



Family-Based Justice Center

Family-Based Alternative Justice Program Planning and Implementation Guide



NYU

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of Urban Management

OJJDP Office of Juvenile Justice
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This guide is designed to support any jurisdiction or community to develop and implement a family-based alternative justice program. It is divided into four sections: Program Goals, Program Team, Program Design, and Partner Agreements.

I. PROGRAM GOALS

1. In a few, brief bullet points, describe the problem you are trying to solve.
2. Has your agency or jurisdiction (whichever your program will serve) completed a system-mapping exercise or gap analysis for this population?
 - a. If yes, does your program have partnerships that address these gap areas?
3. Does your agency or jurisdiction maintain an up-to-date resource directory?
4. Are there other current efforts (legislative, practice, policy, programs) that impact this problem?
 - a. If yes, describe.
5. In a few, brief bullet points, list the goals you hope to accomplish with this project.
6. How does this project align with current efforts?

II. PROJECT TEAM

1. For each member of your project team, provide their name, title, organization, email, and role on the team. Be sure to include people from your own organization in the list. If you are using one team for planning and another for implementation, or if you have a separate advisory committee, indicate which teams each person is on.

Name	Title	Organization	Email	Role and Teams/Committee (if there are multiple)

2. Will your program team include people who have been impacted by the justice system, including formerly incarcerated people, youth impacted by parental incarceration, and caregivers?
 - a. If not, how will your program integrate and sustain meaningful partnerships with impacted youth and families?
 - b. If your program team will include people who have been impacted by the justice system, will they have decisionmaking authority for the program?

3. If team members or advisors will be partnering in their personal rather than professional capacity, will your budget include fair compensation for their time and contributions?

4. Will your program team reflect the racial and ethnic diversity of the people you serve?
 - a. If so, will decisionmaking authority for the program be shared across the program team?

5. Are there people or organizations who are not currently on your team who will need to be added?

6. How often will the program team meet?

7. How will your team make and document decisions?
8. Are there other stakeholders who will help to inform your decisions but do not make final decisions?
 - a. If so, list the agency here and their points of contact.
 - b. How will those stakeholders inform the grant program's operations and development?
9. What is the anticipated role and level of involvement from the lead agency/organization's leadership?
10. What is the anticipated role and level of involvement or support from partner agencies' leadership?
11. How will the program partners be kept informed of implementation progress between meetings of the full team?
12. Are there other existing collaborations between the program partners, e.g., other taskforce collaborations, councils, or advisory committees?
 - a. If so, what are they and what is the level of coordination?
13. Which partners will have the legal authority to determine who may join the program and who may stay in the program if violations or new offenses occur, e.g., court, prosecutor, supervision agency?
14. Where multiple agencies are involved in making supervision or behavioral-response decisions to individual participant behavior, how will decisionmaking be coordinated?

III. PROGRAM DESIGN

1. Who is your target population?

2. What is the legal status of the target population? (Select all that apply.)
 - Pre-arrest
 - Post-arrest/pre-adjudication/pretrial
 - Post-adjudication/sentenced to jail or prison
 - On probation or parole
 - Other: _____

3. In which intercepts of the [Sequential Intercept Model](#)¹ do your services fall? (Select all that apply.)
 - Intercept 0: Community services
 - Intercept 1: Law enforcement
 - Intercept 2: Initial detention/initial court hearings
 - Intercept 3: Jails/courts
 - Intercept 4: Reentry
 - Intercept 5: Community corrections

4. How many people do you plan to serve and over what period?

5. What is the catchment or service area (e.g., city, county) for this program?
 - a. Is it primarily rural, suburban, urban, or mixed?

6. What are the demographics for the area or of those in the justice system (race/ethnicity, gender, age)?
 - a. How can this information be used to inform services?

7. Does your program explore strategies to increase engagement and improve outcomes for people disproportionately impacted by the criminal-justice or child-welfare systems?

¹ [samhsa.gov/criminal-juvenile-justice/sim-overview](https://www.samhsa.gov/criminal-juvenile-justice/sim-overview)

8. What are the eligibility criteria for program participation?
 - a. Do you have specific disqualifiers?
 - b. If people are not eligible to participate in the program, what are the next steps to connecting them to a different program/service?
9. What is your recruitment or eligibility-screening strategy?
10. Who decides whether a person will be accepted into the program?
11. Is participation in the program mandatory, voluntary, or a mixture for people in the target population who meet the eligibility criteria?
 - a. If voluntary, how will potential participants learn about your program and what will incentivize them to participate?
12. Is an assessment tool used to determine eligibility or assess risk and needs upon entering the program?
 - a. If yes, which tool(s)?
 - b. Who administers it?
 - c. How is that information used to inform case planning?
13. Once eligibility has been determined and a participant has agreed to be in or has been placed in the program, which agency/person is their first point of contact?

14. Will the first contact person remain as the primary contact for the participant, or will someone else assume this role?

15. Are there certain requirements to stay in the program?

a. If yes, what are they?

16. Who ensures that the participant understands the program requirements?

a. Who ensures that the participant is meeting the requirements?

17. Are participants further assessed after entering the program?

a. If yes, list tools, what they measure, if they are validated, who will administer them, and what the information gathered will be used for.

b. How is that information being stored and whom will it be shared with?

18. Does your program prioritize people with medium-to-high criminogenic risks or needs levels?

19. Do participants receive an individualized case or program plan?

a. If yes, who creates and manages this plan with the participant?

20. What services or programming, either required or suggested, may be included in an individualized plan, and are they evidence-based?

a. Who is responsible for providing these activities?

- b. What funding resources will be used to support these activities?
- 21. How does your program improve or support parent-child relationships?
- 22. Does your program include services for children (e.g., positive experiences and opportunities, behavioral-health services, educational support)?
 - a. If yes, who manages these services?
 - b. How do you assess children's needs?
 - c. What resources will be used to support these activities?
- 23. How do your care-coordination and direct-service providers ensure that they are delivering trauma-informed, gender-inclusive, and culturally appropriate services for program participants?
 - a. Are they able to be responsive to the population you will serve?
- 24. Does your program connect people to peer specialists or mentors?
- 25. Does your program connect participants to stabilizing resources such as housing, healthcare, childcare, transportation, job search, etc.?
 - a. If not, do you refer people to such services?
- 26. Where and when are services provided?
 - a. Are virtual services available?

- b. If families have barriers to participating in virtual services, how are they being addressed?

- 27. What types of incentives do you use to reward and encourage participants to engage in program activities and other prosocial behavior?
 - a. Who administers these?

- 28. If your program includes set requirements, what types of sanctions or other responses do you use when a participant is not engaging in required activities or is demonstrating behavior that violates the requirements?
 - a. Who is required to be notified if this is occurring?

 - b. Who administers sanctions?

- 29. If a participant is arrested or incarcerated, can they stay in your program?
 - a. Are their children still eligible to receive program services?

- 30. How do you ensure that participants understand how their personal information will be managed and whom it will be shared with, e.g., informed consent?

- 31. When do you anticipate starting the program (or has it already started)?

- 32. How often will your program team engage in self-assessment to address concerns or problems that arise in implementation and make programmatic or other necessary adjustments to support your program's success?

33. Is there specific training and technical assistance (TTA) that you would like the Family-Based Justice Center to provide? Check all that apply:

- Provide research relevant to your program
- Provide training to staff or stakeholders
- Facilitate an onsite stakeholder planning meeting
- Review program policies, outreach materials, or other documents
- Facilitate connections with similar programs
- Assist in creating an assessment and evaluation plan
- Provide data analysis
- Provide ongoing consultation and coaching
- Other _____

Tribal-Specific Program Design (for tribal nations or organizations serving tribal citizens)

34. Does the current tribal court have tribal codes that support alternatives to incarceration?

35. Does the tribe have a current intergovernmental collaboration, MOU, or contract with county, state, or federal correctional facilities or community-supervision offices?

36. Does your assessment tool include questions on level of cultural engagement, community connectedness, or historical trauma?

Flowchart

To clarify how people will be referred to or enter your program, what activities will occur and who will conduct those activities during the program, and how people exit the program, it may be useful to create a flowchart.

IV. DATA COLLECTION PLAN

Use the questions below, together with the table in Appendix A, to develop a data-collection process to track and monitor the program outputs and outcomes.

1. Will you be using a case-management system?
 - a. If so, what is it called and who has access to the data?
 - b. If not, how will you collect data?
2. What other data exist to analyze the challenges and progress in meeting your goals? This could include data from community-based organizations, the court, law enforcement, or other government or nonprofit agencies. It could come from case-management or other IT systems or be hand-tabulated.
3. What are the baseline data metrics that you will focus on as you implement this grant program, e.g., recidivism, service referral, engagement, diversion, keeping children in the home, and service-utilization rates?
4. What data-collection instruments will be used to track your program's performance. e.g., pre/post tests, questionnaires?
5. Will your program make referrals, if so do you track them and how?
6. How will the collected data be shared among relevant agencies/partners?
7. How will you use the data collected to inform policies and programming?

V. PARTNER AGREEMENTS and SUSTAINABILITY

An acknowledgment, via a memorandum of understanding (MOU) or other document, that all parties involved in this project approve of the program plan and agree to the assigned roles and responsibilities ensures that the expectations of each partner are clear. It may be useful to create and have a signed MOU among program partners.

Sustainability is vital at every stage of programming, including pre-implementation, implementation, and post-implementation. We encourage those interested in starting these programs to continually brainstorm ideas for sustainability throughout the duration of the grant.

APPENDIX A TEMPLATE DATA COLLECTION PLAN

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