**Planning & Implementation Guide**

FY2018 Second Chance Act Comprehensive Community-Based Adult Reentry Program, Category 1: Community-Based Adult Reentry

**DESCRIPTION**

This Planning & Implementation Guide is intended for recipients of the FY2018 Second Chance Act Comprehensive Community-Based Adult Reentry Program Category 1 grants administered by the U.S. Department of Justice’s Bureau of Justice Assistance. Grantees will complete this guide in partnership with the technical assistance provider from the National Reentry Resource Center over the course of their grant.

*The National Reentry Resource Center prepared this guide with support from the U.S. Department of Justice’s Bureau of Justice Assistance. The contents of this document do not necessarily reflect the official position or policies of the U.S. Department of Justice.*

**About the Planning & Implementation Guide**

The National Reentry Resource Center (NRRC) has prepared this Planning & Implementation Guide (P&I Guide) to support grantees in developing and refining their reentry program. With assistance from the NRRC, grantees are to complete the guide within 180 days of receiving final approval of the project’s budget from the Office of the Chief Financial Officer. The guide is not intended to serve as a step-by-step blueprint, but rather to cultivate discussion on best practices, identify considerations for your collaborative effort, and help you work through key decisions and implementation challenges.

This guide was developed as a tool for grantees, but it also serves as an important tool for your NRRC technical assistance provider (“TA provider”) to understand the status and progress of your project, the types of challenges you are encountering, and the ways they might be helpful to you in making your project successful.

You and your TA provider will use your responses to the self-assessment to collaboratively develop priorities for technical assistance.

Any questions about this guide should be directed to your TA provider.

**Contents of the Guide**

The guide is divided into five sections, each with assessment questions, exercises, and discussion prompts. You will be prompted to write short responses, attach relevant documents, and/or complete exercises for each section. Your answers will provide insight into your program’s strengths and identify areas for improvement. As you work through the sections, take note of the corresponding supporting resources in Appendix B, as they contain suggestions for further reading and provide access to important resources and tools. Your TA provider may also send you additional information on specific topics to complement certain sections. If you need additional information or resources on a topic, please reach out to your TA provider.

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| **TA Provider Contact Information** |
| **Name:** | Enter text here. |
| **Phone:** | Enter text here. |
| **Email:** | Enter text here. |

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**SECTION 1: Getting Started and Identifying Goals**
Although your TA provider has read the project narrative that you submitted in response to the Second Chance Act (SCA) solicitation, there may have been updates or developments since you submitted your original application. This exercise is intended to give your TA provider a sense of your current project goals and your initial technical assistance needs.

**EXERCISE 1: GRANTEE SNAPSHOT**

1. Please provide the following documents to your TA provider at your earliest convenience:

[ ]  Memoranda of understanding (MOUs) and information-sharing agreements

[ ]  Program policy and procedure manual

[ ]  Program flow/process map

[ ]  Intake/enrollment forms and participant orientation materials

[ ]  Volunteer training manual/orientation handbook (if applicable)

[ ]  Screening and assessment tools

[ ]  Gap/needs/capacity analysis (Optional)

1. Lead Agency *(Who applied for the grant?)*

Enter text here.

1. Primary Agency *(Who is managing the day-to-day operations of the grant program?)*

Enter text here.

1. Project Name

Enter text here.

1. Use the chart below to provide information on the primary points of contact for your program.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Title/Role** | **Agency** | **Email** | **Phone** |
| Enter text here. | Enter text here. | Enter text here. | Enter text here. | Enter text here. |
| Enter text here. | Enter text here. | Enter text here. | Enter text here. | Enter text here. |
| Enter text here. | Enter text here. | Enter text here. | Enter text here. | Enter text here. |

1. Please list your corrections partner(s), including the agency(e.g., Louisiana Department of Public Safety & Corrections), the facility name (e.g., Hunt Correctional Center), and the facility type (e.g., state men's prison)*.*

|  |  |  |
| --- | --- | --- |
| **Correctional Agency** | **Facility Name** | **Type of Facility** |
| Enter text here. | Enter text here. | Enter text here. |
| Enter text here. | Enter text here. | Enter text here. |
| Enter text here. | Enter text here. | Enter text here. |

**EXERCISE 2: IDENTIFYING PROGRAM GOALS AND OBJECTIVES**

List the goals of your program. These goals should clearly and concisely articulate what your program is seeking to achieve. They should represent the purpose of your program and its long-term aims. The goals should be broad and drive how you formulate or refine other aspects of your program, including the services you plan to provide, the objectives you seek to meet, and the outcomes you plan to measure. Use these goals to guide your approach to service delivery and employee and volunteer recruitment and training.

*Note: For this exercise, you may pull program goals from the proposal you submitted. However, those program goals may have changed or may need to be refined.*

*Example 1: Improve relationships between incarcerated parents and their children.*
*Example 2: Improve employment outcomes for men returning from incarceration.*
*Example 3: Support people returning from incarceration in building positive, prosocial relationships.*

1. List your program goals below.

Goal 1: Enter text here.

Goal 2: Enter text here.

Goal 3: Enter text here.

Goal 4: Enter text here.

**EXERCISE 3: PARTNER AGENCY INVENTORY**

Your grant program will need to partner with other agencies for participant recruitment and referrals for additional services. Please name each agency the program currently partners or plans to partner with, the role the agency will play in the program or the support it will offer to program participants, and your strategy for communication and collaboration with the agency throughout the course of the program.

|  |  |  |  |
| --- | --- | --- | --- |
| **Agency**  | **Role in Program/Support Offered**  | **How often and by what method(s) do you plan to communicate with this partner, including sharing data?​**  | **Do you have a signed MOU?** |
| *Example: ABC Housing Agency* | *Example: ​Provide housing and homelessness services for participants through referrals from program staff.* | *Example: ​An MOU will be established with ABC Housing Agency. Case managers will coordinate with ABC staff as needed for case planning and ABC staff will attend a monthly partners meeting. Outcome data on participants referred to ABC will be emailed to the program coordinator each quarter.​* | Yes | No | In Process |
| Enter text here. | Enter text here. | Enter text here. | [ ]  | [ ]  | [ ]  |
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| Enter text here. | Enter text here. | Enter text here. | [ ]  | [ ]  | [ ]  |

1. Please list any next steps needed to accomplish the goals in Section 1.

Enter text here.

**SECTION 2: DEFINING OR REFINING YOUR TARGET POPULATION**

It is important to have defined criteria to describe your target population, as the grant award is a limited resource; you want to ensure that your grant project serves those who are most likely to benefit from it. Having clearly defined criteria helps to ascertain what information you will need to obtain through screening, assessment, referral, or other processes to determine program eligibility, and will increase the likelihood that referrals will be good matches. *Note: The eligibility criteria noted here should be related to this specific program, not the entire agency or other programs within the agency.*

**EXERCISE 4: DEFINING OR REFINING ELIGIBILITY CRITERIA**

|  |  |  |  |
| --- | --- | --- | --- |
| **Eligibility Criteria** | **Qualifying Characteristics** (Who qualifies for this program?)  | **Why were these qualifying characteristics chosen?**   | **When and how are these characteristics determined?**   |
| *Example: Risk of Reoffending (e.g., medium to high risk)* | *Example: ​People assessed as having a moderate to high risk for recidivism* | *Example: It is best practice to focus reentry services on those assessed as having higher criminogenic risk and needs.* | *Example: The LSI-R tool is administered within 48 hours of intake by corrections staff who are trained on its use.* |
| Risk of Reoffending (e.g., medium to high risk) | Enter text here. | Enter text here. | Enter text here. |
| Age/Gender | Enter text here. | Enter text here. | Enter text here. |
| Education (e.g., ninth-grade reading level) | Enter text here. | Enter text here. | Enter text here. |
| Time until Release (e.g., 18 months)  | Enter text here. | Enter text here. | Enter text here. |
| Supervision Status at Release (e.g., released on parole) | Enter text here. | Enter text here. | Enter text here. |
| Release Location (e.g., released to ABC County) | Enter text here. | Enter text here. | Enter text here. |
| Sentence Status (e.g., sentenced, pre-sentence) | Enter text here. | Enter text here. | Enter text here. |
| Other (please specify): | Enter text here. | Enter text here. | Enter text here. |

1. Please specify any exclusionary criteria and why those criteria were chosen: Enter text here.

**EXERCISE 5: DESCRIBING YOUR TARGET POPULATION**

1. What is the target number of people to serve with this program?

Enter text here.

1. How did you arrive at that target number?

Enter text here.

1. Do you know the racial/ethnic composition of the population from which your program’s target population is drawn(e.g., jail or prison population)?

Enter text here.

1. Do you know if the racial/ethnic composition of your target population reflects the racial/ethnic composition of the jail/prison population?

[ ]  Yes *(Please describe.)* Enter text here.

[ ]  No *(Please describe.)* Enter text here.

**EXERCISE 6:** **SCREENING AND ASSESSING FOR BEHAVIORAL HEALTH NEEDS**

1. How do you screen or assess for mental illness? List any screening or assessment tools used.

Enter text here.

1. Describe how mental illnesses are addressed once identified.

Enter text here.

1. How do you screen or assess for substance addiction? List any screening or assessment tools used.

Enter text here.

1. Describe how substance addictions are addressed once identified.

Enter text here.

**EXERCISE 7: ASSESSING FOR CRIMINOGENIC RISK AND NEEDS**

All SCA Community-Based Reentry grantees are required to work with participants who have been assessed as having a medium to high risk of recidivism through the use of a validated criminogenic risk and needs assessment. These assessments estimate a person’s risk to reoffend and play an important part in case planning and service provision. Building a reentry case plan around the results of the assessment ensures that a program participant’s needs are met. Additional specialized assessments (housing and homelessness, violence, etc.) may be used in conjunction with a criminogenic risk and needs assessment. Most correctional and community supervision agencies use criminogenic risk and needs assessments. While many community-based service providers rely on these agencies to provide both risk level and needs information, some community-based service providers may administer these assessments in house.

*Please answer the questions under either option A or option B based on your answer to the following question.*

How will your organization obtain criminogenic risk and needs assessment results?

[ ]  A. From an external partner

From what partner agency or corrections department do you receive or plan to receive risk and needs assessment results?

Enter text here.

What is the name of the assessment tool the partner agency uses?

Enter text here.

How is assessment information shared with your agency?

[ ]  Electronically

[ ]  Paper files

[ ]  Electronic health record

[ ]  Other *(Please specify.)* Enter text here.

Who at the partner agency is responsible for sending the information?

Enter text here.

Who at your agency is responsible for receiving the information?

Enter text here.

How are the results of the assessments used in the program?

Enter text here.

Do any of your staff receive training on the assessment tool?

[ ]  Yes *(Specify which staff positions receive the training and who administers the training.)* Enter text here.

[ ]  No

How are the results of the assessments used in the program?

Enter text here.

[ ]  B. Through in-house administration of assessments

Do you currently use a validated risk and needs assessment that will be implemented in this project?

[ ]  Yes *(What is the name of the assessment tool?)* Enter text here.

[ ]  No *(What are your plans for implementing an assessment tool in the future?)* Enter text here.

Has the risk and needs assessment been validated on your population?

[ ]  Yes *(When did the validation study take place?)* Enter text here.

[ ]  No

Who administers (or will administer) the risk and needs assessment?

Enter text here.

When is the risk and needs assessment administered? If you are planning to implement one, when would it be administered?

Enter text here.

How is the criminogenic risk and needs assessment information recorded and stored?

[ ]  Electronically

[ ]  Paper files

[ ]  Electronic health record

[ ]  Other *(Please specify.)* Enter text here.

How are the results of the assessments used in the program?

Enter text here.

**EXERCISE 8: PARTICIPANT RECRUITMENT STRATEGY**

1. How does your program identify potential program participants?

Enter text here.

1. How/when do potential participants first learn about the program?

Enter text here.

1. How does your program recruit participants?

Enter text here.

1. Are any partner agencies (including corrections) involved in recruitment?

[ ]  Yes *(Which partner agencies? What role do those agencies play in recruitment?)* Enter text here.

[ ]  No

**EXERCISE 9: PARTICIPANT ENGAGEMENT**

Describe the process of enrolling and orienting new participants in the program. Explain how potential participants are screened, what role the correctional partner plays in the screening, what role the program staff play in the process, and which eligibility criteria, if any, each partner screens for. If participants are referred to the program, indicate who is referring them and describe the process. State whether your program includes an orientation session, individual interviews, or similar, and specify at what point a potential participant is considered enrolled in the program. For the purposes of this exercise, enrollment is the point at which your program officially considers someone to be a participant, such as when a person has completed a minimum level of participation or committed to completing specific activities or services.

*Example 1: A participant is enrolled in the program when he/she has completed intake forms AND has been interviewed by a case manager.*
*Example 2: A participant has enrolled in the program when he/she has signed a commitment to participate form AND attended the first workshop.*

1. Describe the intake, enrollment, and orientation process.

Enter text here.

1. At what point do you consider someone enrolled in the program?

Enter text here.

1. On average, how long do you expect participants to be enrolled in the program and receiving services?

Enter text here.

1. What strategies are in place to ensure or enhance program enrollment, engagement, completion, and improved outcomes for racial and ethnic minorities?

Enter text here.

1. Please list any next steps needed to accomplish the goals in Section 2.

Enter text here.

**SECTION 3: SERVICE PROVISION AND SUPPORT**

Taking stock of the services and resources your program provides can help you not only assess your current capacity but also develop a strategy for addressing any service gaps. Conducting an inventory of services and supports can also help you anticipate challenges that may arise when trying to address the range of needs that participants may have.

In addition to the mandatory components of the grant program, the solicitation outlines examples of allowable uses of funds for wraparound services. When implemented with fidelity, these evidence-informed wraparound services may enhance program outcomes. One or more of these services may be the main component of your grant program, while others may be additional services available to participants. For a more detailed description of each of the following services, please refer to the [FY2018 grant solicitation](https://www.bja.gov/funding/CommunityReentry18.pdf).

**EXERCISE 10: SERVICE INVENTORY**

Provide an inventory of your program’s services, including interventions and methods. For example, the service could be an evidence-based curriculum such as Thinking for a Change or could encompass other support services such as transportation, housing subsidies, or a GED class.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Service Provided to Program Participants** | **Curriculum****Name (if applicable)** | **Evidence based? *(Please answer yes or no)*** | **Before release, after release, or both?** | **Service Delivery Method *(e.g., one-on-one, group setting)*** | **Name of Service Provider** | **In house,contracted,orreferral?** | **Additional Eligibility Criteria Specific to This Service** | **Funded by this grant program? *(Please answer yes or no)*** |
| *Example: Parenting workshops* | *Parenting Inside Out* | *Yes, registered on National Registry of Evidence-Based Programs and Practices (NREPP)* | *Before release* | *Group* | *Parenting Workshops Inc.* | *Contracted* | *Must be a parent or serve in a parenting role* | *Yes* |
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**EXERCISE 11: REENTRY CASE PLANNING, CONNECTION TO BENEFITS, AND HOUSING**

1. Which organization and staff positions take the lead on developing participants’ reentry case plans?

Enter text here.

1. At what point in the program does reentry case planning begin?

Enter text here.

1. What other parties are involved in developing and reviewing the reentry case plan aside from the lead case manager and the participants?

Enter text here.

1. Do you enroll participants in health care coverage, including Medicaid?

[ ]  Yes *(Please describe the enrollment process.)* Enter text here.

[ ]  No *(Why not?)* Enter text here.

1. Do you enroll participants in Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI)?

[ ]  Yes *(Please describe the enrollment process.)* Enter text here.

[ ]  No *(Why not?)* Enter text here.

1. Do you identify program participants who are veterans and connect them to Veterans Affairs health care and other benefits and resources (e.g., Veterans Justice Outreach, Health Care for Reentry Veterans, Veterans Reentry Search Service)?

[ ]  Yes *(Please describe how.)* Enter text here.

[ ]  No *(Why not?)* Enter text here.

1. Describe any additional efforts the program will make to connect participants to benefits.

Enter text here.

1. How does your program assess participants for homelessness? Describe the process, the tools used, and the organization, agency, and staff positions responsible.

Enter text here.

1. Do you or a partner agency work with participants to establish a post-release housing plan?

[ ]  Yes

 *Please attach a post-release housing plan example or template.*

*Describe what housing services are available to program participants (e.g., housing provider referral, rent subsidies, transitional housing).* Enter text here.

[ ]  No *(Why not?)* Enter text here.

**EXERCISE 12: TRAUMA-INFORMED SUPPORT**

Many people have experienced traumatic events in their life, and incarceration in itself can be a form of trauma. Being prepared to address trauma can help support a person’s successful reentry. Trauma-informed practices may include administering intake screenings designed to identify trauma survivors, cultivating welcoming environments, partnering with mental health providers and specialists, training staff to be sensitive to and aware of signs of trauma, and creating opportunities and spaces for participants to discuss their responses to trauma. (See “Creating Trauma-Informed Services Tipsheet Series,” National Center on Domestic Violence, Trauma & Mental Health, accessed January 13, 2017, <http://www.nationalcenterdvtraumamh.org/publications-products/creating-trauma-informed-services-tipsheet-series-for-advocates/>).

1. How will your program incorporate trauma-informed support? (Check all that apply.)

[ ]  Trainings for staff and volunteers *(Please describe.)* Enter text here.

[ ]  Services and resources available for participants *(Please describe.)* Enter text here.

[ ]  Specific environment for trauma-informed service provision *(Please describe.)* Enter text here.

[ ]  Other *(Please describe.)* Enter text here.

1. Please list any next steps needed to accomplish the goals in Section 3.

Enter text here.

**SECTION 4: PROGRAM EVALUATION**

This section will be used to develop the basic elements of an evaluation plan for the program. It is crucial to collaborate with the evaluator when completing this section of the P&I Guide. In addition to evaluating the impact of the program, data can be collected throughout to assess program operations and strategize how to make improvements. If there is a draft evaluation plan in place, please provide that to your TA provider.

**EXERCISE 13: EVALUATION MANAGEMENT**

1. Who is your research partner for the program evaluation?

Enter text here.

1. List the contact information for the principal investigator.

Name: Enter text here.

Email: Enter text here.

Phone number: Enter text here.

1. Is there a signed contract/agreement with the evaluator that includes a detailed scope of work?

[ ]  Yes

[ ]  No *(Please explain.)* Enter text here.

1. Planned submission date of final report to funder:

Enter text here.

1. Aside from the final report, list any other preliminary reports or deliverables expected.

Enter text here.

1. Please attach the evaluation timeline. Include check-in points between program staff and the program evaluator to review preliminary data and report drafts.

**EXERCISE 14: EVALUATION PURPOSE AND QUESTIONS**

1. What are the key questions this evaluation is attempting to answer? These should be high-level questions that drive the design of the evaluation. *(E.g., does having a mentor improve program engagement?)*

Enter text here.

1. How will the findings from the evaluation be used?

Enter text here.

1. With whom will the final report be shared?

Enter text here.

1. Will the final report be published?

[ ]  Yes

[ ]  No

**EXERCISE 15: EVALUATION DESIGN**

1. What design is being used for your program evaluation? *(Check all that apply.)*

[ ]  Experimental

[ ]  Quasi-experimental

[ ]  Causal-comparative

[ ]  Other (Please specify.) Enter text here.

1. Select the components of your program evaluation design(s). *(Check all that apply.)*

[ ]  Random assignment

[ ]  Comparison groups

[ ]  Pre-/post-test

[ ]  Other *(Please specify.)* Enter text here.

1. Why was that evaluation design(s) chosen?

Enter text here.

**EXERCISE 16: DEFINING PROGRAM COMPLETION AND RECIDIVISM**

This exercise will help define key performance measures such as recidivism rates and program completion. It is important to have a clear definition of what constitutes a participant’s completion of the program that is distinct from your measures of success for the overall program and the outcomes you hope to achieve. The definitions below should help you understand recidivism and distinguish between “program completion” and “measures of success.”

**Program completion** is the fulfillment of the minimum requirements that qualify someone as having participated fully in the program. This may be defined as going through specific programs/curricula, completing a percentage or number of hours of programming, or compliance with the specialized case plan expectations for a set period of time. It is possible—and common—for supports and services to continue to be provided after someone meets the requirements for program completion, but this definition will serve as a clear cut-off for purposes of program evaluation and grant reporting. It is equally as important to track the reasons why participants may not complete the program, which may include rearrest, moving out of the area, or opting out of the program.

* *Example 1: Anyone who attends 10 out of 12 workforce development classes*
* *Example 2: Anyone who meets with their mentor at least once a month for a year AND becomes and remains employed for at least 30 days AND/OR enrolls in an educational program after release​*

**Measures of success** are the intended outcomes from completing the program, such as recidivism reduction, gainful employment, reductions in technical violations, etc.

* *Example 1: Participants who have gained employment and remained employed for one year without reconviction*
* *Example 2: Participants who demonstrate an improved relationship with their children*

**Recidivism** is a return to criminal activity after previous criminal involvement. There is no standard definition for recidivism. It is tracked differently in different jurisdictions, and states and localities calculate recidivism rates using varying methodologies. Given that Community-Based Adult Reentry program grantees are charged with developing and implementing programs that reduce recidivism among people returning to their communities after incarceration, grantees must establish a clear definition of recidivism and track recidivism outcomes according to that definition. All definitions of recidivism should include when participants were released (e.g., a calendar year, the grant award period), the specific outcome being tracked (e.g., rearrest, conviction, reincarceration), and the follow-up period (e.g., 365 days from release), all of which must be uniform for each participant. Programs should track recidivism for all enrolled program participants from the time of their release from incarceration and this definition should align with the baseline recidivism rate identified in the program proposal. Programs should also consider tracking recidivism for participants after they complete the program and are no longer actively engaged in services, as well as tracking different types of recidivism outcomes, such as arrests and technical violations.

* *Example 1: The total number of program participants who were released from prison during the grant award period and convicted of a new offense within 365 days of release from prison.*
* *Example 2: The total number of program participants who were released on parole during the grant award period and reincarcerated for a new offense or technical violation within 180 days of release from prison.*
1. What are the minimum requirements a participant must meet to be reported as having completed the program?

Enter text here.

1. What is the baseline recidivism rate?

Enter text here.

1. How was the baseline recidivism rate determined?

Enter text here.

1. What is the source of the baseline recidivism rate?

Enter text here.

1. What is your definition of recidivism for this grant program? This should be the same as the definition of recidivism used by the jurisdiction in which the grant program operates.

[ ]  Rearrest

[ ]  Reconviction

[ ]  Reincarceration

[ ]  Other *(Please specify.)* Enter text here.

1. If the program's definition differs from the definition of recidivism used by the jurisdiction in which the grant program operates, please explain the difference.

Enter text here.

1. For what period of time will you track recidivism among all program participants?

Enter text here.

1. When does the recidivism tracking period begin?

[ ]  Release

[ ]  Program completion

[ ]  Other *(Please specify.)* Enter text here.

1. Please check any measure you plan to track for your program participants in addition to your definition of recidivism:

[ ]  Number of new offenses (not on probation or parole)

[ ]  Number of parole revocations for new offenses

[ ]  Number of parole revocations for technical violations

[ ]  Number of probation revocations for new offenses

[ ]  Number of probation revocations for technical violations

[ ]  Individual criminogenic risk levels based on reassessment with the criminogenic risk and needs assessment

1. Check any additional measures of success you intend to track.

[ ]  Employment attained

[ ]  Housing attained

[ ]  Financial independence

[ ]  Assessed increase in self-worth

[ ]  Improved relationship with children

[ ]  Other *(Please specify.)* Enter text here.

**EXERCISE 17:  DEFINING OUTCOMES AND SETTING TARGETS**

At the beginning of the program, the planning team should determine clear definitions for each outcome and how they are verified, and that information should be distributed to program staff and partners.

How do you define the outcome?

* Example: *Employment.* In this program, what does it mean to be employed? What is the threshold for defining a participant as employed? Different definitions of employment may include, but are not limited to, any combination of the following: being employed for a specific length of time, retaining a minimum number of scheduled hours each week, and earning a minimum specific wage.

How do you verify the outcome? ​

* Example: *Employment*. In this program, what documentation does a participant need to provide to demonstrate that they are employed according to the program’s definition of employment? Different forms of verification may include, but are not limited to, a paystub or an employment verification letter.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | **Definition** | **Verification** | **Target** |
| *Example:* *Employment* | *Employed for 30 days AND earning at least minimum wage AND scheduled to work a minimum of 20 hours per week* | *Paystub or employment verification letter* | *50 participants per year* |
| *Example:* *Improved relationship with children* | *Increased score on parent-child relationship survey*  | *Survey provided to coparent at four intervals (program enrollment, just prior to release, three months into programming, and at graduation)* | *70 percent of participants* |
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**EXERCISE 18: DATA COLLECTION PLAN**

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| --- | --- | --- | --- | --- | --- |
| **Indicator / Performance Measure** | **What is the source of the data?** | **How is the data collected?** | **Who collects the data?** | **When is the data collected?** | **Where is the data stored?** |
| *Example: Increased knowledge of financial literacy*  | *Program participant* | *Pre-/post-test* | *Reentry Case Manager* | *At the beginning and end of each cohort* | *Hardcopy tests are stored in case files. Scores are stored in case management database.* |
| *Example: Recidivism* |  *Department of Corrections (DOC)* | *List of participants provided by program and updated by DOC (aligned with information-sharing agreement)* | *Program Manager* | *Quarterly* | *Evaluator designed Excel spreadsheet.* |
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1. Please list any next steps needed to accomplish the goals in Section 4.

Enter text here.

**SECTION 5: SUSTAINABILITY**

This section focuses on strategies for achieving long-term sustainability for your program through focused efforts initiated at the beginning of the grant. Sustainability is difficult to achieve and even more challenging if neglected until the grant funding is coming to an end. Developing a sustainability plan at the onset is essential in laying the groundwork at each phase of the project to build a strong program that can continue after the SCA funding concludes. When planning for sustainability, consider how these key sustainability goals will factor into your strategy:

* All staff in the organization are aware of the program, its core components, and its target population.
* Partner organizations are engaged in the project on a regular basis.
* A champion (not including program or agency staff) publicly advocates for the continuation of the program.
* Program leaders can articulately discuss the value of the program.
* Program leaders are able to tailor their message about the initiative to the goals and interests of different audiences.
* The sustainability plan is informed by a diverse group of people, including management, line staff, and partner organizations.
* Additional funding streams are identified.
* Program and evaluation data are shared with stakeholders and tailored to their specific interests.

**EXERCISE 19: ASSESSING YOUR SUSTAINABILITY PLAN**

 The following exercise identifies the degree to which your program is working toward sustainability.

1. Have you identified components of your program (such as staffing, policy or practice changes) that could continue in the absence of dedicated funding?

[ ]  Yes *(Please elaborate.)* Enter text here.

[ ]  No *(Why not?)* Enter text here.

1. List the two most important partners that can potentially provide resources for those program components.
2. Enter text here.
3. Enter text here.
4. List the potential federal, state, and local government, foundation, and private funding opportunities for program sustainability.

Enter text here.

1. List any program support items that can be donated (i.e., clothing, books, goods and services) and the organizations to approach for relevant donations.

Enter text here.

1. What measures are being taken to sustain interest from key stakeholders?

[ ]  Program e-mails or newsletters

[ ]  Individual meetings with key stakeholders

[ ]  Advisory group meetings

[ ]  Program fact sheets or brochures

[ ]  Special events and meetings

[ ]  Media

[ ]  Promotions targeting professional groups and key constituents

[ ]  Hosting program tours

[ ]  Other *(Please specify.)* Enter text here.

**EXERCISE 20: INITIALIZING YOUR SUSTAINABILITY PLAN**

Use the information entered in the previous exercises to develop the first steps to developing an actionable sustainability plan. List the items in order from most immediate to build into a long-term sustainability plan. ​

|  |  |  |  |
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| **Sustainability Action Item** | **Point Person/Lead** | **Due Date or Timeframe** | **Sustainability Action Item** |
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1. Please list any next steps needed to accomplish the goals in Section 5.

Enter text here.

**APPENDIX A: DEVELOPMENT OF A LOGIC MODEL**

A logic model demonstrates the causal relationships between 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. If you have already completed a logic model for your program, please attach it to this guide. If not, please use the sample logic model below, which can be filled out with information from previous sections of the guide. When noting short- and long-term outcomes, consider how you plan to measure those outcomes. Please 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, visit the [W. K. Kellogg Foundation Logic Model Development Guide](http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide).

If available, please attach your preexisting logic model for this program. If you do not already have a logic model for your program, please complete the logic model provided below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Project Goals**  | **Inputs/Resources (Existing & Grant-Funded)**  | **Activities**  | **Outputs/Process Measures**  | **Short-Term Outcomes**  | **Long-Term Outcomes**  | **Sustainability**  |
| *Example:**Improve prosocial connections to the community for young fathers returning from incarceration​* | *Example: Mentoring coordinator (split funding between SCA grant and existing mentoring program); pool of mentors from existing mentoring program* | *Example: Mentor recruitment; mentor training; mentor-participant matching; mentor supervision and support* | *Example: Number of mentors recruited (target = 30/yr); number of participants matched to a mentor (target = 75/yr); number of matches lasting one year (target = 75/yr)* | *Example: Participants are more engaged in case management; participants are able to practice communication skills; participants show increased involvement in other program services* | *Example: ​Participants avoid antisocial peers; reduced recidivism; participants volunteer to mentor future participants* | *Example: Recruit people who have gone through the program to serve as mentors; coordinate with other mentoring programs on training and support* |
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**APPENDIX B: SUPPORTING RESOURCES**

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| Key Resource Centers and Clearinghouses |
| * National Center on Domestic Violence, Trauma, and Mental Health (<http://www.nationalcenterdvtraumamh.org/>)
* National Mentoring Resource Center (<http://www.nationalmentoringresourcecenter.org/>)
* National Reentry Resource Center ([https://nationalreentryresourcecenter.org](https://csgjusticecenter.org/nrrc))
* National Registry of Evidence-Based Programs and Practices ([https://www.samhsa.gov/nrepp/)](https://www.samhsa.gov/nrepp/%29)
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| Screening, Assessment, and Risk-Needs-Responsivity |
| **Screening and Assessment for Substance Use, Mental Illnesses, and Co-occurring Substance Abuse and Mental Illnesses** * “Opioid Addiction Screening and Assessment for People in the Criminal Justice System.” Webinar held by The Council of State Governments Justice Center, New York, NY, July 10, 2018. <https://csgjusticecenter.org/nrrc/webinars/opioid-addiction-screening-and-assessment-for-people-in-the-criminal-justice-system/>.
* Substance Abuse and Mental Health Services Administration. *Screening and Assessment of Co-occurring Disorders in the Justice System*. HHS Publication No. (SMA)-15-4930. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2015. <https://store.samhsa.gov/shin/content/SMA15-4930/SMA15-4930.pdf>.

**Risk-Needs-Responsivity*** D’Amora, David. “Risk Need Responsivity 101: A Primer for SCA and JMHCP Grant Recipients.” Webinar held by The Council of State Governments Justice Center, New York, NY, March 31, 2015. <http://csgjusticecenter.org/reentry/webinars/risk-need-responsivity-101-a-primer-for-sca-and-jmhcp-grant-recipients/>.
* Hanson, R. Karl, et al. *A Five-Level Risk and Needs System: Maximizing Assessment Results in Corrections through the Development of a Common Language.* New York: The Council of State Governments Justice Center, 2017. <https://csgjusticecenter.org/wp-content/uploads/2017/01/A-Five-Level-Risk-and-Needs-System_Report.pdf>.
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* The Council of State Governments Justice Center. “Three Things You Can Do to Prevent Bias in Risk Assessment.” Last modified July 20, 2016. <https://csgjusticecenter.org/jr/posts/three-things-you-can-do-to-prevent-bias-in-risk-assessment/>.
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| **Evidence-Based Behavioral Health and Community Support Practices** |
| * Blandford, Alex, and Fred Osher. *Guidelines for the Successful Transition of People with Behavioral Health Disorders from Jail and Prison.* New York: The Council of State Governments Justice Center, 2013. <http://csgjusticecenter.org/wp-content/uploads/2013/12/Guidelines-for-Successful-Transition.pdf>.
* Plotkin, Martha, and Alex Blandford. *Critical Connections: Getting People Leaving Prison and Jail the Mental Health Care and Substance Use Treatment They Need—What Policymakers Need to Know about Health Care Coverage*. New York: The Council of State Governments Justice Center, 2017. <https://csgjusticecenter.org/nrrc/critical-connections/>.
* The Council of State Governments Justice Center. “Collaborative Comprehensive Case Plans.” Accessed September 25, 2018. <https://csgjusticecenter.org/nrrc/collaborative-comprehensive-case-plans/>.
* The National Judicial College. *Principles of an Effective Criminal Justice Response to the Challenges and Needs of Drug-Involved Individuals*. Reno, NV: The National Judicial College, 2012. <http://www.judges.org/wp-content/uploads/DIO-monograph0113.pdf>.
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| **Mentoring** |
| * Umez, C., J. De la Cruz, M. Richey, and K. Albis. *Mentoring as a Component of Reentry: Practical Considerations from the Field.* New York: The Council of State Governments Justice Center, 2017. <https://csgjusticecenter.org/wp-content/uploads/2017/07/6.27.17_Mentoring-as-a-Component-of-Reentry.pdf>.
* Weiston-Serdan, Torie. *Critical Mentoring: A Practical Guide*. Sterling, Virginia: Stylus Publishing, 2017.
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| **Performance Measurement and Program Evaluation** |
| * The Bureau of Justice Assistance*. Guide to Program Evaluation*. Washington, DC: The Bureau of Justice Assistance, 2012. <https://www.bja.gov/evaluation/guide/bja-guide-program-evaluation.pdf>.
* Latessa, Edward J. *Evaluating Correctional Programs*. Tokyo: United Nations Asia and Far East Institute for the Prevention of Crime and Treatment of Offenders, 2013. <https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=264722>.
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