvenile justice system and related issues.

Private and Public Funding

A community plan is often necessary in order to be eligible for many public and private funding awards. Federal and state funding agencies may require counties or communities to provide a comprehensive juvenile services plan to access funding. Although this manual addresses planning activities specific to juvenile justice, a good planning process has the potential to identify funding needs and opportunities in additional community areas, such as public health or education.

COLLECTIVE IMPACT¹

The Stanford Social Innovation Review introduced the concept of collective impact as “highly structured collaborative efforts that...achieve substantial impact on large scale social problems.” The collective impact approach provides a framework for creating a more effective process for social change. The approach has been applied by organizations and individuals across disciplines and shows great promise in creating large scale, lasting improvements.

Collective impact principles are key to developing and maintaining an effective community planning process. Five conditions must be present for true collective impact to occur.

The Five Conditions of Collective Impact

- 1. Common agenda:** All participants have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
- 2. Shared measurement:** Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
- 3. Mutually reinforcing activities:** Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
- 4. Continuous communication:** Consistent and open communication is needed across the many players to build trust, assure mutual objectives and create common motivation.
- 5. Backbone support:** Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

These conditions can take the community planning process to the next level by building a truly collaborative effort that sustains and evolves over time.

Case Study - Collective Impact in Platte County

Collective impact does not happen overnight, nor will it happen without a champion. It takes one dedicated person that truly understands the concept and who knows the community or area that would benefit from the implementation. Our county has been working toward collective impact for years. Breaking down the silos is the most important step in the beginning.

-Wilma Arp, Platte County

More about Collective Impact

The appendix includes several articles and online resources with in-depth information on collective impact strategy and application. Review them and keep these conditions in mind as you work through the planning process.

THE COMMUNITY PLANNING PROCESS

Planning Basics

Effective planning creates a strong foundation from which progress is made and measured. A good plan prevents both inaction and repetition. Truly successful plans continuously evolve over time, responding to changes in a community's youth population and available resources.

A successful planning strategy for youth will help a community:

- Foster a strong sense of community responsibility and accountability.
- Identify and reinforce positive and unique aspects of the community, including those aspects that insulate youth from delinquency.
- Develop closer ties by distributing responsibility for youth throughout the community.
- Achieve real change and solutions through mobilization and organization.
- Position the community to persevere through difficult financial cycles and capitalize when supplemental resources are available.
- Adapt to the community's changing needs.
- Develop creative solutions to persistent problems.
- Celebrate success on resolved issues and move on to emerging concerns.

Planning cannot take place outside the community. As the maxim states: "If you want to know how the shoe fits, ask the person wearing it, not the person who made it." In order to be successful, the planning process must involve community members themselves.

Timeline

Almost all steps in the planning process require a community effort. This is by design, creating a situation where no one individual can draft the community plan. Because this level of collaboration is required, a failure to allot adequate development time will result in an incomplete plan. In fact, community planning should be considered an ongoing process. The following sample timeline may be useful as a reference point when initially developing the planning process or it may be used as a guide every year.

Months 1-4:

- Start the planning process.
- Determine team membership.
- Review available resources.
- Set a date for team meetings and send invitations.
- Hold the team's first meeting with the local planning coordinator in attendance.
- Compile or collect data to inform your priorities.

Months 5-6:

- Hold a meeting to discuss and define priorities and strategies.
- Identify who is responsible for the community plan and any necessary revisions.

- Draft the plan and disseminate it to the planning team for consensus.

Months 7-8:

- Achieve overall consensus on the plan.
- Make adjustments and schedule follow-up activities and meetings.
- If necessary, seek approval from the appropriate local oversight agency, such as a County Board.

Months 9-12:

- Present the community plan to the appropriate oversight agency.
- If necessary, revise the plan and resubmit to the oversight agency as needed.

Section 2

Collaboration

In this section, you'll learn the following:

- What is true collaboration?
- Who should be involved in the community planning process?
- What are some common barriers to the collaborative process?

COLLABORATION

The typical picture of collaboration is that of a group of people coming together and discussing issues in an attempt to solve a problem. This concept is not new. But unfortunately, business-as-usual collaboration doesn't always produce results. Too often, a group of people meet and discuss problems and possible solutions, however no real progress is actually made. In other words, no *true* collaboration occurs.

This is extremely common and can happen for a number of reasons. Team members may come to the meeting looking to benefit themselves or their organizations. This is not unusual; it is completely understandable that individuals will think about how their agencies will benefit from an activity. However, it has the potential to create competing interests and conflicts when goals aren't aligned.

In order to achieve true collaboration, people should come together with the ultimate goal of working together to help youth in their communities. This benefits youth, which in turn benefits every individual and organization working in the juvenile justice system.

Another issue that often prevents true collaboration is funding. Most grants and funding opportunities require some type of collaborative process. Unfortunately, this may lead to some organizations participating in the community planning process solely to secure funding for their own programs. We must retrain this mindset by redirecting members to the main goal of planning - to make a positive change. Funding should be secondary to the discussion.

TIP: It is extremely beneficial to develop true collaborative relationships before funding even becomes a topic of discussion.

Case Study - Collaboration in Lancaster County

We initially got key justice stakeholders to the table by identifying the community plan as a requirement for generating resources in our community. However, once all those stakeholders were in a room together and we went through a juvenile justice system analysis, the "Aha" moment came when we realized we didn't need money to change several policies and practices. We made some major improvements to system operation with no funding.

-Sara Hoyle, Lancaster County

Common Agenda and Shared Vision

It is imperative that all team members know and fully comprehend the team's shared agenda and vision so that they are not sidetracked by other concerns. Begin by defining a shared vision and coming to an understanding about why this shared vision is essential to the community planning process. Once the team has established a vision, work to come to a shared understanding of relevant problems, strategies and priorities. This will prevent confusion as the team works toward outcomes and will help to prevent agencies from focusing on individual interests.

NOTE: When working toward a common agenda and vision, some agencies may have to set aside their own goals or interests for the greater good of accomplishing the team's overall goals.

NOTE: By buying in to the team's shared vision, members recognize the importance of what they're doing. They become willing to share or pass along funding opportunities to other organizations that are a better fit for that particular opportunity. This is true collaboration.

Case Study - Shared Vision in Otoe County

In Otoe County we have never approached it as accessing dollars, but rather asking the question: "What are we missing for kids?" We begin by outlining services in place and putting data to those services. Then, we fill in the gaps, addressing concerns about services provided to youth or expanding services based on the information and data we have.

-Vanessa Sherman, Otoe County

Collective Impact and Collaboration

When individuals and organizations use collective impact strategies, "there are cascading levels of collaboration that create a high degree of transparency among all organizations and levels involved in the work... Information flows both from the top down and from the bottom up. Vision and oversight are centralized through a steering committee, but also decentralized through multiple working groups that focus on different levers for change."²

PARTICIPANTS IN THE COMMUNITY PLANNING PROCESS

Key stakeholders must be involved in the community planning process. The list of stakeholders may be slightly different in every community, however representatives from each entry point into the juvenile justice system should be present.

The Community Planning Team

A community planning team should represent the unique needs of its community. A large community or region looks very different from a small community. There are differences in resources, personnel and priorities. Thus, the planning team should be tailored around the identity of its community.

Representatives from the following key access points should be included on the team:

- Public & private K-12 education
- Prevention/mentoring programs
- Ministry/faith-based programs
- Law enforcement
- Juvenile diversion
- Juvenile probation
- County Attorney (Juvenile Court)
- Public Defender/Defense Attorneys/Guardians ad litem
- Office of Juvenile Services/Health and Human Services
- Juvenile Judges/Juvenile Court personnel
- Treatment providers
- Post-adjudication services or detention
- Consumers, including youth and families
- Community-based organizations (YMCA, etc.)

NOTE: Sharing responsibility keeps the planning process moving regardless of individual scheduling conflicts or emergencies. There is always another team member who can fill in, if necessary.

This list is by no means means exhaustive. Again, your jurisdiction has its own unique identity and resources; your community planning team roster should reflect that identity.

Identifying Champions

Champions are a vital part of the community planning team. They're not always the team members with the most distinguished titles or most impressive resumes. Instead, they are those who have true passion for the issue at hand. They are the people who drive the project.

Champions are willing to take on leadership roles and make things happen. They often have established connections and networks that can be tapped to move the process forward. Plus, they are instrumental in developing effective communication strategies and rallying community support.

Identify the champions in your community and get them involved, capitalizing on their knowledge and enthusiasm for addressing the issues.

Existing Partnerships and Coalitions

Look to the community to identify existing partnerships and coalitions that are already a part of the juvenile justice system. In some cases these coalitions may be willing and able to add the community planning process to their existing duties. In other cases, individuals involved in these partnerships will simply be included as planning team members.

Making the Invitation

Once you've identified the people and organizations you'd like on your team, it's time to make the invitation. Determine the appropriate person to contact at each agency and, if possible, their preferred method of contact (phone, email, letter, etc.). Use existing networks and relationships to make the invitation, if possible. For example, if a fellow team member already has a strong relationship with a potential member, ask them to make the initial contact.

It's important to be clear from the outset about the purpose of the community planning team so potential members can make an informed decision about whether or not to participate. Provide an overview of the goals, including the projected time commitment from each member.

Case Study - Trusting Relationships in Saunders County

Choosing the right people is essential. Our Project Coordinator had previously facilitated training and was the TeamMates Coordinator for our county. She had built a relationship with parents, youth and teachers. This investment overflowed into our planning committee. If you do hire someone as your planning coordinator, that person should already know the system dynamics and have developed, trusting relationships with key players.

-Pam Lausterer, Saunders County

INITIATING THE COLLABORATIVE PROCESS

Once you've identified team members, how do you start the collaborative process?

Initial Meeting

The first team meeting should cover the following:

- Community planning team purpose and goals
- Common agenda and shared vision
- Team structure
- Roles and responsibilities
- Organizational details

Team Structure

The community planning team will need to define its structure, including titles and positions. In order to do this, some teams begin by creating a charter or a memorandum of understanding between team members. The following is a list of positions that can be defined and/or filled when discussing team structure:

- Local planning coordinator
- Lead agency (this is often an agency willing to be a hub for activity)
- Committee chairs and co-chairs
- Subcommittee chairs
- Secretary or designated note taker

Roles and Responsibilities

Everyone involved should have a good understanding of team member roles and responsibilities. The following is an example of various roles and corresponding duties.

Local planning coordinator

- Staffs the community planning team
- Creates and staffs subcommittees, as needed
- Distributes agendas and meeting minutes
- Supports overall communication and functioning of the team
- Communicates with stakeholders and community members as necessary

Lead Agency

- Acts as a “backbone organization” or hub for the community planning team
- Provides a consistent presence throughout the planning process and beyond
- May provide meeting facilities, technology solutions and/or staff, as necessary

Committee Chair/Co-chair

- Serves as leaders of the community planning team
- Ensures the team maintains fidelity to the shared agenda and vision
- Acts as the public face of the team and communicates with stakeholders and the general public
- Takes responsibility for continuously moving the planning process forward
- Provides leadership and support to subcommittee chairs and other team members

Subcommittee Chair

- Focuses on specific priorities and issues, as assigned
- Brings pertinent issues and questions to the group
- Gets team approval on subcommittee activities and reports

Secretary or Designated Note Taker

- Takes comprehensive notes of community planning team meetings
- Provides notes to planning coordinator for distribution

Organizational Details

Organizational details should not be overlooked; these points help community planning meetings run smoothly and successfully. Team members dedicate a large amount of time to be a part of the community planning process. Strive to be respectful of this commitment by encouraging efficient, well-coordinated meetings.

Often, people look to one person on the team to do everything. Encourage active participation from all team members by tying duties back to the shared vision your team has identified. By getting everyone involved, you also strengthen the level of commitment shared by all members. Plus, there will be times that it is vital for members to be present to ensure accurate data collection and interpretation.

Develop processes for accomplishing organizational tasks, such as disseminating information, coordinating meetings, collecting data and writing the final plan document. Some communities have found it effective to select a group of individuals who share these responsibilities. Many times, individuals must take on new or additional roles, especially in small communities where resources may be limited. Other communities may have the ability to hire a dedicated person to handle these duties.

Additional organizational details to keep in mind include:

- Hold meetings in a location that is geographically central to all team members or use technology to facilitate virtual meetings.
- At the first meeting, schedule out meetings for one year in advance in order to allow members time to plan and prepare.
- Begin and end meetings promptly as scheduled.
- Ensure the first year of planning is accomplished within a set number of meetings.
- Only reschedule meetings in extreme situations.

TIP: It is generally advisable to establish a regular meeting time for the group, such as the first Tuesday of every month.

TIP: Gathering the entire team for every meeting may not be the most effective use of stakeholders' time. On occasion, smaller sub-team meetings may suffice. Organize meetings according to need.

Barriers to Collaboration

Most communities face at least one barrier to effective collaboration. Below are several examples of possible barriers, as well as potential solutions. When responding to barriers, remember to be creative and keep your community's specific situation in mind.

Barrier: Large geographic distances between team members and agencies.

Potential Solutions:

- Use technology solutions, such as online meeting software, conference calls and chat groups.
- Create smaller workgroups to work on specific action items, reducing the number of times the entire team has to meet.
- Move the meeting location around so team members share the burden of travel time.

Barrier: Lack of funding.

Potential Solutions:

- Approach local businesses who may be willing to donate lunch, meeting space, office supplies, printing services, etc.

Barrier: Lack of participation from team members.

Potential Solutions:

- Evaluate your meeting schedule and locations. Make the process as convenient as possible for team members.
- Conduct personal interviews to identify any issues (see "Case Study - Personal Interviews in Otoe County").
- Address any trust or relationship issues among team members.
- Ensure you have the right people serving as team members.

Barrier: People or agencies central to the issue are not part of the community planning process.

Potential Solutions:

- Determine why the right people aren't involved so you can find the best solution.
- Meet with agency directors to ensure they're aware of the community planning team and its mission.
- Identify how community planning involvement will benefit absent organizations. Once they understand what they have to gain, they may be more willing to participate.

As with most teams, there are always personalities that may not mesh well. However, it is important to invite everyone to participate and be part of the planning process. By including all parties up front, the team will avoid any future difficulties that could arise from neglecting a particular agency or individual.

Case Study - Personal Interviews in Otoe County

We conducted personal interviews with everyone we brought to the table. This gave us insight into issues that each stakeholder had, but left them anonymous to the overall group. Since doing that, our collaborations with stakeholders have changed to the point that most are comfortable being around the table and discussing issues that affect kids, even if it involves their organization.

-Vanessa Sherman, Otoe County

Case Study - Challenging the Process in Lancaster County

Our team has found that people who challenge the process are key for a couple of reasons:

- When everyone else is on board and excited about something, these people bring to light potential challenges others haven't thought of.
- It's important to draw everyone in and give them a voice to make them feel they are a part of the process.
- It gives the committee a chance to hear and address negativity before major decisions are made without stakeholder input.

When including people who challenge the process, it's important to have a strict agenda and a facilitator that will keep the meeting moving along.

-Sara Hoyle, Lancaster County

COLLABORATION - INTERMEDIATE AND ADVANCED STRATEGIES

Intermediate Activities and Strategies

Communities struggle when teams are not working effectively; often, teams aren't working effectively because they haven't devoted enough time to team building. Stakeholders may know of each other, but may not know much *about* each other.

Team building activities allow team members to learn about one another and develop trust, which later allows them to openly work through difficult issues. Plus, these activities improve team cohesiveness by generating camaraderie.

Throughout the course of a year, schedule a social hour after one or two meetings to engage in some team building activities. Or, plan a half-day or day-long retreat for team members to come together and perform both team building and community planning activities. As the team develops, form a sub-committee dedicated to developing team building strategies.

Team Building Activities

What's in my Wallet?

- Ask everyone to look in their wallet, purse or pocket and pick out one item that says something about them. They should use these items to introduce themselves to the group, sharing what the item is and what it says about them.

False Sentence

- Divide into groups of 3-4 participants.
- Have everyone write 3 sentences about themselves, 2 of which are true and 1 that is false. The others have to guess the false sentence.

Meet and Greet

- Give people 2 minutes to introduce themselves to as many others as possible.
- Then, tell them to get into groups of 3 people and spend the next 2 minutes finding at least 3 distinct things that they all have in common. The only rule is that the 3 things cannot be job related (i.e., they work for the same organization).
- Ask them to identify the 3 things as quickly as possible, then shout out loudly when they've done so. Examples of commonality include: everyone is from the same state or everyone has an older brother.
- Call on a few groups to share their areas of commonality.
- Ask the following discussion questions: How did some of you complete the task so quickly? Did some of you have difficulty finding common backgrounds or interests?

Team Building Activities, continued

Name Tags

- Give each participant a blank sheet of paper.
- They should write their first name in the middle of the sheet of paper.
- In the upper left corner they should write the name or initials of someone who has had the greatest influence on their lives. This could be someone living or dead, someone they've met personally or someone they've read about.
- In the upper right corner they should write the name of a place they'd go if they had two free weeks and money was no issue. This could be somewhere they've already visited or they've always dreamed of visiting.
- In the lower left corner they should write two things they do well.
- In the lower right corner they should write one thing they'd like to do better.
- Under their names they should complete the sentence: "Life is a cafeteria in which...."
- When they've finished, give them masking tape and ask them to attach their sheets of paper or "name tags" to themselves, and then mingle with others, reading as many name tags as possible in the time allowed.
- You can vary the information you ask everyone to put on their name tags. Or, you can have everyone pick a partner who they'll introduce to the rest of the group, sharing at least one thing they learned about that person.

Advanced Activities and Strategies

At a community planning team meeting, set aside time for a stakeholder analysis activity. In this activity, everyone takes some time to think about all the people, organizations and resources they are aware of that are related to the team's juvenile justice goals. Each member creates a list, then shares their results. This can reveal some new sources of information or resources for the team.

Stakeholder Analysis Activity

Ask each team member to list the internal and external stakeholders for their organization. At this point in the activity, everyone should be as inclusive as possible.

Reconvene and share results. As a team, discuss and consider how important each identified stakeholder is to the community planning team's vision. Specifically, consider how the stakeholder will:

- Have a positive or negative impact on the team, its processes and its goals.
- Impact identified community planning priorities and strategies.
- Contribute to the team's ability to fulfill its mission, meet its mandates and create public value.



A copy of this diagram is available in the appendix.

Section 3

Data Collection and Interpretation

In this section, you'll learn the following:

- Why is data important?
- What data should be collected as part of the community planning process?
- What are possible barriers to data collection and interpretation?

DATA

In an ideal world, the community planning team would examine available data, then determine priorities and strategies based upon that data. However, in reality the opposite is often what happens. Someone identifies a suspected problem in the community, then goes out and finds data to support their theory regarding that problem.

In either case, data provides context and meaning to better understand community issues. It's integral to the planning process because it informs priorities and strategies, while also providing a mechanism for measuring program effectiveness.

NOTE: Although data can be intimidating, it's essentially just a representation of the problem your community is facing.

Shared Definitions and Measurement Systems

When working with data, the community planning team must determine shared definitions and measurement systems in order to avoid confusion and facilitate working toward a common goal. For example, if one agency thinks of juveniles as youth ages 19 and under, while others consider it to be youth ages 17 and under, there is a disconnect. Creating a standard set of definitions for the team will ensure everyone is working toward the same outcomes. Existing initiatives or state agencies may provide standard definitions that your team can adopt as your own.

The team should also establish a shared measurement system to determine program effectiveness and success. This allows the team to recognize and replicate progress, while improving failures. A shared measurement system provides all participants with a clear picture of what success looks like.

Mutually Reinforcing Activities

Shared definitions and measurement systems help inform the process of creating mutually reinforcing activities. A requirement for collective impact, these activities pinpoint when multiple agencies are performing the same services and allow communities to reduce such duplication. They also recognize gaps where no programs currently exist.

By identifying duplication and gaps, the entire process can be adjusted to ensure that youth are receiving a full range of necessary services at the points where they're needed.

Collective Impact and Data

"Shared measurement is essential, and collaborative efforts will remain superficial without it. Having a small but comprehensive set of indicators establishes a common language that supports the action framework, measures progress along the common agenda, enables greater alignment among the goals of different organizations, encourages more collaborative problem solving and becomes the platform for an ongoing learning community that gradually increases the effectiveness of all participants."³

DATA COLLECTION

Before you can analyze and interpret data, you must collect it. There are various levels of data that can inform the community planning process. Think of these levels as a funnel. Overall community data and descriptions are the broadest tools used to describe the community. As you move further down the funnel, you narrow in on system level data that offers a picture of your community's juvenile justice system. Moving still further down the funnel, you'll reach program level data, which is specific to your programs and their intended outcomes.

TIP: When compiling data about your community's juvenile justice youth, we recommend using the standard age range of 10-17.

1. Community Level Data

Community level data is specific to the community, county or region that you serve. It is the context for your priorities and outcomes. At a minimum, your plan should include:

- Demographic data (age, race/ethnicity, gender, geographic location)
- Socioeconomic climate (household income, median income, primary industry, household earner's education level and occupation)
- Educational climate (graduation rate, truancy rate)

Recommended data sources:

- American Fact Finder (<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>)
- Easy Access to Juvenile Populations (<http://ojjdp.gov/ojstatbb/ezapop/>)
- Department of Education (<http://www.ed.gov/>)

2. System Level Data

System level data provides a picture of the juvenile justice system in your area. Examples include:

- Number of youth brought into the juvenile justice system
- Number of youth filed on through court
- Number of youth diverted

Recommended data sources:

- Nebraska Crime Commission (<http://www.ncc.ne.gov/>)
- Local university resources and data centers
 - Juvenile Justice Institute at the University of Nebraska Omaha
- State or local Juvenile Detention Alternative Initiative coordinator
- State or local agency resources for specific data topics
 - State Disproportionate Minority Contact coordinator
 - State diversion coordinator
 - Local or state probation coordinator

TIP: Use your community planning team's networks and knowledge to access existing local and regional data collection results.

3. Program Level Data

Program level data is specific to the particular program you are implementing. It can be linked to priority outcomes, thereby providing a snapshot of the program's effectiveness. Program level data will vary depending upon the program itself and the components you wish to measure. When completing a community plan, it is imperative that you include data that is related to the programs for which you're seeking funding.

When evaluating programs, remember to identify and use a uniform definition of the aspects you'll measure, such as:

- Enrollment
- Completion Rates
- Recidivism

When measuring recidivism, it's important to explain how you are defining it and the time period you're using. We recommend using 2 years after program completion.

It may also be helpful to compare data between youth who were involved in the program and those who were not. This can lead to greater insight on why a program may have succeeded or failed, as well as a better understanding of the issue and the target population. In order to make these comparisons, you'll need to access or capture data for those youth not involved in the program.

When possible, use the same data sources to promote consistency throughout the community plan. Look to other partners in the area for examples of data they collect and/or report.

Too often community planning teams become focused on attaining high enrollment and completion rates in their program level data. Remember, the overall goal is to decrease the number of youth involved in the juvenile justice system. If programs are successful, over time there should be an overall decrease in the number of youth in such programs. Be sure to compare program level data against community and system level data to clearly understand the situation.

NOTE: When evaluating program data, how will you define success? Some agencies may consider a program successful if a majority of youth enroll, even if they don't complete the program. Other agencies may require an 80% completion rate in order to be successful.

TIP: If your community is implementing an evidence-based practice, be sure to collect the data that is needed to demonstrate and maintain fidelity to that practice. Learn more about evidence-based practices in Section 4.

TIP: Create a Disproportionate Minority Contact (DMC) subcommittee to examine data for any racial and ethnic disparity issues. This subcommittee can identify possible solutions and ensure these factors are addressed throughout the planning process.

NOTE: Sometimes people speak different languages when it comes to data. An agency may say they “don’t collect that data,” when in reality they have the variables to do so. For example, an agency may not collect a specific “length of stay” variable, but if they collect an “admission date” and a “completion date,” the length of stay can be calculated.

Data and Special Populations

After collecting basic outcome measures, such as enrollment and successful completion rates, the next level of analysis examines these elements by age, race/ethnicity and gender.

Comparing program results by these population subsets will help pinpoint where programs are showing the highest levels of success and where improvement is needed. Consider the following example:

A community-based program provides assistance to youth transitioning back to school after a stay in a detention center. Overall program completion rates are high, and detained youth who complete the program have a higher graduation rate than detained youth who don’t. However, when breaking down the results by gender, it becomes clear that detained males are much more likely to complete the program and graduate high school when compared to detained females.

This level of detail is vital to program administrators, as they can now investigate why the program is not as effective for females. In addition, they can brainstorm new strategies for improving female completion rates.

This research-based approach also allows program administrators to seek out evidence-based practices that address issues specific to a population subset that may have lower program completion or success rates.

Barriers to Data Collection and Interpretation

What happens when you can’t collect the data you need or you have difficulty interpreting the data you already have?

Some community planning teams may encounter other agencies that will not share data. In these situations, try developing a memorandum of understanding with the agency in question, which outlines the need and intentions. Or, ask a data expert to meet with both parties and discuss confidentiality issues and guidelines.

When requesting data from other agencies and organizations, be realistic about timeframes and workload. Provide them with plenty of time to gather the information you’re requesting. When possible, provide them with any resources they may require and remember that they may have internal processes and regulations to abide by, which can slow down the whole process.

Shared definitions and measurements can once again have a great effect on data collection and interpretation. Use shared definitions to ensure you’re comparing apples to apples when looking at various data sets. An organization may reference results from two youth surveys, however one survey is of 10-17 year olds, while the other is of 15-18 year olds. These two data sets describe different population subsets. Verify that your data sets are measuring the same thing in the same population.

Use caution when pulling national level data. Although it may be useful to compare your community's data levels to the national levels, never use national statistics to describe your specific community or region. Always drill down to your jurisdiction so that you can provide an accurate representation of your juvenile population and related issues.

Presenting Data

The best data can go to waste if it's not presented in a way that is straightforward and easy to understand. When integrating data into your community plan, use simple visual aids (e.g., graphs, charts, figures) that help others grasp the problem quickly. Additional considerations include:

- Use a combination of charts/graphs and narratives.
- When using charts and graphs, include clear titles, keys and explanations.
- If possible, focus on one problem or issue per page of your plan.
- Keep data interpretation straightforward and simple.

DATA - INTERMEDIATE AND ADVANCED STRATEGIES

Intermediate Activities and Strategies

One of the best ways to evaluate your local system is to conduct a system analysis. Such an analysis will assist in identifying strengths and weaknesses, pinpoint priority areas and foster greater collaboration among team members and stakeholders. You can find a blank system analysis worksheet in the appendix of this manual.

Continue to use data to inform your priorities and strategies as they evolve. Good data will paint a clear picture of the issues in your community over time, so system and program level data should be renewed approximately every 6 months.

Similarly, community demographics can change over time. Avoid using the same statistic every year. Be sure to keep your data as current as possible to provide a comprehensive picture of your community.

Advanced Activities and Strategies

Use program level data from the last few years to evaluate programs and their effectiveness. The data can also help your team determine how priorities have shifted and how your programs should evolve to address these changes.

In some cases, you may want to perform survey and data collection yourself. Hire a local program evaluator or contact a nearby university to handle survey design, implementation and measurement.

One of the best ways to determine program effectiveness is to conduct pre- and post-tests of participants. By measuring data points before and after program involvement, you'll more clearly see program-related outcomes and be better equipped to assess program success. Likewise, continuing to use the system analysis tool (mentioned above) over a period of time can help the planning team determine whether or not their efforts are changing youth involvement in their local juvenile justice system.

NOTE: Remind planning team members that confidentiality is extremely important when discussing data. In some cases, preliminary data or data discussed in planning meetings should not be shared with the general public.

Section 4

Priority and Strategy Development

In this section, you'll learn the following:

- How does data inform community planning priorities and strategies?
- Which priorities are related to infrastructure development and what does that mean for the community planning process?
- Which priorities are related to youth and family issues within the community?

PRIORITY AND STRATEGY DEVELOPMENT

Once you've collected the data you need, how do you use it to inform priorities and strategies, and ultimately create a successful community development plan?

Your data collection results should support your priority development. By conducting a comprehensive review of every level of data you have, you can pinpoint the priorities and strategies to focus on for the next 3 to 5 years.

TIP: Although the number of priorities in a plan depends upon the community, the average community plan identifies 3 to 5 priorities that are supported by local data.

PRIORITY IDENTIFICATION - INFRASTRUCTURE

There are two types of infrastructure priorities. The first type is organizational priorities that are specific to the community planning team and planning process. In other words, these priorities relate to how the community planning team functions.

EXAMPLE A - Infrastructure (organizational)		
Data:	Identified priority:	Identified strategies:
Meeting attendance records or sign in sheets illustrate a lack of participation from several key planning team members. In fact, one team member has missed the last three meetings.	Improve team functioning by increasing team participation.	

The other type of infrastructure priority is related to the structure of the local juvenile justice system. These priorities would include miscommunication between various points in the system as youth move from one agency to another, as well as not having adequate resources to provide youth with alternative treatments.

The following sample data set will help illustrate priority identification.

	Total Youth	
Population at risk (ages 10-17)	146,290	
Juvenile arrests	14,237	
Refer to juvenile court	9,978	
Cases diverted	0	Based on the data, there are no cases being diverted from juvenile court. Why? In this case, it's because there is no diversion program available in the community. The team determines the priority is to establish a diversion program.
Cases involving secure detention	1,953	
Cases petitioned (charge filed)	5,492	
Cases resulting in delinquent findings	3,366	
Cases resulting in probation placement	2,024	
Cases resulting in confinement in secure juvenile correctional facilities	429	
Cases transferred to adult court	578	

NOTE: It can be difficult to define expected outcomes, particularly in the case of infrastructure priorities. Work with the planning team to agree upon realistic, actionable outcomes.

EXAMPLE B - Infrastructure (juvenile justice system)		
Data:	Identified priority:	Identified strategies:
The sample data set illustrates that no cases are being sent through diversion. In this case, it's because the community has no diversion program.	Work with the county attorney to establish a diversion program.	

PRIORITY IDENTIFICATION - YOUTH AND FAMILY ISSUES

Youth and family issues include those challenges that exist in the community. These are not issues with the community planning process or the juvenile justice system; instead, they are those issues that the planning process seeks to resolve. Examples of youth and family priorities would be addressing increasing truancy rates or an exceptionally high MIP rate in the county.

Once again, a sample data set will help illustrate priority identification.

	Total Youth	
Population at risk (ages 10-17)	146,290	
Juvenile arrests	14,237	
Refer to juvenile court	4,072	
Cases diverted	3,896	
Cases involving secure detention	3,900	→
Cases petitioned (charge filed)	5,492	
Cases resulting in delinquent findings	3,366	
Cases resulting in probation placement	2,024	
Cases resulting in confinement in secure juvenile correctional facilities	429	
Cases transferred to adult court	578	

Of youth whose cases go to juvenile court, a high proportion are being sent to secure detention. Is this a youth and family issue or a juvenile justice system issue? Further investigation reveals this is happening because most families do not want the youth to return home. Thus, it is a youth and family issue.

EXAMPLE C - Youth and Family Issues		
Data:	Identified priority:	Identified strategies:
The sample data set illustrates that a high proportion of cases going through court end up in secure detention. Further investigation reveals it is because families don't want the youth to return to the home.	Establish a community alternative to detention.	

STRATEGY DEVELOPMENT

Once priorities have been identified, determine the strategies you'll use to achieve the desired outcomes. Strategies can also be thought of as action steps toward accomplishing a goal.

When developing strategies for each priority, keep the following questions in mind:

- Who will complete this strategy?
- Is there an associated deadline?
- What is the expected outcome?

It is essential that the community planning team clarify the expected outcomes. There must be a concrete method for measuring and determining success.

The previous sample cases are completed below to demonstrate the identified strategies for each example.

EXAMPLE A - Infrastructure (organizational)

Data:	Identified priority:	Identified strategies:
Meeting attendance records or sign in sheets illustrate a lack of participation from several key planning team members. In fact, one team member has missed the last three meetings.	Improve team functioning by increasing team participation.	• Before the next team meeting, the planning coordinator will contact and interview each absent team member to determine why they aren't engaged in the process.

EXAMPLE B - Infrastructure (juvenile justice system)

Data:	Identified priority:	Identified strategies:
The sample data set illustrates that no cases are being sent through diversion. In this case, it's because the community has no diversion program.	Work with the county attorney to establish a diversion program.	• The team will invite the county attorney to the next planning meeting to discuss the priority. • After the initial discussion, the planning coordinator will work with the county attorney to determine which offenses are eligible for diversion and which agency will divert the appropriate cases (county attorney or non-profit). • A subcommittee will brainstorm funding options and present them within 3 months.

EXAMPLE C - Youth and Family Issues

Data:	Identified priority:	Identified strategies:
The sample data set illustrates that a high proportion of cases going through court end up in secure detention. Further investigation reveals it is because families don't want the youth to return to the home.	Establish a community alternative to detention.	• Before the next meeting, the planning coordinator will contact the local or state JDAI coordinator to discuss the priority. • A subcommittee will brainstorm and determine feasible alternatives to share with the team within 2 months. • A subcommittee will brainstorm funding options and present them within 3 months.

Case Study - Priorities and Strategies in Platte County

Once the community plan has been adopted, our county tries to provide a presentation of the priorities and strategies over the lunch hour. These lunches are usually sponsored by a local community business. Our team does a good job of getting everyone in and out in an hour and a half. Discussion is limited to priorities and identifying the next steps we should take. Volunteer stakeholders usually step up to chair the committees, but the local champion assists in creating the contact information for committee chairs, keeping the meeting minutes and sending out meeting reminders.

-Wilma Arp, Platte County

PRIORITY AND STRATEGY DEVELOPMENT - INTERMEDIATE AND ADVANCED STRATEGIES

Intermediate Activities and Strategies

Apply priority and strategy identification techniques when examining program level outcomes and evaluations. Are the challenges related to infrastructure or youth and family issues? By making this determination, you will be better prepared to solve for any problems and improve program outcomes.

Advanced Activities and Strategies

In recent years there has been much focus placed on evidence-based practices. Although these practices are crucial to achieving real, sustainable results, selected evidence-based practices must be a realistic fit for the situation in question. Team members should ask the following questions:

- Is the evidence-based practice realistic for our community and situation?
- Can we implement this practice with fidelity?
- Does this practice target the population that we are seeking to help?

In addition, it's important to ensure the community can sustain the evidence-based practice beyond the initial implementation phase. Many programs may be difficult to maintain due to resource limitations. The community planning team must do an honest assessment to determine whether or not a program can be implemented and maintained.

Evidence-Based Practices

Many contracts and funding opportunities are now requiring that program administrators use evidence-based practices or provide an evidence-based assessment of their work. What is an evidence-based practice? Simply put, it's using hard data to concretely demonstrate a program is resulting in real, replicable benefits.

Sometimes program professionals rely on anecdotal evidence or descriptive data to describe their program's effectiveness. But to truly be evidence based, programs must undergo an outcome evaluation. This type of evaluation is a formal study that attempts to identify evidence of changes in program participants' behaviors that are a direct result of program experiences. Such program evaluations typically follow an experimental or quasi-experimental research design.⁴

Additional information on evidence-based practices can be found by visiting the Office of Juvenile Justice and Delinquency Prevention Model Programs Guide website at www.ojjdp.gov/mpg/.

Section 5

Infrastructure Creation

In this section, you'll learn the following:

- What are lead agencies and what do they mean for community planning?
- How is infrastructure institutionalized?
- How is infrastructure sustained for the long term?

INFRASTRUCTURE CREATION

The concept of infrastructure relates to how the community planning team works. How does the team function? What are its processes and procedures? By establishing a consistent infrastructure, your community planning team will be better prepared to handle unexpected challenges and develop true sustainability.

LEAD AGENCIES

A lead agency is vital to creating solid infrastructure. In fact, without a lead agency, there is often little progress in the community planning process. This is an agency that is a stable presence, a touchpoint for everyone involved in the process. It is often in charge of administrative functions and remains a consistent part of the team for many years.

The role of the lead agency can especially come into play when trying to gather community planning participants. There are often many barriers to getting the team together. Geography is a serious challenge, especially in rural areas. The lead agency must make it easy for team members to attend meetings, as it will be much more likely that the entire team will participate. Lead agencies can utilize technology to conduct online meetings.

How do community planning teams identify the lead agency in their respective areas? A team must decide which organization is most qualified to take the lead in planning and organizing the administrative functions while always supporting identified priorities. It's important that lead agencies are neutral whenever possible and that they provide consistency throughout the planning process.

In some cases, a lead agency may have its own agenda. Strong leadership can overcome this issue and ensure that the community planning team's overall priorities are always the primary goal.

The most successful lead agencies are those that can effectively communicate the importance of taking action to address the issues, as well as urge team members, stakeholders and community members to take those actions.

How to Institutionalize Infrastructure

In order to institutionalize infrastructure, look to groups in your community that are already meeting on a regular basis. What is the purpose or goal of those meetings? Is it the same as the community planning process? If so, it may be possible to develop this existing team into the community planning team (which may require adding additional agencies to the meetings). Or, it may be possible to hold community planning team meetings immediately after the existing team's meetings to capitalize on the fact that many community planning team members will already be present.

If your team does combine with an existing team, avoid letting the original team's purpose eclipse the purpose of the community planning team. There should always be a set amount of time and focus set aside for community planning activities.

TIP: A lead agency is imperative when a new organization enters the scene with goals that contradict your community planning team's agenda. The lead agency can take the initiative in bringing the new group into the fold, including educating them on the community planning philosophy and collective impact strategies.

Information Flow

Typically the local planning coordinator handles much of the information dissemination among team members. It may be helpful to determine the best tools and methods to do this. For example, some teams may prefer a weekly email update while others may want to be updated and consulted as things are happening. Some teams establish a website to communicate and share information.

The team should determine how agendas will be distributed prior to meetings and how minutes will be shared following meetings. Once again, these decisions will depend upon the specific personality and situation of the community and the community planning team.

Another aspect of information flow to consider is sharing information with those outside the planning process, such as the general public. This can be an invaluable way to gain community support for the team's initiatives and to educate others about the importance of juvenile justice issues and programs. Go to Section 6 for more on information sharing and messaging.

Sustainability

Once the community planning process and plan have been established, it's vital that the team invests in sustainability. True change will take time, and the planning process must remain in place to continue guiding stakeholders.

When possible, encourage long-term commitment from team members and stakeholders. Maintain a consistent meeting schedule and processes.

Inevitably, stakeholders will change over time. Ensure that the team's foundation and process is stable enough to handle such turnover. Create orientation materials or a presentation to bring new stakeholders and team members quickly up to speed and provide them with insight into the background and development of the planning process. This information will also help institutionalize the process, making it easier to sustain regardless of who is part of the team.

Case Study - Building Infrastructure through Collaboration in the Panhandle

We face a large geographic area, limited travel funds, a need to reduce duplicative meetings and limited staff time. To address these issues, we have one collaborative meeting for like-minded work. Many of the people who come would otherwise have to attend 2-3 meetings. It's a day-long meeting, held at a central location. The agenda reflects substance use prevention, comprehensive juvenile services plan actions and public health.

All of the participating groups share the cost of the meeting. Attendance is better and people begin to understand the interrelated nature of all the topics on the agenda. Meeting administration is also shared, including facility arrangements and minutes. For rural areas this may be a good, sustainable model.

-Joan Frances, Panhandle Prevention Coalition

INFRASTRUCTURE CREATION - INTERMEDIATE AND ADVANCED STRATEGIES

Intermediate Activities and Strategies

Utilizing subcommittees will help the team work more efficiently and increase buy in from participating team members. Subcommittees can really focus on the planning and action steps associated with each priority. Many communities identify co-chairs and develop work plans for each subcommittee, then the co-chairs report back to the entire community planning team to receive feedback and any necessary approvals.

Advanced Activities and Strategies

By developing a team charter or letter of commitment, team members have the opportunity to pledge their time and energy to the community planning process. These documents can outline the expected time commitment and work load associated with team membership, as well as any resources members are expected to deliver.

Charters are often useful when team members stop actively participating in group activities and discussions or stop attending meetings. They are also great tools to rely on when the team is experiencing difficulty with collaboration. These documents remind team members of the commitment they made to the process, thereby increasing the likelihood that they will reinvest their time and efforts.

Section 6

Information Sharing and Messaging

In this section, you'll learn the following:

- How do we develop an overall message to share with stakeholders and the community?
- What if the community isn't familiar with juvenile justice terms and issues?
- Should media be involved in the communication strategy? How?

COMMUNITY AND STAKEHOLDER EDUCATION

Both community planning stakeholders and community members need to be educated and informed throughout the entire community planning process. Good communication and transparency creates an atmosphere of trust that will aid in continued collaboration and long-term funding.

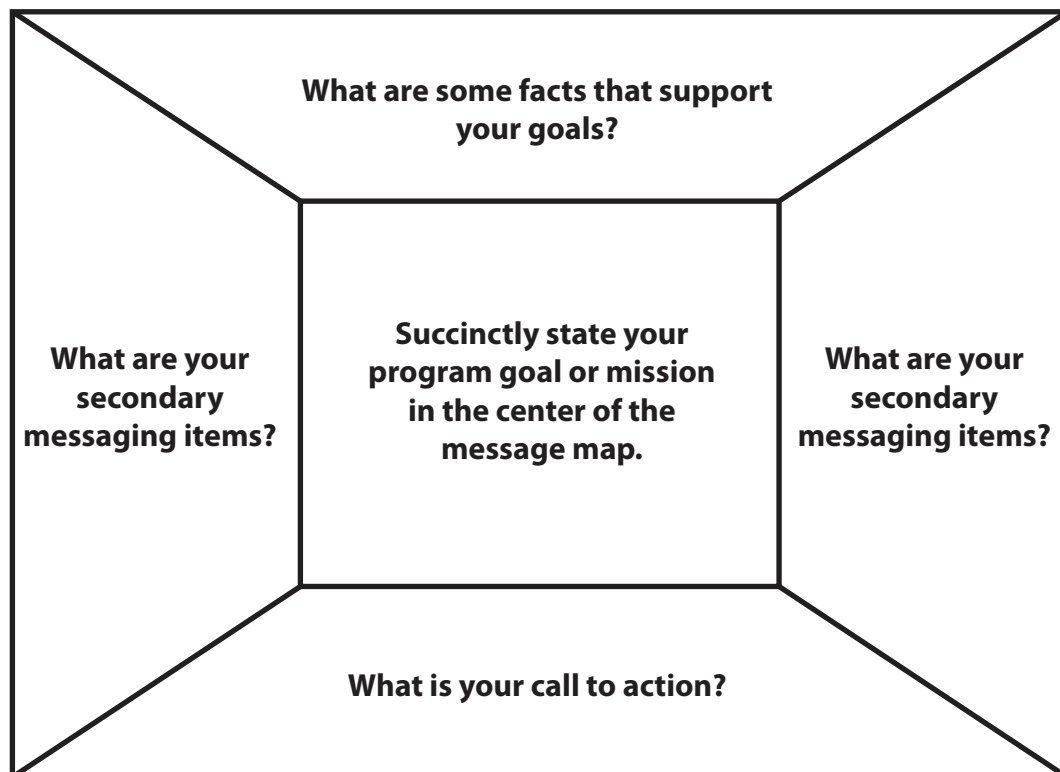
Plan and Process Education

The community planning team should work together to develop their overall message. This can also be thought of as an “elevator speech,” a brief speech that any member can give when they are presented with an opportunity to share the team’s mission. The speech should focus on the team’s vision, goals and challenges. Establishing a consistent script gives members the ability to be proactive instead of reactive when they have a chance to communicate with potential stakeholders, community members and funders.

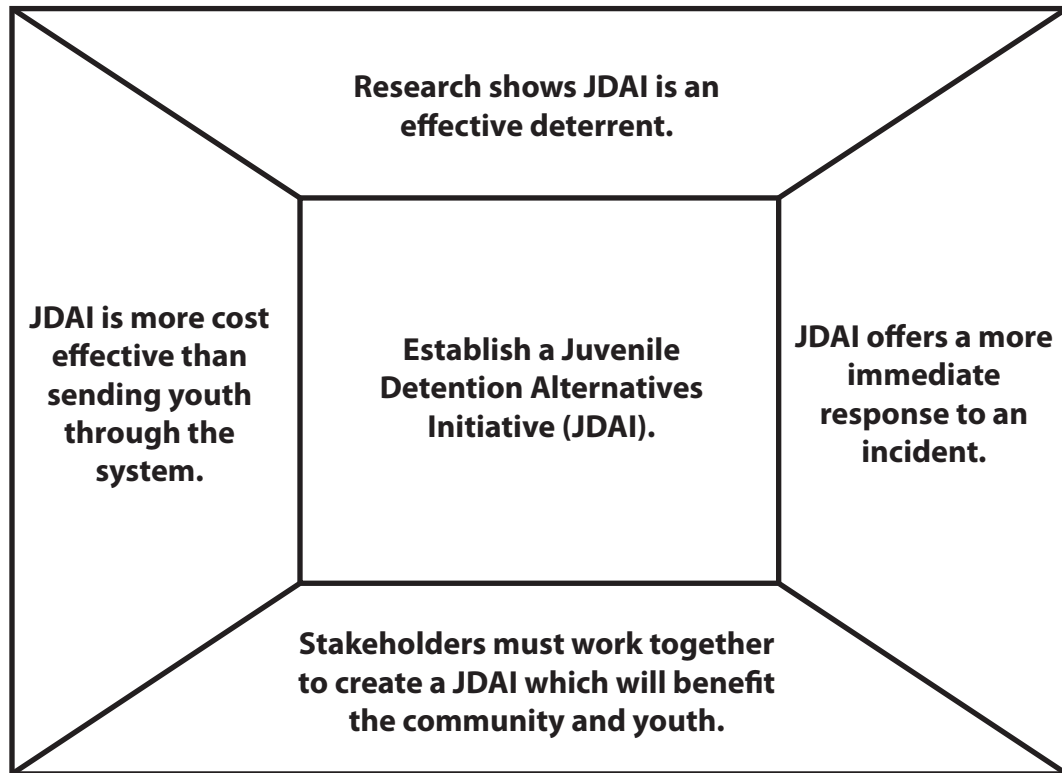
A message mapping activity can be useful in identifying your team’s message. The following example illustrates how to complete a message map; there is a blank message mapping activity sheet included in the appendix. As you map out your message, remember that effective communication depends upon:

- Leading with values - Focus on universal values that can be applied to your team’s mission. Illustrate how these values relate to your community, juvenile justice and your specific issues or programs.
- Message discipline - Be consistent and brief so the audience can take away what’s most important.
- Telling a thematic story - People remember stories better than a laundry list of facts. Keep it simple, concrete, credible and emotional.

NOTE: Social media continues to grow as a communication tool. Some teams or agencies may find it useful to share information via these channels. Regardless of your team’s level of involvement, it’s important to be aware of the juvenile justice-related conversations that are happening via social media.



Example: A community wants to establish a Juvenile Detention Alternatives Initiative. The following is their completed message mapping activity.



As you develop and fine tune your message, keep these points in mind:

- Use plain language. People are more likely to remember how you made them feel than exactly what you said. Connect emotionally.
- Know your audience. Decide what is important to the person with whom you're speaking. Relate your mission and vision to what they value.
- Select three key points and repeat them over and over. This creates clarity, consistency and credibility.

After you've created your overall message, condense it into a brief, one page summary that can be easily distributed to stakeholders and interested community members. This summary can be shared via email or posted on a local agency's website for easy access.

The community planning team may also want to designate a communications lead who handles the majority of messaging. The communications lead can handle contact with local and regional media, develop messaging for distribution and lead efforts to brainstorm additional communication strategies.

Juvenile Justice Education

Many community members may not have a good understanding of the juvenile justice system and its challenges. Any communication strategy should include a plan for providing general education about the system.

When contacting local media or sharing information with the public, include some general background information about the state of the juvenile justice system and any specific obstacles faced by your community. Team members should always be well informed and up to date on such issues, as they are the main vehicle for sharing such information.

Too often the media only covers juvenile justice when there is a serious incident. Provide local media members with examples of how the system is working by proactively sharing success stories, especially those related to your community plan and programs.

Case Study - Media Contact in Platte County

The newspaper is contacted to join our meetings when the committees feel there is a program that is going to be implemented or when additional input is needed to assist with strategic efforts. By all means, when the team has something good to share, the local paper is contacted.

-Wilma Arp, Platte County

INFORMATION SHARING AND MESSAGING - INTERMEDIATE AND ADVANCED STRATEGIES

Intermediate Activities and Strategies

The community planning team can develop a media plan to guide information sharing and messaging. The media plan will outline strategies for developing relationships with local media, as well as how information is shared with these contacts. The plan can clearly lay out how and when various types of information can be shared with different audiences. It should also provide guidance for crisis situations when negative media attention needs to be addressed.

Advanced Activities and Strategies

Create an annual report or State of Youth Report that provides an overview of the successes and challenges in the local juvenile justice world. This report can be shared with local media outlets, including newspapers and television stations, as well as posted online for the general public. Printed copies can be made available at community events.

Engage juvenile justice youth to help spread the word. Youth who have successfully completed a community program may be willing to share their experiences with the community or stakeholders. This sharing of first-hand experience can be extremely impactful and meaningful to interested parties.

TIP: Develop strong relationships with your local media contacts and share your knowledge with them. This will not only help advance your mission, but it can also lead to these contacts viewing you as an expert on the local situation and one of the first sources they seek when covering a story.

Section 7

Frequently Asked Questions

FREQUENTLY ASKED QUESTIONS

My area wants to create a community plan. Where do we start?

Use this manual as a guide in establishing a community planning team, process and plan.

I don't know whether or not my community has a plan. How can I find out?

Visit the Nebraska Crime Commission website at www.ncc.ne.gov. There you will find all of the submitted community plans in the state of Nebraska.

How much funding does my area qualify for? Where can I find this information?

Visit the Nebraska Crime Commission website at www.ncc.ne.gov for access to funding information specific to your area.

How long does the planning process take?

The overall community planning process should be thought of as something that is ongoing, with no determinate end date. When a team is preparing their community plan, they should be prepared to dedicate a minimum of 3 to 6 months for good, collaborative planning to take place. However, once the plan has been finalized and submitted, the planning process should not simply end. It must continue to evolve to address the priorities, strategies, funding and stakeholders that change over time.

Once we've developed priorities, how do we find funding opportunities?

It is important to remember that not all strategies require funding. Be sure to assess whether the strategy can be accomplished through training or a change in policy and practice.

If the strategy does require funding to implement, first discuss options with the planning group. Use the resources and networks of the team to identify partnerships that might result in pooled funding. If requests are small, consider contacting local foundations. For larger requests, contact state juvenile justice agencies to identify grant funds that are available (e.g., state planning commissions, Department of Health and Human Services, Department of Education). Many state foundations also have an interest in youth and family issues.

How often should we update our community plan?

Communities and community planning teams change, as do priorities and strategies. Thus, the community plan should be considered a living, breathing document that evolves over time. You should update your community plan annually; the team should repeat the entire planning process every 3 to 5 years.

Section 8 Resources

COMMUNITY PLANNING RESOURCES

The Community Toolbox

Work Group for Community Health and Development

University of Kansas

The Community Toolbox is an online resource kit with detailed information on essential skills for building healthy communities.

<http://ctb.ku.edu/en/default.aspx>

JUVENILE JUSTICE RESOURCES

Juvenile Justice Institute (JJI)

The Juvenile Justice Institute promotes best practices in juvenile justice by providing technical assistance and completing policy and program evaluations for state and local agencies, as well as private organizations.

<http://www.unomaha.edu/juvenilejustice/>

Nebraska Juvenile Justice Association (NJJA)

The mission of the NJJA is to improve services to youth in the juvenile justice system by serving as a resource for collaboration, leadership development and education for juvenile justice system professionals.

<http://njja.org/>

Nebraska Crime Commission

The Crime Commission was established to develop comprehensive plans and coordinate activities related to the improvement of criminal justice administration among state and local agencies.

<http://www.ncc.ne.gov/>

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

OJJDP provides national leadership, coordination and resources to prevent and respond to juvenile delinquency and victimization. OJJDP supports states and communities in their efforts to develop and implement effective and coordinated prevention and intervention programs and to improve the juvenile justice system.

<http://www.ojjdp.gov/>

COLLECTIVE IMPACT RESOURCES

Additional collective impact resources can be found in the appendix.

Understanding the Value of Backbone Organizations in Collective Impact

By Shiloh Turner, Kathy Merchant, John Kania & Ellen Martin

Stanford Social Innovation Review

http://www.ssireview.org/blog/entry/understanding_the_value_of_backbone_organizations_in_collective_impact_1

http://www.ssireview.org/blog/entry/understanding_the_value_of_backbone_organizations_in_collective_impact_2

http://www.ssireview.org/blog/entry/understanding_the_value_of_backbone_organizations_in_collective_impact_3

http://www.ssireview.org/blog/entry/understanding_the_value_of_backbone_organizations_in_collective_impact_4

Appendix

SAMPLE MEETING INVITATION

LOGO HERE, IF APPLICABLE

LOGO HERE, IF APPLICABLE

Date

To All Community Planning Members:

We would like to have the Community Planning Committee reconvene to begin to develop the strategies that will be used for the next three years to provide services and resources for the youth in our community.

Since we last met, the priorities have been selected and it is time to begin examining the strategies that might be implemented to address those priorities. It will take a team effort in trying to identify the strategies that can be used to address local youth issues. We need your help.

We had a wonderful turn out for the last meeting and we are anticipating that all of you can return to assist with the next step.

Meeting Date

Meeting Location

Meeting Time

We know how difficult it is to get multiple staff to attend, however we would appreciate it if at least one staff member from all attendance centers could be present if possible. Working together we know that we can make a difference.

Planning Coordinator Name and Signature

SAMPLE VISION AND MISSION STATEMENT

County Juvenile Services Comprehensive Plan 2013 – 2015

Vision

The vision guiding this comprehensive plan is to reduce juvenile delinquency and to increase overall public safety in our county through the collaborative efforts of Juvenile Court, law enforcement agencies, schools, and juvenile support service groups within and around the area.

Mission Statement

The purpose of the Juvenile Services Comprehensive Plan is to support the mission of the Juvenile Services Programs:

To assist and encourage children and adolescents who are part of the criminal justice system to become successful, contributing adults. The County Juvenile Service Programs hold youth accountable by building, sustaining and strengthening their sense of personal responsibility so that they can go on to be productive members of their communities. The Juvenile Service Programs function as part of a team supporting other agencies and school districts involved in juvenile services throughout the area.

SAMPLE MEETING AGENDA 1

Agenda Date – Time – Location – Address

“Never doubt that a small group of thoughtful, committed citizens
can change the world. Indeed, it is the only thing that ever has”
-Margaret Mead

1. Group Introductions
2. Announcements and Updates
3. Presentations
4. Future Meetings and Schedule

We truly appreciate all of your time and efforts – programming, committee work, policy, advocacy, information sharing, research and direct service – every piece of which is integral to the endeavors of our team and service to youth in our community!

Please direct questions or send announcements to:
Contact Name – Contact Email – Contact Phone Number

SAMPLE MEETING AGENDA 2

Planning coalitions in rural areas must address issues of geographic distance, limited travel funds, duplicative meetings and limited staff time. In these situations, an annual, day-long collaborative meeting may be useful.

Agenda

Planning Team Name

Date

Meeting Location

Meeting Time

9:00 - 9:15	Introductions & Continental Breakfast Training Opportunities & Dates
	Date Description of Training Opportunity
	Date Description of Training Opportunity
	Date Description of Training Opportunity
9:15 - 11:00	Presentation Presentation Title Presenter Name
11:00 - 11:30	Coalition Structure and Future Meeting Schedule
11:30 - 12:00	Celebrations and Recognitions
12:00 - 12:30	Lunch
12:30 - 1:30	Plan and Program Discussion
1:30 - 2:00	Updates, Offers and Requests

SAMPLE MEETING NOTES DOCUMENT

Community Planning Team Notes			
Meeting Date			
List of Participants			
<i>Current Tasks</i>	<i>Summary/Notes</i>	<i>Person Responsible</i>	<i>Deadline</i>
Plan Review			
Funding Committee Report			
Data Collection Committee Report			
Assessment Tool Committee Report			
Program Development Committee Report			
Next meeting date:			
Future meeting agenda items:			

SAMPLE STAKEHOLDER ANALYSIS ACTIVITY WORKSHEET

External Stakeholders

The diagram features a large central circle labeled "Internal Stakeholders". Inside this circle, there are two columns of horizontal lines representing stakeholder names or roles. The left column contains five lines, and the right column contains five lines. Below these two columns, centered horizontally, are two more horizontal lines. Outside the circle, there are additional horizontal lines arranged in a circular pattern around the perimeter, suggesting external stakeholders.

**JUVENILE JUSTICE INSTITUTE
UNIVERSITY OF NEBRASKA OMAHA**

JUVENILE JUSTICE SYSTEM POINT ANALYSIS

The Juvenile Justice Systems Point Analysis tool is designed to, after a facilitated conversation with all juvenile justice community stakeholders and county data is reviewed, give an overview of how the juvenile justice system operates in your local area according to the laws of the State of Nebraska.

Introduction

The Juvenile Justice System Point Analysis is designed to assist communities in identifying gaps and needs juveniles and their families might experience as they navigate the juvenile justice system. This analysis is an internal exercise for system stakeholders to review policy, procedure and practice in an effort to close gaps and address needs as identified through this activity.

Communities conducting this analysis can complete it in a variety of ways depending on the dynamics of community stakeholders, time availability, etc. In an ideal environment, system stakeholders would come together and have open discussion around each decision point. Many communities have found this to be valuable in learning about the roles and responsibilities of each stakeholder and often breaking down barriers or misconceptions about those roles. Completing the exercise in this manner requires trust and assurance of collaboration and cooperation. Other communities have conducted one on one interviews with each system stakeholder and then brought the results back to the larger group for discussion and review. There is no right or wrong way to complete this activity; communities can utilize this resource in whatever way fits their culture.

While statute drives many of the decision points, statute references are not included to allow for changes from year to year. Having stakeholders together in the room is also a good way for everyone to stay current on statute changes. For each decision point, the group should discuss the following questions:

Discussion Questions for each Decision Point

1. What are the formal factors that impact this decision point in the community? (e.g. statute, federal guidelines)
2. What are the informal factors that impact this decision point in the community? (e.g., agency policy/procedure, community characteristics, such as geography, resources, etc.)
3. Examine the data for your community. What does it tell you about this decision point in the system?
4. Is there any other data your community has that would be useful?
5. Are there any specific problems/issues identified from this discussion that should be addressed?

Once the group has completed the discussion of each decision point, the group will need to prioritize any gaps/needs they have identified that need to be addressed. For each of those issues, the following are questions that will help guide the group in identifying priorities and strategies for the comprehensive plan.

Discussion Questions for issues or challenges identified under each Decision Point

1. Are there existing resources that could impact this problem? If so, are those resources:
 - a.) The most appropriate resource? Is it effective? Does it meet the goals and outcomes it was designed to?

- b.) Is there enough of the resource? Does it need to be expanded?
- c.) Is it culturally responsive?
- d.) Is it family centered?

2. If there is not an existing resource, what needs to be developed? When developing the resource keep in mind it should be: appropriate, accessible, effective and culturally responsive.

3. It is possible a solution may not center on developing programs; rather a change in policy, procedure, practice or communication may be needed. Identify which of these solutions are needed.

4. It is possible a solution may be training. Identify whether training is needed.

5. Are there prevention programs available in the community that try to address this issue? What impact are they having?

SYSTEM POINT:		ARREST/ CITATION	
PARTY RESPONSIBLE:		Police/Law Enforcement	
<i>Decision: Whether an information report should be filed, or what offense, if any, with which juvenile should be cited or arrested.</i>			
Formal Determining Factors		Informal Determining Factors	
Notes:			

<i>Decision: Whether to cite or arrest juvenile for juvenile or adult offense.</i>	
Formal Determining Factors	Informal Determining Factors
Notes:	

<i>Decision: Whether to take juvenile into custody or to cite and release.</i>	
Formal Determining Factors	Informal Determining Factors
Notes:	

SYSTEM POINT:	INITIAL DETENTION
PARTY RESPONSIBLE:	State of Nebraska Probation
<i>Decision: Whether juvenile should be detained, placed in an alternative or released.</i>	
Formal Determining Factors	Informal Determining Factors
Notes:	

SYSTEM POINT:	CHARGE JUVENILE
PARTY RESPONSIBLE:	County Attorney
<i>Decision: Whether to prosecute juvenile.</i>	
Formal Determining Factors	Informal Determining Factors
Notes:	

Decision: Whether youth should be prosecuted as juvenile or adult.	
Formal Determining Factors	Informal Determining Factors
Notes:	

Decision: Offense for which juvenile should be charged.	
Formal Determining Factors	Informal Determining Factors
Notes:	

SYSTEM POINT:	PRE-ADJUDICATION DETENTION
PARTY RESPONSIBLE:	Juvenile Court Judge
Decision: Whether juvenile detained at the time of citation/arrest should continue in detention or out-of-home placement pending adjudication.	
Formal Determining Factors	Informal Determining Factors
Notes:	

SYSTEM POINT:		PROBABLE CAUSE HEARING	
PARTY RESPONSIBLE:		Juvenile Court Judge	
<i>Decision: Whether state can show that probable cause exists that juvenile is within the jurisdiction of the court.</i>			
Formal Determining Factors		Informal Determining Factors	
Notes:			

SYSTEM POINT:		COMPETENCY EVALUATION	
PARTY RESPONSIBLE:		Juvenile Court Judge	
<i>Decision: Whether juvenile is competent to participate in the proceedings.</i>			
Formal Determining Factors		Informal Determining Factors	
Notes:			

<i>Decision: Whether juvenile is “responsible” for his/her acts.</i>			
Formal Determining Factors		Informal Determining Factors	
Notes:			

SYSTEM POINT:		ADJUDICATION	
PARTY RESPONSIBLE:		Juvenile Court Judge	
<i>Decision: Whether the juvenile is, beyond a reasonable doubt, "a person described by section 43-247."</i>			
Formal Determining Factors		Informal Determining Factors	
Notes:			

<i>Decision: Whether to order probation to conduct a pre-disposition investigation.</i>			
Formal Determining Factors		Informal Determining Factors	
Notes:			

<i>Decision: Whether to order an evaluation.</i>			
Formal Determining Factors		Informal Determining Factors	
Notes:			

SYSTEM POINT:		DISPOSITION
PARTY RESPONSIBLE:		Juvenile Court Judge
<i>Decision: Determination of the best placement/treatment for the juvenile (i.e. probation, treatment, YRTC, etc.).</i>		
Formal Determining Factors	Informal Determining Factors	
Notes:		

SYSTEM POINT:		ADMINISTRATIVE SANCTIONS
PARTY RESPONSIBLE:		Probation
<i>Decision: Whether to impose administrative sanctions on a probationer.</i>		
Formal Determining Factors	Informal Determining Factors	
Notes:		

SYSTEM POINT:		MOTION TO REVOKE PROBATION
PARTY RESPONSIBLE:		County Attorney
Formal Determining Factors	Informal Determining Factors	
Notes:		

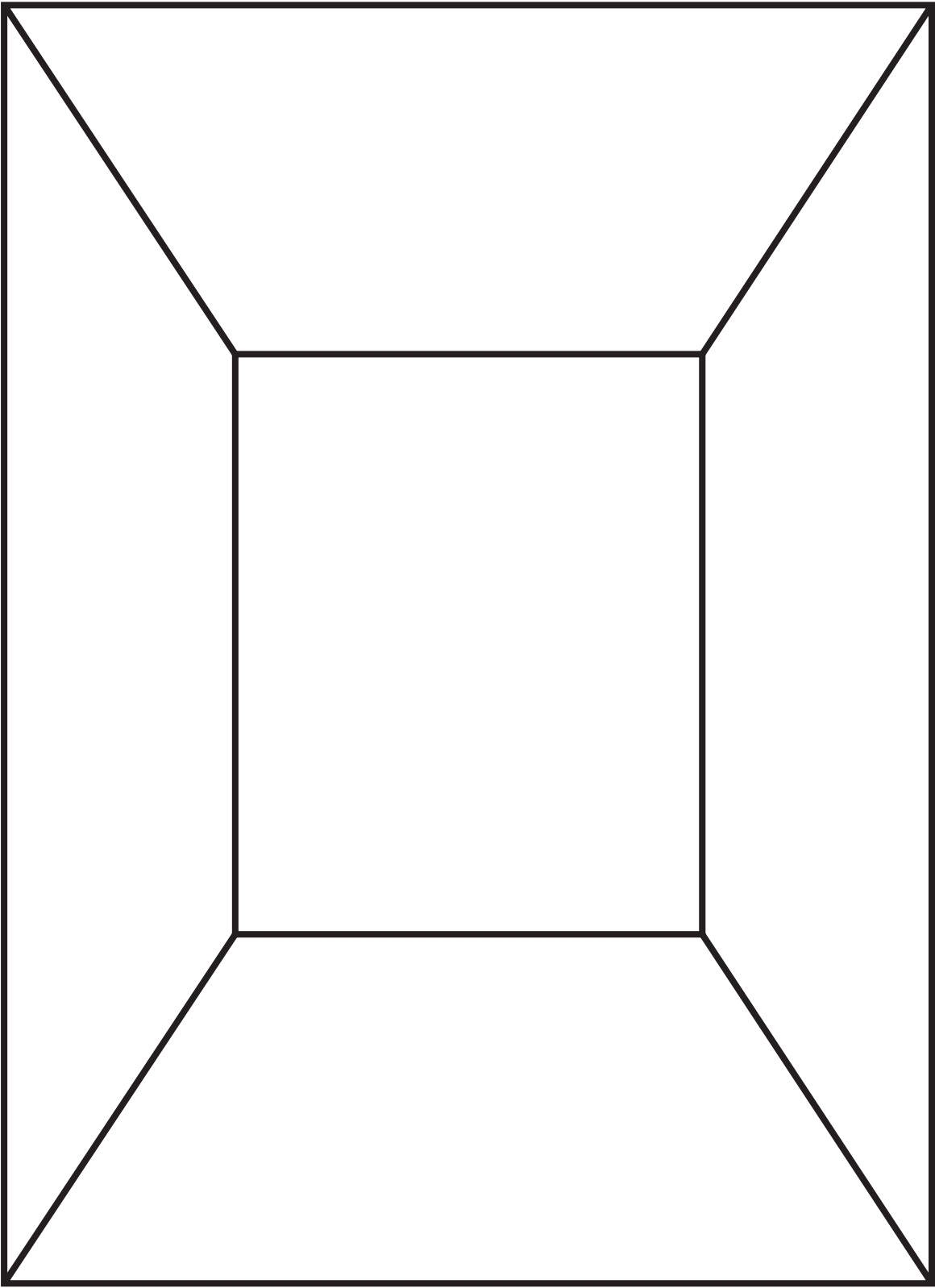
SYSTEM POINT:		MODIFICATION/REVOCATION OF PROBATION	
PARTY RESPONSIBLE:		Juvenile Court Judge	
Formal Determining Factors		Informal Determining Factors	

SYSTEM POINT:		SETTING ASIDE ADJUDICATION/ DISCHARGE	
PARTY RESPONSIBLE:		Juvenile Court Judge	
<i>Decision: Whether juvenile has satisfactorily completed his or her probation and supervision or the treatment program of his or her commitment.</i>			
Formal Determining Factors		Informal Determining Factors	

SAMPLE PRIORITIES AND STRATEGIES TABLE

Priority:					
Strategy	Action Steps	Timelines	Responsible Parties	Resources Needed	Outcomes/Barriers (include data and completion dates)
1.	a.				
	b.				
	c.				
	d.				
2.	a.				
	b.				
	c.				
	d.				

SAMPLE MESSAGE MAP ACTIVITY TEMPLATE



SAMPLE MEMORANDUM OF UNDERSTANDING

**Memorandum of Understanding
between
County A, County B and County C
for
Three County Diversion Program**

The County A Board of Commissioners, the County B Board of Commissioners and the County C Board of Commissioners do hereby agree to work collaboratively to implement the Three County Diversion Program for Fiscal Year 2013-2014.

Non-Profit A will provide juvenile diversion services, in an effort to address one of the most urgent priorities identified in our Three Year Juvenile Services Plan. Non-Profit A will have day-to-day responsibilities for carrying out the identified services.

County A, County B and County C will work primarily through their respective County Attorneys' office(s). If awarded, this proposal will allow County A to be the lead county in the joint grant application and will be responsible in the distribution of grant funds and financial aid reports.

Signed:

Chairperson, County A Board of Commissioners

Chairperson, County B Board of Commissioners

Chairperson, County C Board of Commissioners

County/Region/Community Juvenile Services Comprehensive Plan July 1, 2010 – June 30, 2013

**[If multi-county, please list all counties and include a
Memorandum of Understanding]**

[Include month, day and year on the plan cover]

Prepared By:

Name
Position
Address
Email

Chair of Team:

Name
Position
Address
Email

County Board Chair(s):

Name
Position
Address
Email

Section II

Community Team

A community planning team should represent the unique needs of its community. A large community or region looks very different from a small community. There are differences in resources, personnel and priorities. Thus, the planning team should be tailored around the identity of its community.

Representatives from the following key access points should be included on the team:

- Public & private K-12 education
- Prevention/mentoring programs
- Ministry/faith-based programs
- Law enforcement
- Juvenile diversion
- Juvenile probation
- County Attorney (Juvenile Court)
- Public Defender/Defense Attorneys/Guardians ad litem
- Office of Juvenile Services/Health and Human Services
- Juvenile Judges/Juvenile Court personnel
- Treatment providers
- Post-adjudication services or detention
- Consumers, including youth and families
- Community-based organizations (YMCA, etc.)

This section should include:

- A description of the team, how it came into existence, how often it meets and the name of the lead agency.
- A list of team members/contributors with contact information (title, address, phone number, email).

Section III

Community Socioeconomics

Community level data is specific to the community, county or region that you serve. It is the context for your priorities and outcomes.

This section should include (at a minimum):

- Demographic data (age, race/ethnicity, gender, geographic location)
- Socioeconomic climate (household income, median income, primary industry, household earner's education level and occupation)
- Educational climate (graduation rate, truancy rate)

Good plans will also include:

- Main transportation routes in the county
- Major county industries and economies (e.g., agriculture)
- Racial and ethnic breakdown
- Age breakdown
- Educational opportunities (e.g., number of schools, colleges, trade schools)
- Historic and natural attractions (e.g., lakes, state parks, landmarks)
- Any additional dynamics that are significant to the social and economic makeup of the community.

Discuss how these dynamics interact with one another, particularly how they relate to juvenile services in the community.

Recommended data sources:

- American Fact Finder (<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>)
- Easy Access to Juvenile Populations (<http://ojjdp.gov/ojstatbb/ezapop/>)
- Department of Education (<http://www.ed.gov/>)

Section IV

Identified Priority Areas

Three to five top priorities should be identified based on discussion of juvenile justice issues in your county/counties, the services already in place to deal with those issues, the services needed to address the issues and a determination of the gaps/needs within the county.

List and describe each priority identified by the community team. Descriptions should include a summary of the supporting data, as well as an outline of community factors that contribute to each priority.

The priority areas for this year's plan may be a continuance of the previous year's plan, but there must be statistical data to support the continuance of the respective priority area.

The following format may be used:

PRIORITY AREAS

Priority #1

General Description:

Relevant Data:

Contributing Factors:

Proposed Solution:

Priority #2

General Description:

Relevant Data:

Other Contributing Factors:

Proposed Solution:

Section V Strategies

For each priority area, identify the strategies and solutions the county will use to address the problem. Counties are encouraged to look at a continuum of strategies including, but not limited to:

- Changes to policy, procedures or practices
- Training needs
- Program development
- Current program expansion

For each strategy, briefly describe:

- Who will work on strategy implementation
- Brief timeline of implementation
- Required resources
- Expected results

If the priority area is from the previous year's plan, describe which strategies were implemented during the last plan period. Discuss any accomplishments or challenges associated with the implementation of the strategy.

Use the following table to organize the plan strategies. Typically there are more than two strategies per priority.

REMEMBER: If a priority was included in the previous plan, any implemented strategies must be described, along with strategy accomplishments or challenges.

	Responsible Stakeholder	Timeline	Required Resources	Expected Results
Priority 1				
Strategy 1		Year 1: Year 2: Year 3:	Policy changes? Training? Program development? Program expansion?	
Strategy 2		Year 1: Year 2: Year 3:	Policy changes? Training? Program development? Program expansion?	
Priority 2				
Strategy 1		Year 1: Year 2: Year 3:	Policy changes? Training? Program development? Program expansion?	
Strategy 2		Year 1: Year 2: Year 3:	Policy changes? Training? Program development? Program expansion?	

Appendix A

Memorandum of Understanding

(To be included if multiple counties have joined together to create the plan, or multiple agencies have joined together to implement a solution. Only use if applicable).

Appendix B
County Board of Commissioners
or Supervisors
Approval

COLLECTIVE IMPACT ARTICLES

Collective Impact

By John Kania & Mark Kramer

Linked with permission from the Stanford Social Innovation Review, www.ssireview.org.

Access: http://www.ssireview.org/articles/entry/collective_impact

Channeling Change: Making Collective Impact Work

By Fay Hanleybrown, John Kania & Mark Kramer

Linked with permission from the Stanford Social Innovation Review, www.ssireview.org.

Access: http://www.ssireview.org/blog/entry/channeling_change_making_collective_impact_work

Embracing Emergence: How Collective Impact Addresses Complexity

By John Kania & Mark Kramer

Linked with permission from the Stanford Social Innovation Review, www.ssireview.org.

Access: http://www.ssireview.org/blog/entry/embracing_emergence_how_collective_impact_addresses_complexity