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# **Restorative Justice Inventory: An Organizational Assessment For Juvenile Justice Agencies**



**OCTOBER 1998**

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## **Balanced and Restorative Justice Project**

**FLORIDA ATLANTIC UNIVERSITY**

**UNIVERSITY OF MINNESOTA**

**Prepared for the Balanced and Restorative Justice (BARJ) project, funded by the Office of Juvenile Justice and Delinquency Prevention, United States Department of Justice.**



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# Office of Juvenile Justice and Delinquency Prevention

The Office of Juvenile Justice and Delinquency Prevention(OJJDP) was established by the President and Congress through the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, Public Law 93-415, as amended. Located within the office of Justice Programs of the U.S. Department of Justice, OJJDP's goal is to provide national leadership in addressing the issues of juvenile delinquency and improving juvenile justice.

OJJDP sponsors a broad array of research, program, and training initiatives to improve the juvenile justice system as a whole, as well as to benefit individual youth-serving agencies. These initiatives are carried out by seven components within OJJDP, described below.

**Research and Program Development Division** develops knowledge on national trends in juvenile delinquency; supports a program for data collection and information sharing that incorporates elements of statistical and systems development; identifies how delinquency develops and the best methods for its prevention, intervention, and treatment; and analyzes practices and trends in the juvenile justice system.

**Training and Technical Assistance Division** provides juvenile justice training and technical assistance to Federal, State, and local governments; law enforcement, judiciary, and corrections personnel; and private agencies, educational institutions, and community organizations.

**Special Emphasis Division** provides discretionary funds to public and private agencies, organizations, and individuals to replicate tested approaches to delinquency prevention, treatment, and control in such pertinent areas as chronic juvenile offenders, community-based sanctions, and the disproportionate representation of minorities in the juvenile justice system.

**State Relations and Assistance Division** supports collaborative efforts by States to carry out the mandates of the JJDP Act by providing formula grant funds to States; furnishing technical assistance to States, local governments, and private agencies; and monitoring State compliance with the JJDP Act.

**Information Dissemination and Planning Unit** informs individuals and organizations of OJJDP initiatives; disseminates information on juvenile justice, delinquency prevention, and missing children; and coordinates program planning efforts within OJJDP. The unit's activities include publishing research and statistical reports, bulletins, and other documents, as well as overseeing the operations of the Juvenile Justice Clearinghouse.

**Concentration of Federal Efforts Program** promotes interagency cooperation and coordination among Federal agencies with responsibilities in the area of juvenile justice. The program primarily carries out this responsibility through the Coordinating Council on Juvenile Justice and Delinquency Prevention, an independent body within the executive branch that was established by Congress through the JJDP Act.

**Missing and Exploited Children Program** seeks to promote effective policies and procedures for addressing the problem of missing and exploited children. Established by the Missing Children's Assistance Act of 1984, the program provides funds for a variety of activities to support and coordinate a network of resources such as the National Center for Missing and Exploited Children; training and technical assistance to a network of 43 State clearinghouses, nonprofit organizations, law enforcement personnel, and attorneys; and research and demonstration programs.

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OJJDP provides leadership, direction, and resources to the juvenile justice community to help prevent and control delinquency throughout the country.



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An Organizational Assessment  
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The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office for Victims of Crime.

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## About the *Balanced and Restorative Justice Project*

In 1993, the Balanced and Restorative Justice Project began as a national initiative of the Office of Juvenile Justice and Delinquency Prevention through a grant to Florida Atlantic University. The goals of the project, which in 1994 developed a partnership arrangement with the Center for Restorative Justice and Mediation through a subcontract with the University of Minnesota, are to provide training and technical assistance and develop a variety of written materials to inform policy and practice pertinent to the Balanced Approach mission and restorative justice.

This *Restorative Justice Inventory: An Organizational Assessment For Juvenile Justice Agencies* is part of a series of policy and practice monographs and training materials for the field. Other publications in the series include:

- ❑ *Balanced and Restorative Justice Program Summary* (1995) Available through NCJRS.
- ❑ *Balanced and Restorative Justice for Juveniles: A Framework for Juvenile Justice in the 21st Century* (March 1997) Published for OJJDP by the Balanced and Restorative Justice Project.
- ❑ *Balanced and Restorative Justice Project Curriculum Guide* (Forthcoming, Summer, 1998) Published for OJJDP by the Balanced and Restorative Justice Project.
- ❑ *Guide for Implementing the Balanced and Restorative Justice Model* (Forthcoming, Summer, 1998) Available through NCJRS.

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# Balanced and Restorative Justice Overview

Balanced and Restorative Justice (BARJ) is a new framework for juvenile justice reform which seeks to engage citizens and community groups both as *clients* of juvenile justice services and as *resources* in a more effective response to youth crime.<sup>1</sup> To do this, the Balanced Approach mission attempts to ensure that juvenile justice intervention is focused on basic community needs and expectations. Communities expect “justice” systems to improve public safety; sanction juvenile crime, and rehabilitate and reintegrate offenders. True “balance” is achieved when juvenile justice professionals consider all 3 of these needs and goals in each case and when a juvenile justice *system* allocates its resources equally to meeting each need.

Restorative justice is a new way of thinking about and responding to crime which emphasizes one fundamental fact: crime damages people, communities, and relationships. If crime is about harm, a “justice” process should therefore emphasize repairing the harm. As a vision for systemic juvenile justice reform, restorative justice suggests that the response to youth crime must also strike a “balance” between the needs of victims, offenders and communities and that each should be actively involved to the greatest extent possible in the justice process. Restorative justice builds on traditional positive community values and on some of the most effective sanctioning practices including: victim offender mediation, various community decisionmaking or conferencing processes (e.g., reparative boards, family group conferencing, circle sentencing), restorative community service, restitution, victim and community impact statements, and victim awareness panels.

What is most *new*, and most important, about restorative justice is a set of principles that redefine the way justice systems address public safety, sanctioning, and rehabilitative objectives. Specifically, when crime is understood as harm and justice as repair or healing, and when the importance of active participation of victims and community members in the response to crime is emphasized, these basic community needs are understood and addressed as follows:

**Accountability.** Accountability is often viewed as compliance with program rules or as “taking one’s punishment.” However, crime is sanctioned most effectively when offenders take *responsibility* for their crimes and the harm caused to victims, when offenders make amends by restoring losses, and when communities and victims take active roles in the sanctioning process.

**Competency.** Most rehabilitative efforts in juvenile justice today are still centered around fairly traditional and insular treatment programs which are not well accepted by the public. A Balanced and Restorative Justice approach to offender reintegration suggests that rehabilitation is best accomplished when offenders build competencies and strengthen relationships with law-abiding adults which increase their ability to become contributing members of their communities.

**Public Safety.** Although locked facilities must be part of any public safety strategy, safe communities require more than incapacitation. Because public safety is best ensured when communities become more capable of preventing crime and monitoring offenders and at-risk youth, a balanced strategy cultivates new relationships between juvenile justice professionals and schools, employers, and other community groups. A problem-oriented focus ensures that the time of offenders under supervision in the community is structured around work, education, and service. It also establishes a new role for juvenile justice professionals as resources in prevention and positive youth development.

Today, when a crime is committed, most juvenile justice professionals are primarily concerned with three questions: who did it, what laws were broken, and what should be done to punish or treat the offender? While questions of guilt, lawbreaking, and appropriate intervention are certainly vital to prosecutors, these questions alone may lead to a limited range of interventions based solely on treatment and punishment:

Treatment and punishment standing alone are not capable of meeting the intertwined needs of the community, victim, offender and family. For the vast majority of the citizenry, juvenile justice is an esoteric system wrapped in a riddle. Support comes from understanding, understanding from involvement and participation. Community involvement and active participation in the working of a juvenile court is a reasoned response. . . (currently) community members are not solicited for input or asked for their resourcefulness in assisting the system to meet public safety, treatment and sanctioning aspirations (Diaz, 1996). <sup>2</sup>

Viewed through the restorative "lens," crime is understood in a broader context than what is suggested by the questions of guilt and what should be done to punish or treat the offender. Howard Zehr (1990) argues that, in restorative justice, three very different questions receive primary emphasis. First, what is the nature of the harm resulting from the crime? Second, what needs to be done to "make it right" or repair the harm? Third, who is responsible for this repair?

Defining the harm and determining what should be done to repair it is best accomplished with input from crime victims, citizens and offenders in a decisionmaking process that maximizes their participation. The decision about who is responsible for the repair focuses attention on the *future* rather than the past and also sets up a different configuration of obligations in the response to crime. No longer simply the object of punishment, the offender is now primarily responsible for repairing the harm caused by his/ her crime. A restorative juvenile court and justice *system* would, in turn, be responsible for ensuring that the offender is held accountable for the damage and suffering caused to victims and victimized communities by supporting, facilitating, and enforcing reparative agreements. But, most importantly, crime victims and the community play critical roles in setting the terms of accountability and monitoring and supporting completion of obligations.

If crime victims and the community are to become fully engaged as active participants in the response to youth crime, juvenile justice professionals must begin to think about these stakeholders in different ways. In addition, the *role* of the professional and the mandate of the juvenile justice system is likely to change. To move forward with this new agenda it is important to understand the community's needs and the potential role and responsibility of community groups and citizens in the response to youth crime.

The purpose of this monograph is to provide a rationale for engaging community members in the juvenile justice process, discuss the role of the community in various aspects of the response to youth crime (ensuring accountability, reintegrating offenders), describe the new relationship between communities and juvenile justice systems that appears to be emerging in conjunction with restorative justice initiatives, and discuss specific strategies for involving community that have proved effective in various settings.

# Inventory Overview

## Why was this inventory developed?

Restorative justice calls for a comprehensive approach balanced by the objectives of public safety, accountability, and competency development. It primarily seeks to repair the harm by involving each of the three affected parties: victim, offender, and community. All correctional agencies and justice systems have restorative features. For example, the features might include restitution collection, community service work programs, and programs designed to protect the public from victimization. However, most agencies have overlaid restorative responses on top of a conceptual framework, system of values, inherent assumptions, operating functions, and bureaucratic procedures which are *offender focused and due process oriented*. The extent to which the agency is restorative is a matter of degree, dependent upon the level to which it has integrated the principles and transformed the process of justice.

As Howard Zehr points out in his 1990 book, *Changing Lenses: A New Focus For Crime And Justice*, for a justice system to be restorative, the key questions must move

From: Who did it?  
Which laws were broken?  
What should the punishment be?

To: What is the harm?  
What needs to be done to repair the harm?  
Who is responsible for this repair?

This framework suggests that we apply an analytical assessment to an agency's infrastructure, written documents, programs and services, procedures, and policies to help administrators determine how they can move the agency toward a more complete and balanced restorative experience, with restorative outcomes.

The assessment inventory is designed for those correctional agencies which are truly striving to develop processes which bring about accountability, public safety, and competency development; where victims and communities are added as full participants and customers of the justice system; where offenders take direct and personal responsibility for their past behavior through their present and future actions; and where neighborhoods, businesses, and faith communities take responsibility for crime conditions and galvanize their resources to bring about peaceful communities. As additional research is completed on the efficacy of restorative justice practices and processes, this inventory will be refined. Its content was developed through the guidance of the restorative justice literature, the BARJ project's principal investigators and consultants, and the experience of the pilot sites and other forerunning jurisdictions.

## The process.

The assessment inventory is designed to be completed by 1-2 outside consultants who provide an objective, unbiased point of view. The process includes a review of written documents, a tour of

the primary correctional facilities, and extensive interviews with agency staff and administration. Ideally, the process would also include interviews with the recipients of justice system services. In an effort to minimize the disruption and time to complete the assessment, however, the inventory process was developed without requiring these more extended interviews with victims, offenders, and community members. The process goal is to complete a written report with objective and analytical scores which can be compared across jurisdictions within approximately two weeks after the completion of the site visit.

The assessment inventory is comprehensive and includes diverse strategies that are known to lead to successful implementation of restorative policies and practices including, for example, leadership, administrative infrastructure, alignment features, programs and policies, and use of information systems. Although it is designed for juvenile correctional agencies, most notably probation/parole, correctional programs, and institutions, it is flexible enough that it can be applied to a variety of justice system agencies. At some point, it may be worthwhile to create assessment inventory modules for other components of the systems.

### **The report.**

Shortly after the assessment process is completed, a report should be submitted to the requesting jurisdiction. The report is categorized by function areas, each containing a numerical assessment score. The score is designed to quantify the assessor's perception of how closely each function area meets the restorative principle as described in the rationale description. The scores are useful to the jurisdiction or agency as:

1. An assessment of restorative strengths and reinforcing progress made to-date;
2. Feedback as to where improvement is most needed
3. Prioritization and formulation of an action plan;
4. Comparison data so the jurisdiction or agency can assess its relative strengths in contrast with others.
5. Providing a benchmark for follow-up assessment scoring. Subsequent application of the assessment inventory gives the agency a sense as to how much progress or regression was made over a period of time.

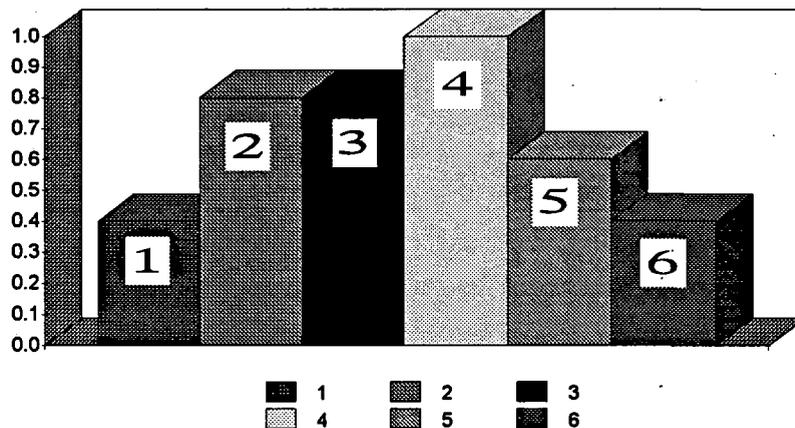
The data is centrally stored and scores are normalized with each completed assessment. Based on the experiences of some of the OJJDP BARJ pilot sites, thresholds have been established which provide some evaluative judgment as to a preferred score attainment. The scoring categories are as follows:

75% and higher	Full Alignment
60-74%	Substantial Alignment
50-59%	Partial Alignment
less than 50%	Minimal Alignment

The following is an example of how the scoring might be reported for:

- percentages for each section
- one section graphic (Section X. Information System)

Section	Score	Percentage
I	51/70	73%
II	33/40	83%
III	15/25	60%
IV	18/25	72%
V	20/30	67%
VI	22/40	55%
VII	21/30	70%
VIII	18/30	60%
IX	16/35	46%
X	20/30	67%
<b>TOTAL</b>	<b>234/355</b>	<b>66%</b> (Substantial Alignment)



#### X. Information System

Total: 67% Substantial Alignment

#### Next steps

Version 1.0 of the assessment inventory was completed in June, 1998. It will be piloted in various jurisdictions and agencies through early 1999. At that time, modifications will be made and a new version released. In 1999, a training manual will be completed in order to train others in implementing the inventory. The manual will provide interview questions for each section, who to interview, sample documents, model policies, ideal practices, descriptions of scoring criteria, etc.

# Agency Background

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

Contact Person: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

## Characteristics

*A. Description of agency:* What does it do? Who does it serve? Private or government? Who does personnel report to?

*B. Volume:* Number of people served and in what capacity?

*C. Staff:* Number of staff? Qualifications required?

*D. Budget:* Total budget? Funding sources?

# Key

## How To Measure:

**RD = Review documents**

**IS = Interview Line staff**

**IA = Interview Administrative staff**

**O = Observe**

## Scoring Key

**5 = Fully meets the restorative principles**

**3 = Mostly meets the principles, but lacks in a number of areas**

**1 = Few restorative components found**

**0 = No restorative elements**

# Scoring Sheet

## Administration

1. Mission statement: process and content	5	4	3	2	1	0
2. Mission statement: implementation	5	4	3	2	1	0
3. Vision statement	5	4	3	2	1	0
4. Action plan- process	5	4	3	2	1	0
5. Action plan- implementation	5	4	3	2	1	0
6. Values	5	4	3	2	1	0
7. Literature search and review	5	4	3	2	1	0
8. Initial training	5	4	3	2	1	0
9. On-going training	5	4	3	2	1	0
10. Hiring process	5	4	3	2	1	0
11. Orientation	5	4	3	2	1	0
12. Written policies	5	4	3	2	1	0
13. Actions are congruent with values.	5	4	3	2	1	0
14. Vendor consistency	5	4	3	2	1	0

## Leadership

1. Agency head commitment	5	4	3	2	1	0
2. Upper management's' direct involvement	5	4	3	2	1	0
3. Knowledge of change management	5	4	3	2	1	0
4. Inspiration	5	4	3	2	1	0
5. Persistence	5	4	3	2	1	0
6. Action orientation	5	4	3	2	1	0
7. Empowerment	5	4	3	2	1	0
8. Line staff leadership	5	4	3	2	1	0

## Line staff alignment: culture and climate

1. Agency artifacts, values, and assumptions	5	4	3	2	1	0
2. Knowledge of mission and vision	5	4	3	2	1	0
3. Staff alignment	5	4	3	2	1	0
4. Energy	5	4	3	2	1	0
5. Efforts to close the gap	5	4	3	2	1	0

## Justice system alignment

1. Level system cooperation	5	4	3	2	1	0
2. Value compatibility; process and outcomes	5	4	3	2	1	0
3. System leadership	5	4	3	2	1	0
4. Emphasis on customer needs over system needs	5	4	3	2	1	0
5. Openness to victim and community guidance	5	4	3	2	1	0

## Reward systems

1. Job descriptions	5	4	3	2	1	0
2. Performance management	5	4	3	2	1	0
3. Non-financial rewards- formal	5	4	3	2	1	0
4. Non-financial rewards- informal	5	4	3	2	1	0
5. Dispersed recognition	5	4	3	2	1	0
6. Media coverage	5	4	3	2	1	0

## Assessment, intake, and case planning

1. Clarity over justice system involvement	5	4	3	2	1	0
2. Motivational interviewing techniques	5	4	3	2	1	0
3. 3. Victim impact statement	5	4	3	2	1	0
4. Identification of criminogenic factors	5	4	3	2	1	0
5. Identification of assets	5	4	3	2	1	0
6. Involvement of significant others and the community	5	4	3	2	1	0
7. Restorative case plan	5	4	3	2	1	0
8. Encouragement of creative dispositions	5	4	3	2	1	0

## Victims

1. Informed throughout entire process	5	4	3	2	1	0
2. Ensure victims receive support	5	4	3	2	1	0
3. Restitution as a high priority	5	4	3	2	1	0
4. Opportunity to shape the disposition	5	4	3	2	1	0
5. Opportunity to meet offender face-to-face	5	4	3	2	1	0
6. Opportunity to offer guidance to justice professionals	5	4	3	2	1	0

## Offenders

1. Opportunities actively use assets, demonstrate completion	5	4	3	2	1	0
2. Programs address criminogenic needs	5	4	3	2	1	0
3. Held directly accountable to victim and the community	5	4	3	2	1	0
4. Victim empathy	5	4	3	2	1	0
5. Community empathy and opportunity to reintegrate back into community	5	4	3	2	1	0
6. Involvement of family, community members, or significant others	5	4	3	2	1	0

## Community

1. Community directly supports others	5	4	3	2	1	0
2. Community directly monitors, mentors, and supports offenders	5	4	3	2	1	0
3. Community stakeholders are involved	5	4	3	2	1	0
4. Use of volunteers	5	4	3	2	1	0
5. Communities collaborate with local police	5	4	3	2	1	0
6. Opportunity to set justice system priorities	5	4	3	2	1	0
7. Community involvement in prevention	5	4	3	2	1	0

## Information system, outcomes, and evaluation

1. Information system is built around three customers, not just the offender	5	4	3	2	1	0
2. Data system is well developed and has integrity	5	4	3	2	1	0
3. Agency awareness of research literature	5	4	3	2	1	0
4. Outcomes track restorative objectives	5	4	3	2	1	0
5. Programs are routinely evaluated for process and outcomes	5	4	3	2	1	0
6. Research component	5	4	3	2	1	0

## A. Administration

(Hiring, orientation, mission, vision, values, training, planning, literature review, etc.)

Restorative Justice Measure	How?	Rationale	Scoring
1. Mission statement: process and content	RD	An agency is more likely to meet the restorative objectives when the mission statement is revised based on the restorative philosophy and when all staff and stakeholders are involved in the mission development.	<p>5= The mission statement is clear and includes the three customers. The process involved used extensive line staff participation, and sought input from victims, offenders, and the community.</p> <p>3= The mission partly reflects restorative principles, or contains verbiage that clutters restorative clarity, or did not significantly involve stakeholders or customers.</p> <p>1= Some acknowledgment of restorative philosophy, but mission is largely unknown.</p>

### Characteristics

- Clear and concise mission statement.
- Identifies three customers.
- Specific - not abstract.
- Balanced.
- Those delivering the mission helped shape it.
- Involves vertical and horizontal slice of agency in process of mission development.
- Seek consensus.
- Allows ample process time: unrushed.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
2. Mission statement: implementation	RD IS IA	Having a good mission statement is a good start, but many agencies complete the statement and go on to the next project. Constant attention should be given to the mission statement, and it should be visible to others so that the agency is held accountable to it.	5= The mission statement is prominently displayed in many settings such as in the lobbies, on business cards, in individual offices, etc. The agency holds individuals accountable to it through its outcome measures and performance plans. It is referred to at staff meetings and other agency events. Staff can quote it or make references to it effortlessly.  3= The mission statement is clearly visible, but there is not a system of reinforcement in place.  1= The statement is visible but ignored, or is not visible and is referenced to on occasion, but without much vigor or strength.

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**Characteristics**

- Highly visible and prominently displayed.
- Diverse application.
- Decisions guided by mission.
- Easily quoted.
- Outcomes directly tied to mission.
- Performance directly tied to mission.
- Written policies tied to mission components.
- Clients made aware of mission.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
3. Vision statement	RD -JS IA	A restorative agency needs to have a clearly articulated idea of where it seeks to end up under a restorative philosophy. The vision should be future oriented, compelling, concrete enough that agency staff know what it looks like when they reach it. It also needs to be reasonable enough to be achievable.	<p>5= The agency has a clear vision statement that describes what they are striving for. Staff knows what that vision is and is supportive of it, clear on how they can help the agency reach it, and have some influence over its evolution.</p> <p>3= The vision statement is written and generally understood by agency staff, but is not referred to often, and is lost in the daily pressures of the work environment.</p> <p>1= The vision is unwritten and/or only some members of the agency know what the vision might be and have influence over it.</p>

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### **Characteristics**

- Vision captures idealism.
- Future oriented.
- Generates positive anticipation.
- Is clear, specific, and measurable.
- Staff are aware and supportive.
- Frequent topic of discussion.
- Viewed as high priority.

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### **Comments:**

Restorative Justice Measure	How?	Rationale	Scoring
4. Action plan-process	RD IS IA	Typically, an agency will discover gaps between what exists and what needs to happen to make the agency restorative. To close this gap, some type of action planning needs to occur, and the plan should be altered as it is put in place.	<p>5= The plan is written and is clear in terms of who is responsible for what and by when. An accountability system is in place where progress is periodically checked. Line staff and other stakeholders must have input to shape it, own it, and agree with its direction.</p> <p>3= A plan is written but there are holes in understanding of responsibilities and roles. Or, the plan is verbal but well understood by those responsible for implementing it. Line staff had a limited role in its creation.</p> <p>1= The plan is not written nor verbally understood, but someone in a position of influence has an idea of where the agency is heading and general ideas of how to get there.</p>

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**Characteristics**

- Action plan exists and is written.
- Includes timelines.
- Plan is modified as needed.
- Plan is specific and achievable.
- Viewed as high priority.
- Is supported and owned by line staff.
- Plan clearly closes gaps.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
5. Action plan/ implementation	RD IS IA	The plan is well executed. Roles are clear. There is constant re-visiting and re-drafting of the plan as steps are taken and lessons learned. Priorities are set based on how well they meet the direction set out by the plan. Line staff are delegated some of the responsibilities, and victim, offender, and community stakeholders are involved.	<p>5= The agency uses the plan as a priority setting tool. Its execution is given high priority. Staff are held accountable to it. The three stakeholder groups are involved.</p> <p>3= The agency has a written plan and refers to it on occasion, but allows change to occur more by chance than design. Limited involvement by the three stakeholder groups.</p> <p>1= No written plan but there is some accountability by administration to see progress made toward restorative principles.</p>

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### **Characteristics**

- Individuals held accountable to the plan.
- Routine review and reporting.
- Plan used to set priorities.
- Involves all agency levels and customers.

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### **Comments:**

**Restorative  
Justice  
Measure**

**How?**

**Rationale**

**Scoring**

6. Values

RD

The agency needs to know what its values are, so staff can adhere to them and the agency can develop a culture that supports these values. The values need to be compatible with the restorative principles or else a clash over values will occur, leading to poor agency climate and conflict.

5= The values are clear and written. They are visible, often referred to, and staff are held accountable to them. They remain mostly static and are not changed often. The values are consistent with restorative concepts. 3= The values are either written but not well known, neutral to restorative principles, or are highly consistent with restorative justice but are not written or clearly articulated. 1= The values are not written and for those that exist, they are minimally compatible with those of restorative justice.

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**Characteristics**

Written values that are consistent with restorative justice.  
Visible and well understood.  
Agency and staff held accountable to them.  
Static but not rigid.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
7. Literature search and review	IA	A great deal has been written about restorative justice. An agency which researches the implications of restorative justice, examines the likelihood it could fit with the existing justice environment and makes the written documents readily available for others to read is more likely to experience long lasting change toward the principles of restorative justice.	<p>5= The agency collects, reads, and distributes significant amounts of restorative justice literature. Based on discussions about the literature, administration makes thoughtful decisions on whether and how to proceed.</p> <p>3= The agency relies on a limited amount of writings and preplanning research, but seems to understand how well the philosophy fits with existing environment.</p> <p>1= Little writings are reviewed, but proceeds with restorative planning based on some forethought.</p>

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### **Characteristics**

Written restorative justice literature reviewed and disseminated.  
 Use of literature to help guide actions.  
 Contacts authors and other jurisdictions who learned before them, when needed.  
 Makes time/space available for staff to read and discuss.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
8. Initial training	IA	Rarely does agency staff immediately embrace a philosophical concept or make practice changes. It usually requires effective initial training, followed by opportunities for staff to discuss, critique, and other-wise express their viewpoints. From these initial comments, administration can determine the best course of planning, determine what is needed next, and prepare for follow-up	<p>5= The agency holds initial staff training that is well planned and well timed. The training is effectively delivered. A positive, help-tone is set which assists staff in wanted to hear more. Staff are given ample and open opportunity to express their views and shape the next steps.</p> <p>3= The initial planning is partially successful, for reasons noted above. training needs.</p> <p>1= The planning is not conducted well or was ill timed, staff is not given opportunities to examine how restorative justice might affect their work, or other operational issues crowds out the intended message.</p>

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### **Characteristics**

Initial training set tone for open mindedness.  
 General training used to highlight key issues/concerns.  
 Staff given time/space to process information and shape next steps.  
 Timing was conscious and well conceived.  
 Training opened dialogue, not closed.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
9. On-going training	IS IA	The initial training is rarely enough, as it tends to provoke thoughts and concerns that require more targeted training in the future. On-going training is designed training to specifically address the needs expressed by staff and to target gaps where the agency needs to focus its attention in order to become a balanced and restorative agency.	<p>5= A training plan is pulled together based on feedback from the initial training. The plan targets staff needs, includes time for staff to absorb and discuss, and is spaced far enough apart to not overwhelm resources.</p> <p>3 = Follow up training is provided, but in a less structured way.</p> <p>1= Follow up training is minimal, giving the message that the agency is not very serious about the effort, or is too broad or non-targeted to be of much use to agency staff and planners.</p>

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### **Characteristics**

Training addresses specific issues/concerns raised by staff.  
 Training plan is constructed with process time in mind.  
 Agency head repeatedly communicates importance.  
 Is targeted, addressing gap areas.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
10 Hiring process	RD IA	The hiring process must identify the type of candidate sought. New hires should possess similar values as the agency seeks to uphold. New skills and job expectations under restorative justice need to be reflected in new hires.	<p>5= The hiring process clearly seeks employees with values and skills consistent with restorative justice. The job qualifications differ from traditional staff positions, and the interview questions ask restorative questions. The criteria used to select candidates include restorative qualifications.</p> <p>3= The hiring process seeks candidates that have values and skills that are restorative, but they are not built into the hiring process through such means as checklists, criteria, interview questions, testing, etc..</p> <p>1= Administration voices support for hiring candidates with a restorative justice mindset but no clear plan to hire restorative-minded staff is in place.</p>

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### **Characteristics**

Minimum or preferred qualifications include restorative background.  
Interviews include questions on restorative principles.  
Hiring criteria emphasizes consistent values over experience.  
Seeks skills needed for restorative job duties (eg, conflict mediation, community organizing, group facilitation, etc.)

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
11. Orientation	RD IS IA	Bringing new staff on board provides the administration with a good opportunity to establish a culture consistent with restorative justice. New employees are more likely to be open to agency changes because they have not established routines that get in the way of altered practices.	<p>5= The agency has an organized orientation process that requires new employees to undergo. The process is structured and includes both conceptual training on restorative justice and concrete, practical ways to put the concept into daily work functions.</p> <p>3= The existing orientation system is structured but does not stress restorative training, or the orientation system is unstructured but management staff ensure that some training is provided for new staff that cover restorative concepts.</p> <p>1= A restorative orientation happens on individual effort which may or may not include any restorative justice coverage.</p>

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### **Characteristics**

Orientation emphasizes restorative justice principles.  
 Agency head participates and emphasizes agency vision.  
 Orientation is required of all new employees.  
 Existing line staff assist in orientation process.  
 Includes concepts and daily practice examples.

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### **Comments:**

**Restorative  
Justice  
Measure**

**How?**

**Rationale**

**Scoring**

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12. Written policies	RD	The written agency policies which cover the daily functions and decisions made by staff are usually static documents which help create the existing agency culture. As the philosophy changes, the practices must also change. A review of all written policies are necessary to make sure that they are consistent with the objectives within restorative justice.	5= The agency reviews all of the written policies, changes to reflect the restorative mission, and make it clear what principle within restorative justice each policy is seeking to uphold.  3= The existing policies are consistent with restorative justice, but an extensive review did not take place. Changes are made in those sections needing a rewrite.  1= No review of policies occurs. Existing policies are largely compatible with restorative justice, but do not stress the values or outcomes.
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**Characteristics**

Policies are linked to a restorative principle for context.  
Outsider can review a singular policy and understand its link to restorative justice.  
All written policies prior to the adoption of a restorative justice mission are reviewed and modified as needed.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
13. Actions are congruent with values	RD IS	The best intentions are made ineffective when agency actions are inconsistent with stated directions desired. A change toward restorative justice will mean that some long standing practices and viewpoints will need to be changed. The question that needs answered is whether the agency is willing to walk its talk.	<p>5= There is consistency between the restorative values and principles and the way the agency operates. Full participation in decisionmaking, seeking consensus, attempting to bring resolution on issues that bring people together instead of alienating, etc. are fostered both in inter-staff relations as well as in day-to-day decisions made about clients.</p> <p>3= The congruency between restorative principles and action is not clear, or there is some consistent application in parts of the agency but not throughout the entire organization.</p> <p>1= The restorative justice expectations are minimal and there may be consistency in practice with more minor objectives, or there are high expectations but actual practice falls far short.</p>

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### **Characteristics**

- Freedom and openness to challenge "sacred cows."
- Non-threatening environment that allows criticism and questioning.
- Seek consensus whenever possible.
- Participatory management style.
- Insistent consistency messages given by management.
- Avoid win/lose and we/they processes.
- Agency actions with employees, customers, and stakeholders are consistent with restorative justice principles.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
14. Vendor consistency	RD IA	Most juvenile justice agencies rely on private firms to deliver certain services not provided by public government. Sometimes these contracts are extensive in volume, number of customers, and nature of work. For a correctional agency to be restorative, it is imperative that attention be given to vendor services beyond what might exist in general contract wording. The vendor must understand the conceptual framework from which these services are to be delivered. On-going discussions to clarify expectations as well as specific restorative outcomes are crucial to the incorporation of restorative principles throughout all correctional services whether provided by public or private.	<p>5= The vendor is fully aware of the contractor's restorative mission and its role in carrying that mission out. The contractual arrangement specifies the process and outcomes in a restorative framework. The contractor and contractee share training and other experiences when needed for clarity and joint visioning.</p> <p>3= The vendor is aware that the contracting agency has a restorative mission, and that it is to deliver services within this context, but few auditing or other procedures are put in place to hold the contractee accountable to these expectations. Or, the contractor desires a restorative relationship with the vendor but allows other priorities to crowd out on-going discussions around restorative expectations.</p> <p>1= The vendor may choose to deliver a restorative product which is eagerly received by the contractor, but no effort to be consistent is put forth by the contractor. It is initiated by the vendor.</p>

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### **Characteristics**

- Joint restorative training with public and private agencies.
- Specific contract language which specifies restorative outcome and process expectations.
- Vendor reporting requirements include restorative outcomes.
- Request for bids contain a restorative contextual overview.
- Vendor auditing to review restorative processes.

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### **Comments:**

# B. Leadership

(Agency head commitment, awareness of transitions and change management, timing, styles, dispersed leadership, etc.)

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
1. Agency head commitment	IA	To sustain long term agency-wide changes, the head of the agency must be fully committed to the effort. This commitment is demonstrated in the way he/she speaks, the priorities set, the accountability systems set in place, and so on. Leadership needs to be inspired and not timid.	5= The agency head speaks clearly and passionately about making the agency a restorative one. Leaves no doubt as to the level of commitment and willingness to do what it takes to get the job done. Walks the talk.  3= The agency head speaks well but is often distracted by other priorities, or shows support in non-passionate ways. Leaves some doubt as to his/her long term commitment.  1= Agency head indicates support but clearly lacks consistent action to support the words.

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## Characteristics

- Agency head gives emphatic and consistent message.
- Significant personal involvement in planning and communicating.
- Persistent, insistent.
- Clear messages that help remove ambivalence or ambiguity.
- Actions consistent with verbiage.
- Makes tough resource priority decisions consistent with restorative justice vision.

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## Comments:

**Restorative  
Justice  
Measure**

**How?**

**Rationale**

**Scoring**

2. Upper management's direct involvement

IS  
IA

Creating a restorative agency requires constant vigilance to agency details. It cannot be completely delegated to others. Nor can upper management set direction and walk away. Staff in the organization want to know how strongly the administration views this as a priority, and nothing speaks stronger than giving of upper management's time.

5= Upper management is almost always present at meetings where policies are being set and direction determined around a restorative framework. The involvement is an active involvement as opposed to passive, non-verbal.

3= Although upper management might be present, their presence appears disinterested or secondary, for symbolic reasons.

1= Upper management is minimally present even when it gives other, more distant messages of the apparent importance of the subject.

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**Characteristics**

Upper management is personally involved in planning.

Gives symbolic and participatory message of priority.

Willing to challenge the day-to-day details to bring about consistency.

Line staff feel free to approach and engage upper management in brainstorming and strategizing.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
3. Knowledge of change management	IA	<p>Changing the philosophical framework and agency objectives will likely create a number of obstacles. Many will resist change for many different reasons. Methods and timing of change strategies must be implemented with forethought in order to maximize the speed and thoroughness of change. Upper management should have sufficient knowledge about the difficulty of change, and successful strategies.</p>	<p>5= Upper management clearly understands the difficulty of change, reasons why others may resist change, and strategies to employ. A number of books and articles have been read, and management has open discussions and problem solving sessions to address the issues.</p> <p>3= Upper management has limited knowledge on change management techniques, and tends to rely exclusively on personal experience. It either understands the issues and has great difficulty in implementing change success strategies, or has some success despite the lack of knowledge.</p> <p>1= Upper management proceeds without much awareness or discussion on change strategies, but understands that restorative justice will conflict with some existing practices which need to be altered.</p>

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### **Characteristics**

Management is well-read and trained on change management literature.  
 Uses learnings to strategize on most effective change procedures.  
 Has problem solving sessions.  
 Does not "settle for status quo" but encourages and pushes for needed change.  
 Respects staff constraints while seeks ways to remove obstacles.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
4. Inspiration	IS IA	In order for staff to be motivated to change, there must be some hope that the change will be beneficial. The leadership can help staff significantly by articulating why changes are needed, and how staff effort will be worthwhile. Inspiring messages that give staff hope that they can make a difference helps the agency to move forward with some vigor and staying power.	<p>5= Agency leadership has credibility with staff and communicates the message of "why change" with passion and sufficient detail that others can envision what a restorative justice agency would look like, and how it would improve people's lives.</p> <p>3= Staff are convinced that agency leadership is committed to making the restorative justice changes, but the inspiration comes from individual effort as opposed to being fueled by others.</p> <p>1= Either plenty of inspiration and a lack of trust that there will be follow-through, or conversely, trust that the leadership is committed but little is communicated in an inspiring, visionary manner.</p>

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### **Characteristics**

Leadership communicates in an inspiring way.  
 Messages give hope and increase motivation.  
 Message for change is positive instead of blaming or threatening.  
 Leadership and message is credible.  
 Passion is evident.  
 Message uses powerful metaphors and symbolism.  
 Staff can envision the vision concretely.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
5. Persistence	IS IA	Whenever a proposed change conflicts with the existing agency culture, the change effort will be besieged by obstacles and resistance. Agency leadership must be prepared to be diligent in its persistence, and not allow predictable resistance wear down their resolve to see the changes through.	<p>5= Agency leadership is prepared for active and passive resistance and does not lose patience. It practices understanding and empathy, and allows change management strategies to work over time. Constantly changes the strategies as staff needs require. Is understanding but still persistent in seeing progress.</p> <p>3= Leadership is aware of resistance and tries many forms of strategies to address it, but loses patience. Or, leadership is worn down and vigilance toward change is dulled and loses some of its effectiveness.</p> <p>1= The conflict around the change reduces the change effort to a voluntary one, where management will support restorative actions but will not require all staff to make full changes.</p>

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### **Characteristics**

Unequivocal commitment by leadership.  
 Patient.  
 Strategic and intentional.  
 Pursues consistent and small gains.  
 Flexible on how, inflexible on outcomes.  
 Doesn't treat it like a time limited project.  
 Doesn't lose sight of big picture.

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### **Comments:**

**Restorative  
Justice  
Measure**

**How?**

**Rationale**

**Scoring**

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6. Action Orientation	IS IA	A change toward restorative justice will be more successful when the agency has a bias toward action. Rather than being passive about how and when changes are made, the agency supports those who take the information and "run with it."	5= Leadership expects action, and allows only so much discussion before taking restorative justice to an action stage. Does not allow too much or too little processing of concepts.  3= Leadership eventually gets around to acting, but consumes a lot of time and good will discussing or waiting for all the conditions to be right for a comfortable change environment.  1= Leadership is verbally committed to creating a restorative agency, but is passive until pushed to make changes. When pushed, however, it is willing to act.
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**Characteristics**

Agency culture provides expectation for action.  
Doesn't "over process".  
Trust that things started are followed through.  
Leadership seeks closure but not rushed.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
7. Empowerment	IS IA	In order for an action orientation to exist in an agency, and for staff to feel supported to experiment with restorative justice, the agency must permit and encourage risk taking. Staff must know that they will be supported if an effort fails, and that the agency expects everyone to take responsibility to move the agency closer toward restorative goals.	<p>5= The agency delivers a clear message to all staff that no matter what position they hold, they can and are expected to implement the restorative philosophy in the work they perform. Staff are encouraged to try new practices that match the restorative mission and are not punished should the attempt fail.</p> <p>3= Staff are expected to take risks toward restorative justice, but are mildly chastised when the effort fails; or the agency is silent on its expectations and risk taking is done and supported only on an individual basis.</p> <p>1= Staff are expected to perform restorative justice but only when it fits strict (written or unwritten) rules of conduct. Limited ability to veer from routine.</p>

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### **Characteristics**

Agency supports action orientation, doesn't punish.  
 Openly states beliefs about risk taking.  
 Staff understand that they are co-responsible for change, not only leadership.  
 Initiation.  
 Overall sense that anyone can influence process and outcomes.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
8. Line staff leadership	IS IA	Leadership must be shared throughout the entire agency in order to meet everyone's needs and to maximize individual strength. Those agencies which give line staff an opportunity to exercise leadership will have a better chance of instilling the restorative philosophy agency-wide. This leadership can take on both a formal role such as heading up a work assignment, or can be informally applied in daily staff-to-staff interactions. It often takes a peer to bring about a willingness to try a different practice.	<p>5= The agency encourages and benefits from diverse staff from different units, jobs, and classifications taking on leadership roles. These roles may be chairing a work group, writing a proposal, heading up a project, etc. Leadership is not threatened by staff taking on this role.</p> <p>3= Line staff have limited opportunities and/or the extent of the work assignment is constricted. Informal leadership is allowed within strict boundaries.</p> <p>1= Only certain unique individuals or circumstances warrant a delegation of leadership responsibilities.</p>

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**Characteristics**

- Shared leadership.
- Line staff facilitate meetings and projects.
- Position power gives way to shared power whenever appropriate.
- Opportunities abound for staff to assume leadership positions.
- Don't naturally defer because of position power.
- Voices are given equal seriousness no matter the source.

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**Comments:**

## C. Line staff alignment: culture and climate

(Knowledge and support of mission and vision, energy level, consistency with own values, loyalty to objectives, etc.)

Restorative Justice Measure	How?	Rationale	Scoring
1. Agency artifacts, values, and assumptions	RD IS IA O	Every agency has a culture. This culture is perpetuated by agency staff. It may or may not be compatible with restorative justice values. A scan of the agency artifacts (visible signs of what the agency believes about its work and its customers), values, and assumptions (often unspoken beliefs about the work and workings in the agency) will indicate how receptive the agency will be toward adopting restorative practices.	<p>5= Agency culture is highly compatible as demonstrated by the reinforcement of the values inherent in restorative justice. Agency documents leave no doubt as to the organization's expectations around the values and principles staff are to integrate into practice. An outsider hearing casual staff conversation would develop an impression of a restorative agency.</p> <p>3= Efforts are made to bring culture in line with mission, but vestiges of non restorative practices are still displayed with some frequency. Conscious effort to change culture is evident.</p> <p>1= Minimal effort is put into managing day-to-day display of restorative values, artifacts, and principles unless it creates operational problems.</p>

### Characteristics

Agency values are written and are consistent with those of restorative justice.  
 Organization culture and "office feel" is restorative.  
 Artifacts visibly reinforce principles.  
 Conflict with traditional vestiges are evident.

### Comments:

**Restorative  
Justice  
Measure**

**How?**

**Rationale**

**Scoring**

2. Knowledge  
of  
mission/vision

IS

Line staff who have thorough and complete understanding of restorative justice, and who clearly know where the agency is headed will be more likely to line up present and future practice so it is consistent with where the agency seeks to go.

5= Line staff have a solid understanding of the mission and vision, and can describe what it means in concrete, practical ways. Staff can envision how their jobs must be done differently to meet the vision.

3= Staff are either clear on what the mission and vision is but are confused as to how to implement the vision, or staff are trying to implement the vision the best they know how, but operate with some misunderstanding of what restorative justice really is.

1= Staff knowledge about its restorative justice mission varies extensively, with learning and application based on individual effort and interest.

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**Characteristics**

Line staff can easily articulate mission and vision.  
Staff use mission/vision to guide their day-to-day practice.  
Mission is referenced when policies/programs are developed.  
Agency openly questions whether proposals are restorative before acting.  
Agency uses mission screening tool devise to ensure consistency.

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**Comments:**

**Restorative  
Justice  
Measure**

**How?**

**Rationale**

**Scoring**

3. Staff  
alignment

IS  
IA

An agency seeking to become restorative will have better success when the staff within that agency have personal values and motivations that are aligned with restorative principles. When such alignment occurs, there is a better likelihood of high energy and enthusiasm.

5= Staff talk about restorative justice values and principles as their own. Very little discrepancy or doubts exist about the restorative vision. The only debate is how to best reach that vision in an operational sense. All levels of staff possess compatible restorative values, though the "how to" operationalize may be highly diverse. Staff sense that the vision is a "good fit" for them and taps into their personal goals.

3= Staff are generally agreeable to the restorative values as they are consistent, but may lack some passion or enthusiasm. The majority of staff find restorative values consistent with their own, but a sizable minority find a number of conflicts or appear uninterested. But, agency message is clear that staff are expected to examine their positions and support agency direction.

1= A number of staff find consistency between their values and the restorative principles, but lack general agency support; or many peers have conflicts with the agency vision. Lack of agency effort to challenge staff whose views do not align with those of agency.

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**Characteristics**

Staff personal values are consistent with restorative values.

Staff articulate a "good match" with agency as a place where they belong.

Commitment toward mission is unquestionable.

Although staff may feel challenged, they are comfortable and have minimal conflicts with agency direction.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
4. Energy	IS O	When staff energy is high there is a much better chance for restorative practice to flourish. Staff enthusiasm is contagious and others initially reluctant are more likely to join the effort when their peers clearly are excited about their work and the expected outcomes.	<p>5= It is quickly evident that staff are enthused about the agency's work, that it is making a difference in people's lives, and that they are highly motivated. Personal values are validated by the agency's values.</p> <p>3= Some agency staff exude excitement and motivation while others are more neutral to the work that they and the agency is doing. Much of the energy is sporadic and non focused. Some efforts appear wasted as it falls on non fertile ground. Agency continues to support those who express enthusiasm but many are periodically frustrated by others.</p> <p>1= Only a few individuals express high levels of energy around restorative measures. May be a tendency by peers to discount or make light of their enthusiasm.</p>

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**Characteristics**

- Contagious energy is evident.
- Work productivity is high.
- Outsider senses a loyal and committed work environment.
- No problem exists around self initiation or motivation.
- Staff willing to make personal sacrifices voluntarily.

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**Comments:**

Restorative Justice Measure	How?	Rationale	Scoring
5. Efforts to close the gap	RD IS IA	When an agency recognizes that existing practices and values are inconsistent with the restorative vision, efforts must be put in place and supported in order to bring the agency culture in line with restorative principles. More than an action plan, this implies that all agency staff are made aware that a discrepancy exists, and that each event which contributes to the organization must be examined and questioned as to its consistency with the restorative vision.	<p>5= There is broad staff recognition that the culture needs to be changed to be more restorative and staff accept their responsibility in identifying and changing those practices that need changed. Resentment by peers toward such changes is minimal as staff have similar objectives. The agency is constantly monitoring organizational culture and assessing staff alignment, seeking ways to address concerns before they grow into serious problems. Techniques are implemented to maintain enthusiasm, focus, and line staff support.</p> <p>3= Some staff confront the cultural differences and show initiative but their efforts are only somewhat effective, or other staff limit their influence. Agency strategizes on how to address non-alignment issues but is often ineffective or allows other matters to take precedence.</p> <p>1= The cultural changes that take place only happen through heroic like efforts by a limited few. Short term efforts are attempted but lack staying power and persistence.</p>

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**Characteristics**

- All staff keep a watchful and questioning eye toward the day-to-day details.
- Spontaneous problem solving and brainstorming occurs.
- All staff own the vision and seek ways to align behavior.
- Agency has a “search and destroy” approach to identifying and dismantling non-restorative conditions if they do not contribute toward desired results.

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**Comments:**

## D. Justice System Alignment

(Cooperation by justice system personnel, shared system values and objectives, presence of leadership, and openness to influence by victims and the community.)

Restorative Justice Measure	How?	Rationale	Scoring
1. Level of system cooperation	IA O	A justice system will be more successful in meeting outcomes when it acts like a system whereby agencies spend time with each other and communicate, offering input, and recognizing that each agency affects their peer agencies. There is a clear recognition that they need to work closely together and take each other's needs into account.	<p>5= The entire justice system, including elected officials and stakeholders, holds regular informational and policy development meetings. System players discuss how they can make the justice experience more restorative for each of the three primary customers. Representatives freely confront each other and hold each other accountable to the agreed upon operating procedures. The system has a history of seeking solutions which benefit all of the justice players and seek input before implementing. They are open to new ways of operating and are not turf minded.</p> <p>3= Although some of the justice system players are on board, one or more are not, and hold the others back. Or, system players voice support but continue to practice without fully cooperating with others. Representatives will communicate but not always take into account others needs. They are open to new ideas as long as they are not too inconvenienced.</p> <p>1= Neutrality by justice system, or limited cooperation and compatibility by a one or two players only. Tends to communicate around crises</p>

instead of opportunities.

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### **Characteristics**

Routine meetings are held of all justice system stakeholders.

Entire group of stakeholders have history of joint problem solving.

Group has cooperative operating procedures that maximize equal participation and respect.

Seek win-win solutions.

System representatives don't act unilaterally if it affects others without getting input.

Open mindedness - lack of turf protection.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
2. Value compatibility: process and outcomes	RD IS IA	A justice system will more likely meet restorative outcomes when it acts <i>like a community</i> which has shared values, respect of each other, cooperation, joint goals, etc. If only one agency upholds restorative principles, the level of success will be restricted, most likely to the agency with the lowest level of compatibility with restoration.	<p>5= The entire justice system, including elected officials and stakeholders, holds similar restorative values and seeks similar outcomes. Justice system representatives discuss how they can make the justice experience more restorative for each of the three primary customers. Representatives commonly use the restorative language and principles when communicating needs. They are as concerned with the process as the outcomes.</p> <p>3= Although some of the justice system players are on board, one or more are not, and hold the others back. Or, system players voice support but continue to practice in non-restorative ways, with cooperation around the fringes of restorative principles. If a restorative response is too time consuming or uncomfortable, it tends to get dropped.</p> <p>1= Neutrality by justice system, or limited cooperation and compatibility around restorative concepts by one or two players only.</p>

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### **Characteristics**

Cooperative system process seeks unifying principles around restorative justice.

System acts like a community with shared goals and values.

Concerned with process.

Restorative justice values feel like good fit for system stakeholders, coinciding with personal values.

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### **Comments:**

**Restorative  
Justice  
Measure**

**How?**

**Rationale**

**Scoring**

3. System leadership

IA

Key system leadership is critical to the successful implementation of restorative responses. One justice system player can affect widespread changes or, conversely, sabotage the efforts of many others. An influential system player in a key position can move an entire justice system closer to a restorative framework.

5= A few key justice system players in influential positions are strongly committed to restorative justice and actively promote the concepts and practices, and encourage the same from other representatives. This individual(s) is willing to take risks and challenge others.

3= The restorative justice leadership is present but is limited in its scope or the leader's credibility with others is questionable.

1= Leadership is fragmented, transient, or unpredictable. It is displayed on occasion but cannot be relied upon to be consistently effective.

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**Characteristics**

Sufficient leadership exists to move entire system toward restorative outcomes.  
Leadership is well respected and effective.  
A single stakeholder is not preventing restorative progress.  
Leadership is willing to take calculated risks.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
4. Emphasis on customer needs over system needs	IS IA O	Over time, justice systems have a tendency to focus on their own needs. Sometimes the justice system is so overwhelmed or a culture develops which creates a preoccupation with meeting system needs (such as speed and volume of processing cases, work hours, etc.) over customer needs. For restorative justice practices to provide meaningful experiences for its consumer (victims, offenders, and community), the system must be flexible and responsive.	<p>5= The justice system keeps its focus on serving the customer(s) rather than its own needs. Agencies will go out of their way to make sure that the process of justice reaps satisfactory experiences by allowing disruption in its own process when beneficial to others.</p> <p>3= The system is periodically open to altering its routine practice to better meet customer needs but will not agree to significantly revamp the administration of justice despite any apparent and compelling need to do so.</p> <p>1= The system needs take precedence over customer needs although occasionally a system representative might depart from routine practice in unique circumstances.</p>

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### **Characteristics**

Conscious effort to put aside system needs whenever possible.  
 Vigilance toward implosion of attention and focus.  
 Seek ways to alter traditional processes to allow for individualized approaches.  
 System challenges itself and its motivations.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
5. Openness to victim and community guidance	IS IA O	A justice system will fully experience a restorative process when it allows itself to be influenced by those it seeks to restore and serve. Although the system is made up of highly trained and experienced professionals, it cannot let its expertise insulate itself from those it seeks to satisfy. The system can become remote, detached, and out of touch with its constituency if it is not in periodic communication with its consumers or customers. Nor will it understand the level of resources and skills available through the community.	<p>5= The justice system recognizes that it exists to meet the needs of victim, offender, and community, and that it gets its guidance and support ultimately through the community. System representatives use their expertise as tools to assist the public in organizing itself and providing input to the system as opposed to keeping the public away.</p> <p>3= The justice system still operates like experts, but seeks to exchange information with the community in order to be more informed when exercising their expertise. The control still rests within the justice system.</p> <p>1= Interaction with the victim and community is designed to further system goals rather than meet the needs of those stakeholders. Communication exists in some form but not for the purpose of real guidance or meaningful input.</p>

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### **Characteristics**

- Conducts surveys and focus groups to understand customer needs.
- System players possess an open mindedness to allow influence by customers.
- Willingness to share control and responsibility.
- System players do not isolate themselves but are involved and visible.
- System players will initiate processes for customers to exercise influence and guidance.

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### **Comments:**

# E. Reward systems

(Job descriptions, performance pay, formal and informal agency rewards, and public image.)

Restorative Justice Measure	How?	Rationale	Scoring
1. Job descriptions	RD	Job descriptions that clearly identify restorative job functions leave less to individual interpretation and help the individual staff member understand their role in performing restorative justice.	<p>5= Staff job descriptions clearly identify functions that are tied to restorative process and outcomes. They leave no ambiguity over the purpose for the job and the expected restorative service product.</p> <p>3= Job descriptions contain enough latitude for restorative practices but do not specify in sufficient detail the expectations that coincide with restorative principles. Descriptions do, however, contain some general language about how the job advances restorative outcomes.</p> <p>1= The job descriptions are either generic in nature or do not exist. However, restorative practices are allowed.</p>

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## Characteristics

- Clearly defined job descriptions with linkages to restorative functions.
- Job functions described in such a way to lead to mission related outcomes.
- No ambiguity - detailed.
- Description coincides with actual expectations.

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## Comments:

**Restorative  
Justice  
Measure**

**How? Rationale**

**Scoring**

2. Performance  
management

RD

When pay is attached to performance, the agency can better encourage restorative practices through external rewards and motivation.

5= Pay for performance measures are in place and high performance is clear for each job. Levels of performance are directly tied to restorative outcomes. Attention is also given to the processes involved in reaching those outcomes, requiring consistency to the values with restorative justice.

3= The agency has a pay performance measurement process related to restorative justice but the expected performance level is highly subjective and not easily measured. Or, the agency has a restorative performance process but pay is not tied directly to performance.

1= The agency does not have a performance management system but some feedback mechanism is in place to hold staff minimally accountable to restorative performance.

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**Characteristics**

Pay and other related rewards are tied to performance.

Performance objectives are clear and measurable, and link to restorative mission.

Feedback process is structured and consistently and frequently applied (eg, interim reviews).

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
3. Nonfinancial rewards-formal	RD IS IA	Formal rewards and recognitions that are tied to those behaviors that reinforce the restorative mission promote continued restorative behavior. Often, the non-financial rewards are more meaningful to staff and formalizing recognition can be important to some staff who are motivated by external events.	<p>5= The agency goes out of its way to reward employees who adopt restorative practices in their day-to-day work. The non-financial reward framework is structured and highly visible. A deliberate message is given that the agency will be recognizing restorative behavior.</p> <p>3= The agency possesses a structured reward process which reinforces the restorative work of employees but does not attempt to distinguish between restorative and non-restorative work, or it is sporadic in its operation.</p> <p>1= The agency has a structured non-financial reward "system" but it is used seldomly and/or the recognition of restorative action is non-deliberate.</p>

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### **Characteristics**

Structured system of rewards/recognition for behavior that supports a restorative mission.

Public and private methods are used. Examples:

- annual agency awards
- "Gold watch"
- nomination for state/national awards
- ceremonies presided by elected official(s)
- traveling "trophies"
- luncheon/dinner event

Celebratory atmosphere

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### **Comments:**

**Restorative  
Justice  
Measure**

**How?**

**Rationale**

**Scoring**

4. Non-  
financial  
rewards-  
informal

IS  
IA

Just as formal rewards and recognition can be motivating to staff, so can informal means. These might take the form of attention, praise, methods of approval, etc.

5= Informal and spontaneous recognition (such as praise, memos of appreciation, targeted training opportunities, etc.) are plentiful and purposeful and are designed to recognize and reinforce restorative practices.

3= The agency provides spontaneous and informal methods of recognition which reinforces restoration, but it does not attempt to distinguish between restorative and non-restorative work, or is sporadic in its application.

1= The agency has an informal, non-financial reward "system" but it is used seldomly and/or the recognition of restorative action is non-deliberate.

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**Characteristics**

Frequent praise and recognition for behavior that supports restorative mission.

Public and private methods used.

Examples:

Agency head makes special effort to call, visit, write memo, send call to individual staff

Tell a staff story at staff meeting.

Frequent expressions of appreciation.

"Natural rewards" granted to those who make use of incentive, such as program tours, training event, speaking opportunity, committee or project assignment, etc.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
5. Dispersed recognition	IS IA	Recognition that tends to be dispensed to only a few staff in an agency can be harmful to the overall morale, and actually discourage others from wanting to contribute to the agency vision. Recognition must be attainable to all the restorative mission, even those whose role is indirect and supportive as opposed to direct service. All correctional agencies and staff perform restorative work. It is the frequency and degree to which it is done that the agency seeks to influence.	<p>5= The agency makes a conscious effort to catch employees fulfilling the mission and vision, and seeks to spread the recognition around to all levels and units within the organization. Attempts are made to recognize both those who expend effort to meet employees who have a long history of applying restorative principles and those who are just stepping out.</p> <p>3= Recognition for restorative practices are spread around but they tend to be dispersed to a few individuals or function areas, creating the potential for envy or disenchantment.</p> <p>1= Praise and recognition is either scarcely applied, applied indiscriminately, or the application of restorative recognition is almost solely dedicated to a select few, potentially creating a hostile or backbiting environment.</p>

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### **Characteristics**

Conscious effort to diversify recognition and make it attainable.  
 Avoid creation of "prima donnas." Examples:  
 Staff nominated recognition opportunities.  
 "Catch someone doing things right" process.  
 Staff appreciation box in each office.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
6. Media coverage	RD IA	Positive media coverage on how the agency is promoting restorative justice can have a reinforcing effect. As the agency is recognized by others through the media, staff are encouraged and seek to build on the positive image.	<p>5 = The agency's restorative efforts are eagerly picked up by the media, resulting in positive coverage that creates a sense of pride on the part of staff.</p> <p>3 = The media coverage is hit and miss. Limited effort is given to make the media contacts aware of the restorative changes taking place. Coverage is favorable but not widespread or not overly optimistic as a promising practice.</p> <p>1 = The few attempts to involve the media have produced minor successes in educating the public or such coverage has not induced much additional staff ownership and energy.</p>

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### **Characteristics**

Frequent and positive media coverage of restorative efforts.  
 Creation and implementation of media plan - proactive and crisis.  
 Development of relationships with diverse media representatives.  
 Media training provided.  
 Media policies developed.  
 Broad and visible distribution of positive media coverage.  
 Disbursed staff participation with media.  
 Creation of media information packet.

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### **Comments:**

# F. Assessment, intake, and case planning

(Motivational interviewing techniques, customer focused assessments, criminogenic factors and assets discovered, and case plans.)

Restorative Justice Measure	How?	Rationale	Scoring
1 Clarity over justice system involvement	RD IA IA	In order for the mission to be met, individuals in the agency must possess clarity over what the purpose is for their intervention. This clarity is present in the details of the agency, especially in the assessment and case plan processes. In addition, effectiveness is maximized when the entire justice system rallies around the same objectives, so that the effort is seamless and restorative no matter what part of the justice system is involved.	<p>5= The purpose for the justice system intervention is clear and consistent among the entire group of players. Each representative has similar goals which coincide with restorative justice objectives. The purpose is written, widely distributed, and well understood.</p> <p>3= Most of the justice system operates in a unified way, much of which is aligned with restorative principles. However, it is either dependent on who is involved in each case, and/or the system purpose, objectives, and related policies are not written.</p> <p>1= Little clarity exists among system players, leading to confusion and independence. Restorative behavior is tolerated but not encouraged or consistently applied.</p>

## Characteristics

System players can articulate with clarity what their role and system's roles are, and how it leads to outcomes.

Written documents exist which detail the objectives.

The justice system holds similar views.

Conflicting and paradoxical objectives are reviewed as needed.

## Comments:

**Restorative  
Justice  
Measure**

**How?**

**Rationale**

**Scoring**

2. Motivational  
interviewing  
techniques

RD  
IS  
IA

Client outcomes are better when he/ she participates in the case plan and when the goals are determined by the client, with guidance from the agency staff. Techniques can be implemented which minimize defensiveness and maximize the motivation by the client to adopt pro-social and restorative behaviors. Internal controls are preferable to external ones although some offenders may need to begin in an environment with external controls.

5= Staff are trained in motivational interviewing techniques. Power struggles are avoided when possible and the clients are given opportunities to identify their own goals and strategies. An accountability system to ensure on-going quality interviewing is in place.

3= Staff are either trained in motivational interviewing but are not using the techniques consistently, or staff use similar techniques freely but lack training to sharpen these skills.

1= Only a few staff are trained or utilize motivational interviewing techniques and administration has not emphasized or has not been effective in prioritizing it.

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**Characteristics**

Staff are trained in motivational interviewing techniques.  
The techniques are audited for quality control.  
Customers are given maximum input into case plan determination.  
The techniques are transferred to inter-staff discussions.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
3. Victim impact statement	RD IS IA	A restorative based agency is concerned with the crime's affect on individual victims. Victims are encouraged and given every opportunity understand the importance of to express their feelings and needs throughout the justice system process. One way to ensure that victim input is considered by the courts is to distribute written victim impact statements prior to case disposition. Although other means of victim input can be more poignant, the impact statement is a basic and practical devise which is considered by many states as the minimal victim input that should be expected.	<p>5= The agency completes victim impact statements on all cases, and takes the responsibility seriously. Staff giving victims meaningful input and go out of their way to make sure that such opportunities exists. The statement is not seen as a perfunctory requirement but as a restorative process.</p> <p>3= The victim impact statements are either completed on all cases, but many staff do not understand the underlying importance behind them or the number of cases with a victim impact statement are limited to only a small segment of all cases (eg, only personal or violent crime).</p> <p>1= Victim impact statements are purely routinized or completed through individual effort and persistence by a few staff.</p>

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### **Characteristics**

Victim and/ or community impact statements are routinely completed.  
 Statements are given serious consideration toward dispositional outcomes.  
 Statements are viewed as a minimum or first step, with further involvement preferred.  
 Victim advocates and previous victims give input to how to best handle the statements.  
 Victim advocates provide assistance in approaching victims when appropriate.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
4. Identification of criminogenic factors	RD IS IA	A great deal of research has been conducted on what works in reducing recidivism for existing offenders. Among other findings, the research indicates that programs and processes which attempt to influence those factors that are "criminogenic" (i.e., crime-producing) can reduce future crime by 25-50% over control groups. Programs can be targeted to address specific, individualized needs as determined through assessment tools.	<p>5= The agency is committed to reducing offender risk levels by using sophisticated and validated assessment instruments. These tools identify criminogenic factors and help staff prioritize which of these factors are most contributory to antisocial behavior. Cases are assigned and handled largely by risk. The agency is aware of and keeps current on the related research.</p> <p>3= Assessment tools are used and risk factors determine the level and type of services, but the agency appears somewhat confused on how to use the information, or other priorities diminish its application.</p> <p>1= Unsophisticated assessment tools are used. Staff discuss risk but in unquantifiable ways. Decisions about process and resources are loosely tied to offender risk.</p>

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### **Characteristics**

- Staff apply research to assessment process.
- Newest generation of risk tools are employed and preferably automated.
- Quality control measures applied.
- Risk tools are validated to local population.
- Services are applied based largely on risk level and need areas.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
5. Identification of assets	RD IS IA	Offenders have assets which can be used in a positive way to repay the community for the harm committed, and to demonstrate that each individual can be a valued member of the community in part through his or her personal contributions. An individual's level of resiliency can be strengthened through the application and enhancement of those assets already present, though perhaps latent and undiscovered.	<p>5= The agency makes a conscious effort to discover offender assets in an attempt to reinforce them and encourage the offender to use them to fulfill restorative objectives. The process of identifying assets is formalized and written with the offender's full and active participation.</p> <p>3= Agency staff recognize why asset identification is important to accomplishing restorative objectives and to support pro-social behavior, but is unclear how to use the information. The identification and implementation process is unclear. Its application is inconsistent and incomprehensible.</p> <p>1= The agency is generally aware of the literature based upon asset building but continues to function in a deficit based model.</p>

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### **Characteristics**

Assessment process identifies and emphasizes offender assets.  
The process of asset identification reinforces future use of assets.  
Staff link assets to recommendations which use these assets to repair harm.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
6. Involvement of significant others and the community	RD IS IA	Changing behavior is difficult. Plans and strategies are more likely to succeed when they are known to others. Family, friends, and community members can provide support, assistance, reinforcement, and accountability if they are aware of offenders' needs and the case plan. Significant other involvement can be made even more effective when they are also participants in the offender programming (e.g., families). By this participation, others can better understand what the offender is learning and can reinforce learning in non-program environments where transfer of skills can occur.	<p>5 = There is a strong conviction among staff that others must be involved with their clients if long-lasting change is to occur. Staff consciously seeks ways to involve significant others or community members in programming and mentoring. This is viewed as a priority through written policies and by formal processes</p> <p>3 = Staff seek to involve others whenever time allows, but it is not a written expectation nor is a formal process established. It is considered good case management practice, but other priorities tend to take precedence.</p> <p>1 = Involving others is done only through individual effort. The agency permits it and may even occasionally encourage it, but it is not viewed as a top priority.</p>

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### **Characteristics**

Significant others are personally involved from the beginning.

Offender plans are made highly visible.

Significant others and community members participate in offender programming when appropriate.

Communication processes are established between significant others, community members, and the case manager.

Written policies stress others' involvement as a priority.

Mentoring programs established.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
7. Restorative case plan	RD IS	Case management can take many forms and change from issue to issue. Client needs tend to be dynamic in nature. And many interested parties seek solutions through the justice system. As a result, it can be difficult for the case manager to stay focused on the key issues that bring about restorative objectives. A written case plan provides a format and discipline to ensure that the mission objectives around restoration are accomplished. It also gives management a tool to ensure that the goals are being met. In essence, the case plan is the "glue" which pulls and holds the key elements together on a case by case basis.	<p>5= A formal and written case plan is used for most clients. The plan integrates the objectives of restorative justice and conditions of the court. Risk reduction strategies are included. The plan is audited and quality control measures are used, including peer case consultation.</p> <p>3= The case plan is either formal and written but only partially contains the core restorative elements (ie, who was harmed and how to repair); or staff informally apply a case plan process in their supervision techniques that more fully includes restorative processes. Case plan auditing and case consultation is applied but only on a limited basis.</p> <p>1= The existing, written case plan is not restorative but allows restorative case management; or no case plan exists but a few staff apply restorative strategies through individual effort.</p>

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### **Characteristics**

Each case (or all high risk or high harm cases) includes a case plan that contains strategies to accomplish the balance of public safety, competency development, and accountability.

The case plan document is written and procedures well developed.

Staff are trained on the case plan expectations and processes.

Quality control measures are in place.

Case plans are the primary discussion tool with the offender on home/ office visits.

The case plan is dynamic, and can be changed as the need arises.

When appropriate, the agency considers victim and community sign-off on case plan along with the offender.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
8. Encouragement of creative dispositions	RD IS IA	Dispositional recommendations and responses to non-compliance tend to become routine over time. Responses are sometimes largely dictated through policy and guidelines. The tendency is for the system to stop individualizing intervention strategies and to restrict creativity. Yet, crime is a highly personalized issue. Victims, offenders, and community members are unique and require individualized responses if the objectives around restoration are to be fully realized.	<p>5= Intake dispositional recommendations are vibrant and creative, containing individualized responses based on the needs of the victim, offender, and the unique characteristics of the community. Processes are put in place that allow non-system players to craft strategies that meet the restorative objectives. The justice system is open to such ideas.</p> <p>3= The restorative process promotes individualized dispositions but they tend to be "systemized" thereby limiting their uniqueness. Creative suggestions sometimes survive the justice system scrutiny intact but are often standardized by the time they pass through the court process.</p> <p>1= Creativity is severely limited. Only in special cases will the system be open to sanctioning a particular departure from routine.</p>

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### **Characteristics**

Individualized and creative recommendations are highly valued for its responsivity.  
 Calculated risk taking is encouraged.  
 Victim and community members are encouraged to offer non-traditional suggestions.  
 Creative solutions are recognized and make widely known for example setting.

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### **Comments:**

# G. Victims

(Informed, on-going communication, initiated by the system, supported, restitution emphasis, opportunities to meet face-to-face and shape dispositions, serve in advisory capacity.)

Restorative Justice Measure	How?	Rationale	Scoring
1. Informed is viewed as throughout customer and is entire process	RD IS IA	To fully support victims and increase satisfaction, justice agencies must give highest priority to addressing one of the most basic victims needs; information sharing. Many victims, whether they choose to with the justice system be personally involved process or not, express a need to be informed about the case processing and of the offender's compliance and progress. At the very least, victims want to be informed about restitution collection. It is important that the entire system hold this service goal as any one part of the justice system can stall information flow.	<p>5= The victim a primary provided with case specific information from the beginning (ie, point of law enforcement contact) to the end (ie, post-offender discharge). The communication includes information about the case, notice of hearings, progress of offender obligations, etc. And, the victim is given the opportunity to help shape the process.</p> <p>3= Many victims are fully informed (as noted above) but others are not afforded the same access. Or, communication tends to be one-sided and general in nature (such as non-personal, generic, or through form letters and brochures sent out routinely with little attempt to individualize the information). Victims are not informed of their opportunity to influence the process but the justice system will listen when a victim exercises their opinion.</p> <p>1= Victims only receive information when they request it, and even then the information is incomplete. Or, only a small percent of the victims are communicated with (such as high profile or cases involving violence).</p>

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## Characteristics

Law enforcement explanation of process and provision of phone numbers.

Victim witness workers available.

Court hearing notification.

Restitution and offender progress reports.

Institutional release notification.

Victim sign-off on offender case plan.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
2. Ensure victims receive support	RD IS	The justice system contains a great deal of expertise, influence, and resources. Under restorative justice, the system is obligated to use these assets to ensure that victims receive the kind of services necessary to assist them in any recovery possible. The system does not need to directly provide these services, but rather it assures that they are made available and that some degree of balance between resources and assistance given to victims, offenders, and the community is reached.	<p>5= Victims are immediately informed of support services they can access starting with law enforcement and then continuing throughout the case processing, including those whose perpetrator was never apprehended. Support services are comprehensive and meet the individual needs.</p> <p>3= Victim services are available but are limited due to funding, rigid categorization of service delivery, or other reasons. Agencies acknowledge service gaps and seek to fill them, with partial success.</p> <p>1= There is either an awareness of the need for victim support services but the services, are still not available, or limited victim services exist and the justice system minimizes their responsibility to facilitate further development.</p>

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### **Characteristics**

Victim advocates.  
 Women's Shelter for domestic abuse.  
 Support groups.  
 Sexual assault services.  
 Jury debriefing services.  
 Crime repay crews.  
 Separate victim waiting area in courthouses.  
 Legal assistance for victims.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
3. Restitution as a high priority	RD IS IA	Restitution collection is one of the most tangible and important ways to assist victims in their own restoration process. When other objectives crowd out restitution as a high priority (especially objectives like assisting the offender to change), victims may feel like “second class citizens,” in that the system focuses too much on offenders and not on their needs. In other words, the system operates out of balance. There are many ways the system can symbolically and practically demonstrate restitution as a priority.	<p>5= The justice system views restitution as one of the highest priorities and puts a number of mechanisms in place to ensure funds are collected and that the process of repayment is restorative in nature, for the victim, offender, and community. Written policies seek to maximize the likelihood that the victim will be financially restored.</p> <p>3= Although restitution is a high priority, a number of system barriers limit restitution collection success. Some effort should be made to assist the restitution process to become more effective. Additionally, the process should assist all stakeholders (e.g., victim, offender, and community) in obtaining a satisfactory restitution solution in each case.</p> <p>1= Either restitution is stated (not written) to be a high priority, little emphasis is put into its successful collection, or restitution collection is left up to individual staff methods and placement of importance.</p>

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### **Program/Process Examples**

- Automated restitution collection process and procedures.
- Use of collector expertise.
- Wage assignments.
- Use of revenue recapture techniques.
- Civil judgments.
- Work crew programs that earn funds.
- Victim restoration fund for unpaid cases.
- Victim Reparation Boards.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
4. Opportunity to shape the disposition	IS IA	Few processes are more effective at delivering the message that victims are a primary stakeholder in the justice process than allowing and even strongly encouraging not only the victim's input but their involvement in actively shaping offender disposition. By doing so, it provides the victim with a significant role to play, demonstrates a recognition that the crime harmed them personally (as opposed to the impersonal harm to the state), and that their loss is a concern to those elected and appointed to protect the public. Finally, it is recognized that victims who have an opportunity to help determine the disposition tend to feel less angry after the court process is completed, and more likely to be able to adjust to their new life	<p>5= Victims have the opportunity to actively participate in deciding what the disposition should be for their case. That is, the participation is beyond that which might exist through a victim impact statement, which is more of a passive form of influence. The victim's voice is eagerly and genuinely sought by others charged with deciding.</p> <p>3= Only a limited number of victims are given meaningful access to the dispositional process, or input is freely received but the level of influence is limiting in nature. Justice officials are ambivalent or unclear how to use victim input in their decision making process.</p> <p>1= Officials recognize the value in giving victims input but only allow it to shape dispositions when the input is comfortable and fits within existing models of delivery.</p>

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### **Program/Process Examples**

Pre-court victim/offender mediation.  
Victim impact statements (written, verbal, and video).  
Sentencing Circles.  
Family Group Conferencing.  
Reparative Boards.  
Community Accountability Boards.  
Victim choice of community service work site.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
5. Opportunity to meet offender face-to-face	RD IS IA	Some of the most powerful examples of restorative justice in action are through victim offender mediation experiences. Victims of crime often have many unanswered questions which only the offender can answer, such as, Why? Why me? Did I do something to make me your target? What gave you the right to do this? How do you intend to fix the damage you caused? Through such service the victim can also work through some of his/her emotions (i.e., insecurity, fear, anger, shame, etc.) and test out some preconceived notions of who the offender might be and whether he/she might be a target he/she might be a target for a future crime. The process also lends itself well to a restitution payment plan.	5= Opportunities exist for the victim to meet with the offender to get questions answered, and to help determine a course of action. These face-to-face encounters are facilitated by a trained third party and involve sometimes extensive and always appropriate levels of pre-meeting preparation.  3= Some victims are given this opportunity, but many other victims' requests cannot be accommodated, or the agency offer to victims are routinely rejected, suggesting difficulties with preparatory training.  1= The agency will arrange for face-to-face meetings only when the victim initiates it and the infrastructure to deliver this service is minimally present.

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### **Program/Process Examples**

Victim/offender mediation (various forms).  
 Family Group Conferencing.  
 Circle Sentencing.  
 Reparative Boards.  
 Community Accountability Boards.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
6. Opportunity to offer guidance to justice professionals	RD IA	The victim experience is a critically important one for policy makers to fully understand. If the victim is a primary customer of the justice system, then customer feedback is needed to make his/her experience within the system a meaningful and effective one. In addition, sometimes the involvement of a victim in policy development can be a useful means of turning a destructive experience into something positive.	<p>5= Victim input is sought in multifaceted ways in an attempt to improve services; increase victim sensitivity in justice system practices, and to shape system policies. This voice is not overwhelmed by other justice system professional input, but is given equal credence.</p> <p>3= Opportunities for victim input to policy are present but in limited ways and with limited success in helping shape justice system behavior and policy.</p> <p>1= The agency acknowledges the need to listen to victims but does not go out of its way to make sure these opportunities exist. Influence occurs when an individual victim shows great initiative and persistence in expressing viewpoints to agency personnel.</p>

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### **Program/Process Examples**

Victim forums.  
 Surveys.  
 Participation on Advisory Boards and Task Forces.  
 Involvement in professional training events.  
 Victim writings in correctional newsletters and journals.

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### **Comments:**

# H. Offenders

(Competency development, direct accountability, improved empathy, use of assets.)

Restorative Justice Measure	How?	Rationale	Scoring
1. Actively use assets	RD IS	Offenders have assets which can be used in a positive way to repay the community for the harm committed, and to demonstrate that each individual can be a valued member of the community in part through his or her personal contributions. An individual's level of resiliency can be strengthened through the application and enhancement of those assets already present though perhaps latent and undiscovered.	5= The agency consciously seeks ways to use existing offender assets as a means to reinforce to the offender the importance of those assets, and to return some value back to the harmed community. Processes are put in place for the community to recognize the offender when he/she contributes their time and skills to the community's well being. 3= Offenders are given opportunities to use their assets but there is little organized or formal attempt to help the offender or community process and put into meaningful context the value for the offender or the community. 1= The agency acknowledges the benefit to using offender assets to help them connect to the pro-social community but is unclear how to operationalize it, allows other priorities to take precedence, or is reluctant to take risks in giving offenders opportunities to be actively involved in the communi

## Program/Process Examples

Offender art programs.

Community work service that is "good for the soul." Such as:

- Setting up bunks for the Special Olympics.
- Sand bagging a flooded river.
- Holding crack babies in hospital.
- Building a homeless shelter.

Community acts of recognition (eg, bringing food to the work site, media coverage, ceremony events when offenders succeed).

Speaking to high school classes.

Making and distributing drunk driving awareness kits.  
Inmates contribute time and money to child abuse program.  
Crime Repair Crew.

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**Comments:**

Restorative Justice Measure	How?	Rationale	Scoring
2. Programs address criminogenic needs and competencies	RD IS IA	A great deal of research has been conducted on what works in reducing recidivism for existing offenders. Among other findings, the research indicates that programs and processes which attempt to influence those factors that are "criminogenic" (i.e., crime-producing,) can reduce future crime by 25-50% over control groups. Programs can be targeted to address specific and individualized needs as determined through assessment tools.	<p>5= The offender's criminogenic needs are clearly identified and formally addressed through a written, individualized action or case plan. Varied programs exist which intervene in those areas which most contribute to delinquent or criminal behavior.</p> <p>3= Agency staff have a thorough understanding of criminogenic factors and attempt to address them informally or through routine case management. However, plans are not written and programs are not structured around individual criminogenic areas.</p> <p>1= Programs contain a limited amount of research-guided, criminogenic-based interventions, but tend to be applied on a hit and miss basis, and agency staff do not necessarily reinforce what was learned through those interventions.</p>

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### Program/Process Examples

Cognitive/behavioral programming (cognitive restructuring, cognitive skill building, and life skills), curriculum too numerous to list here but includes learning around recreation, employment, education, antisocial thinking, etc.

Case plans.

Programs are experiential.

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### Comments:

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
3. Held directly accountable to victim and community	RD IS IA	Full accountability requires the offender's active participation in addressing the harm to the victim and community. The participation needs to be as personal as possible (e.g., face to face meetings, letters to the victim, talks to community groups, etc.). The offender needs to understand how his/ her behavior has affected others and needs to have the opportunity to make things right again to the degree possible. For offender understanding to occur, processing time must be provided whereby the offender can engage in an experiential discussion on how his/ her behavior affected others and how his/ her subsequent actions to mend the damage had an affect on others.	<p>5= Offenders are required to assess which parties they harmed and develop a plan to make amends if possible. The agency encourages the offender to take advantage of programs and processes which personalizes the crime and keeps them connected to the affected parties. The agency purposefully builds structured time to process the accountability experience with the offender, both as a part of preparation as well as after any action was taken.</p> <p>3= Offenders are held accountable indirectly (for example, by performing community service to the general community instead of to the victim or the affected community) or only some offenders are held directly accountable.</p> <p>1= The agency recognizes the need for direct accountability but lacks the commitment or resolve to insist it be done, or conditions severely limit its ability to operationalize the concept.</p>

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### **Program/Process Examples**

Victim/ offender mediation.  
 Circle Sentencing.  
 Family Group Conferencing.  
 Reparative Boards.  
 Community Accountability Boards.  
 Letters of apology.  
 Debriefing sessions after processes are completed.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
4. Victim empathy	RD IS IA	A key component of restorative justice is the acknowledgment by the offender that he/she harmed another person, and that the behavior was damaging. For the offender to understand the consequences of his/her actions, it requires a sincere and experiential sense of empathy. It means that the offender can put himself/ herself or someone he/she cares for in the victim's position and experience the suffering in a vicarious way. Empathy helps the offender commit to repairing any damage and to avoid another offense in the future. It can also be helpful to the victim, by knowing that the offender learned something from the offense.	<p>5= The offender is given the opportunity to experientially understand how the criminal or delinquent act had affected the victim. Through an intensive and comprehensive process the offender can experience empathy for the affected parties.</p> <p>3= Many offenders are given programmatic opportunities to humanize their offense, but lack an experiential component, thereby limiting fuller comprehension. Or, many offenders in need of such experiences are not referred to the programs for any of sundry reasons.</p> <p>1= Although the agency acknowledges the value of developing programs to enhance empathetic understanding, few referrals are made, or programs are insufficiently developed to meet the need.</p>

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**Program/Process Examples**

- Victim Impact Panels.
- Cognitive based curriculum around empathy building.
- Role playing.
- Crime Repair Crew.
- Victim/offender mediation.
- Circle Sentencing.
- Family Group Conferencing.
- Reparative Boards.
- Community Accountability Boards.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
5. Community empathy and opportunity to reintegrate back into community	RD IS IA	The same rationale exists for the offender to understand how his/her behavior affected the community, as it does for the victim. In many cases, the offender will be returning to the community whose members he/she has harmed. The failure by the offender to acknowledge that he/she has some obligation and responsibility to these community members can aggravate the harm felt by those affected, and increase the likelihood that he/she will victimize again. Community empathy helps the offender to humanize those he/she does not personally know. And, repaying the community in some form helps the offender to reintegrate back into the community and enter into its good graces.	<p>5= The offender is given the opportunity to experientially understand how the delinquent or criminal act affected the community. Through an intensive and comprehensive process the offender can develop empathy for the affected members. The community provides opportunities for the offender to enter the community's good graces and (re)integrate when the offender demonstrates contrition verbally and/or through his/her actions.</p> <p>3= Offenders are given programmatic opportunities to humanize their offense but lack an experiential component, thereby limiting full comprehension. Or, many offenders in need of such experiences are not referred to the programs. The community is minimally invested in giving offenders the chance to return to the community with their blessing.</p> <p>1= Reintegration efforts are permitted but not prioritized. A number of operational difficulties exist, administration fails to promote it fully, or previous attempts have produced limited success.</p>

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### **Program/Process Examples**

- Family Group Conferencing.
- Reparative Boards.
- Circle Sentencing.
- Community Service Work.
- Reintegration ceremony.

Involvement in voter registration drive.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
6. Involvement of family or significant other	RD IS IA	<p>Changing behavior is difficult. Plans and strategies are more likely to succeed when they are known to others. Family, friends, and community members can provide support, assistance, reinforcement, and accountability if they are aware of offender needs and the case plan.</p> <p>Significant other involvement can be made even more effective when they are also participants in the programming which the offender receives. By this participation, others can better understand what the offender is learning and can reinforce that learning in non-program environments where transfer of skills can occur.</p>	<p>5= The agency demonstrates a commitment to involving family members and significant others through written policies and staff expectations. Offender services include support and programming for them. There is clear recognition that individual issues touch on family and community systems. Family and support members are engaged in the process of monitoring the offenders and supporting the completion of the case plan.</p> <p>3= Staff members are expected to involve family and support individuals but how and when is unclear and often individually defined. Family/ support members tend to be encouraged to be involved by staff only when they are clearly healthy and the involvement is not an inconvenience to staff.</p> <p>1= The agency expresses a desire for family/ support involvement but little accountability is in place. It happens sporadically, and justice system personnel solely assume monitoring activities.</p>

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### **Program/Process Examples**

- Parental and significant other programming.
- Parental and significant other support group or services.
- Regular communication on plan and progress.
- Written agency expectation for staff.
- Parental and significant other engages in agreement as to their responsibilities.

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### **Comments:**

# I. Community

(Actively supports victims and monitors offenders, use of volunteers and stakeholders, shapes policy, prevention responsibility.)

Restorative Justice Measure	How?	Rationale	Scoring
1. Community directly supports victims	IS IA O	Under restorative justice, there is a recognition that the justice system cannot meet its objectives entirely by itself. Rather, the community retains a vital and expansive role. One of these roles include support of victims. Members of the community provide direct and comprehensive support for victims when one of their neighbors falls victim to crime. The support includes, for example, emotional encouragement, reassurance, safety assistance, listening, and practical help, such as, bringing over meals, watching a family's children while the victim attends to court, or related obligations, etc.	<p>5= Community members fully embrace their responsibility to support victims and have formalized how that occurs. Individual members become personally involved in direct service and referrals.</p> <p>3= Community members are involved but view their role as augmenting the experts and advocates, thereby taking minimal control over the initiation when a crime occurs. They will provide general support verbally, and direct support when a gap exists.</p> <p>1= The community will be involved in supporting victims only when asked, or in extraordinary cases. Members are often unaware of victim needs.</p> <p>1= The community will be involved in supporting victims only when asked, or in extraordinary cases. Members are often unaware of victim's needs.</p>

## Program/ Process Examples

Home or business repairs by community members.  
 Emotional support.  
 Provides safety precautions.  
 Support services (i.e., child care).

## Comments:

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
2. Community directly monitors and supports offenders	IS IA O	Like with victims, the community has a responsibility to provide direct service to offenders through such means as monitoring, support, and providing opportunities to provide for integration back to the community's good graces. Members who volunteer to hold the offender accountable to the agreed upon conditions gain a fuller understanding of the difficulty in changing behavior, and the need for community support. Public safety can be improved by providing closer monitoring services. Offenders are more likely to abide by the court ordered or community created conditions caused by intervention when they are visible and accountable to community members. And, relationships are developed which increases the longer term potential for the offender to want to stay connected to the community in a pro-social way.	<p>5= The community condemns the antisocial conduct but supports the offender, viewing him/her as a member of their community. Members accept as one of the roles, that of monitoring the offender to ensure accountability to community standards and norms.</p> <p>3= The community is involved in monitoring the offender but fails to provide a supportive environment, or only a few community members are engaged while the vast majority are unaware or uninterested in participating.</p> <p>1= The community provides information to justice personnel but sees its role as that of giving information only, avoiding any personal or long term responsibility for active monitoring or support of offenders.</p>

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### **Program/Process Examples**

Pre-prison release conferencing.  
Family Group Conferencing.  
Circle Sentencing.  
Reparative Boards.  
Community Accountability Boards.  
One-on-one "friendship" programs for offenders who are institutionalized.  
Community monitors and mentors.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
3. Community stakeholders, i.e., businesses, faith communities, etc are involved in crime intervention.	IS IA O	For the community to own its responsibility and provide the necessary support and direct services for victims and offenders, the community stakeholders need to be involved. These institutions provide critical resources and messages which support community based efforts. The best solutions to individual cases or general programs and policies sometimes best come from the community. For those solutions to be operationally viable, the community stakeholders need to be willing to assist by contributing its knowledge, resources, and commitment.	<p>5= A diverse and comprehensive array of community stakeholders are involved in all levels of justice system (such as victim support, offender monitoring, crime prevention, and policy development). The stakeholders share a common mission, objectives, and values, and meet on a regular basis. It is an open and inclusive environment whereby all who have a stake in justice activities and outcomes are welcome to participate.</p> <p>3= Some stakeholders are actively involved while others choose not to participate, leaving gaps in full community ownership. Or, there is a tendency for a limited number of stakeholders to "own the process" to the exclusion of others.</p> <p>1= Stakeholders participate only when a crisis develops, or community involvement monopolized by a few.</p>

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### **Program/Process Examples**

Inclusion of inmate teams on community sports leagues.  
 Recruiting business to offer employment assistance.  
 Mentoring.  
 Community plans developed and applied on individual case basis.  
 Diverse players available and willing.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
4. Use of volunteers	RD IS IA	Community members can participate in a variety of ways: through direct services within a correctional agency, through advisory councils, and policy development. The use of volunteers not only assists those benefiting from the service, but it also helps an agency avoid isolation from community input, values, and guidance.	<p>5= The agency endorses extensive use of community volunteers and has an organized, well staffed volunteer program. The agency provides the necessary support and recruitment services to maintain an energetic and committed group of volunteers. The volunteers provide meaningful and valued direct and supportive services to victims, offenders, and the community.</p> <p>3= The agency has a well organized volunteer program but staff express reluctance and reservations in using them in meaningful roles. Or, the agency has a large number of committed volunteers who provide important services but agency support services are quite limited.</p> <p>1= The agency acknowledges the role volunteers can play but does not actively seek to fulfill a vision of volunteering, or efforts have been sporadic and fragmented resulting in poor volunteer retention.</p>

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### **Program/Process Examples**

- Structured volunteer program with written policies.
- Volunteer coordinator.
- Volunteer recruitment procedures.
- Inmate ministry programs.
- Recognition events.
- Solid use and retention record.
- Provide similar services as paid, professional staff.

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### **Comments:**

Restorative Justice Measure	How?	Rationale	Scoring
5. Communities collaborate with local police	IA	Community policing and problem oriented policing has significantly improved the relationships among police and citizens while enhancing policing outcomes. Better information exchange occurs, and efforts to reduce crime causing conditions are enhanced as communities become more involved and are asked to assist. Police and other justice system resources can be prioritized and targeted to address those issues deemed most important to local citizens.	<p>5= The police collaborate with local neighborhood groups and citizens to exchange information, share resources, and problem solve around crime related issues. Each partner benefits from the arrangement and values their interaction. The collaborative efforts are organized and structured.</p> <p>3= The collaborative effort exists but is more loosely defined and lacks direct accountability. The effort tends to center more around information exchange than problem solving, but the relationship is valued by each party.</p> <p>1= Periodic information sharing occurs but it falls far short of collaboration.</p>

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### Program/Process Examples

- Neighborhood watch.
- Citizens trained in civic duties and police roles.
- Block Clubs.
- Citizen Advisory Boards to police agencies.
- Neighborhood and police linked by computer.
- Routine information sharing and problem solving meetings between police and neighborhood.

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### Comments:

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
6. Opportunity to set justice system priorities	RD IA	For restorative justice to work properly, the justice system cannot develop policy in a vacuum. On-going dialogue is needed between justice system personnel and community members as to acceptable levels of risk, setting of resource priority, and targeting of activities. The justice system which views the community as its ultimate customer will want to know what is important to their members and be responsive to their needs.	<p>5= The justice system is open to community feedback and actively seeks their guidance. It views the community as their ultimate customer, and provides diverse mechanisms for ensuring that community input is received. The justice system has written statements that describe the community's role in setting priorities, and has a plan to ensure that this guidance is received and acted upon. It sees the community as a partner as opposed to solely a service recipient.</p> <p>3= The justice system is open to community input but insists on maintaining tight control over how much say the community is given. The justice system sees itself as having the responsibility and expertise needed to decide on policy and priorities but will engage the community when it needs assistance or it is unclear to the system players as to what direction to take.</p> <p>1= Priorities are set by the justice system and policy developed inhouse, however, the system is open to some feedback by the community. No structured or diverse methods are developed to solicit community input. Community influence occurs through their own initiative.</p>

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**Program/Process Examples**

- Community forums.
- Community surveys.
- Public speaking.

Targeted neighborhoods for crime intervention involving citizen participation.  
Citizen Advisory Boards and Task Forces.

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**Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
7. Community involvement in prevention	IA	<p>Community responsibility does not center solely around case by case resolution, but rather is broader in its context.</p> <p>Community members recognize their responsibility to prevent crime and address the quality of life issues. It left unresolved these issues can create an environment whereby crime conditions can fester. The act of dealing with victims and offenders can produce a community building effect which increases the community's capacity to deal with other issues.</p>	<p>5= The community accepts its responsibility to promote peace and harmony, and seeks to understand and address the social conditions that promote antisocial behavior. Members seek resources and information to strategize and implement prevention activities through a structured plan of action and with interagency assistance.</p> <p>3= The community is involved in prevention but tends to follow the direction of government officials in determining a course of action. Plans are more loosely defined and may not be visible, written, and understood clearly.</p> <p>1= Prevention is seen as a government responsibility with periodic and limited involvement of the community. Members are involved only when government officials need their buy-in, information, or resources.</p>

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**Program/Process Examples**

- Sex offender notification process.
- Prevention Councils.
- Multidiscipline linkages with local community members.
- Neighborhood Block Parties.
- Neighborhood newsletters and Association activities.
- Clean-up campaigns.
- Economic, recreational, and health promotions.
- Local mentorships.
- Juvenile and criminal justice system organized speaker's bureau.

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**Comments:**

# J. Information system, outcomes, and evaluation

(Accurate data system, data on three customers, restorative outcome tracking, evaluation and research conducted.)

Restorative Justice Measure	How?	Rationale	Scoring
1. Information system is built around three customers, not just the offender	RD IS IA	Information systems in correctional agencies typically track information on offenders, making policy development and service provision difficult for victims and communities. A restorative agency will demonstrate its commitment toward all three customers by building an information system which tracks vital information on each customer. This data will not only be useful in helping service delivery but also in program evaluation and policy development.	<p>5= The agency's information system contains data fields on victims, offenders, and communities, instead of just offenders. The data is useful for quick, automated identification, location, case information, summary data, and evaluation purposes.</p> <p>3= The information system has data fields on each customer but the significant portion of the data is on the offender, with limited fields on victims and communities.</p> <p>1= Offender data makes up the information system, although there are attempts to include other victim and community data in non-summary format outside of the automated data fields, such as, in electronic file comment sections.</p>

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## Characteristics

Data fields on victim, offender, and community.

Easy/quick access to core information to handle processes for victims and community members.

Data retrieval permits evaluation of victim and community restoration and satisfaction.

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## Comments:

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
2. Data system is well developed and has integrity	RD IS IA	An information system is only as good as its validity and the structure of the data system. To be useful for policy development around services to the three customers, the data must be accurate, timely, and properly structured for effective retrieval purposes.	<p>5= The information system is comprehensive and well designed, giving the agency and its personnel maximum flexibility and quick access to practical, day-to-day data as well as for evaluation. The information entered is reliable with few inaccuracies.</p> <p>3= The data system is useful but could use enhancements, such as, adding or expanding certain modules of information. Tracks some data on victims and communities. Or, the system has questionable data integrity.</p> <p>1= Although the agency has an information system, it is elementary and in need of redesign or replacement. Or, the data is often unreliable, and users lack faith in its output.</p>

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### **Characteristics**

Accurate data.  
 Minimal gaps in data entry and information integrity.  
 Data inputted within 24-48 hours after information is known.  
 Capable of multiple and flexible queries and ad hoc reporting.  
 Comprehensive modules

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
3. Agency awareness of research literature	RD IS IA O	Research on effective practice has provided useful guidance in the development of programs and policies. Literature searches before services are developed can help agencies prevent mistakes, maximize resources, and improve results. Not all restorative practices produce similar outcomes. Knowledge of research will help agencies narrow their attention to those processes which hold the greatest possible long term results.	<p>5= The agency is a learning organization which keeps up to date with understanding of research findings. Employees attend conferences on the subject, documents are circulated, and discussion groups held. The agency insists on literature searches before developing program services or major policies.</p> <p>3= The agency is interested in research but is less disciplined in learning and disseminating research findings and training opportunities. Literature searches are conducted only when grant instructions suggest it, or the information is easily obtained.</p> <p>1= The agency is generally aware of the research but does not seek it out. Learning is more the result of individual effort than a derivative of a learning oriented culture.</p>

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### **Characteristics**

Literature searches conducted before programs and policies are developed.  
 Agency provides structure for research information dissemination in a timely fashion.  
 All individuals in agency encouraged to stay abreast of recent findings.  
 Has learning organizational bias.  
 Policy discussions guided by previous research.

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### **Comments:**

<b>Restorative Justice Measure</b>	<b>How?</b>	<b>Rationale</b>	<b>Scoring</b>
4. Outcomes track restorative objectives	RD IA	Some agencies invest significant resources to build an effective information system, but do not tie the outcomes to the mission, or fail to measure the outcomes. An effective, restorative agency must be clear on its purpose, and track outcomes that will indicate whether the agency is delivering restorative services.	<p>5= The agency is clear on its restorative mission and objectives, and measures how it meets them. The outcome measures are non-ambiguous, and emphasis is placed on keeping them as a priority. The outcome data is made highly visible and is widely distributed.</p> <p>3= Mission measures are identified and outcomes are tracked, but it is done in a more perfunctory manner with little fanfare or distribution of results.</p> <p>1= The agency has mission measures but they are either vague in description and measurement, or the agency has operational difficulty in collecting meaningful and accurate data.</p>

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### **Characteristics**

Mission measures are put in place.  
 Outcomes are widely distributed and highly visible.  
 Planning strategies are tied to improvements based on mission measures.

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### **Comments:**

**Restorative  
Justice  
Measure**

**How?**

**Rationale**

**Scoring**

5. Programs are routinely evaluated for process and outcomes

RD  
IA

To maximize results, restorative programs need to be evaluated on a regular basis. The evaluation is useful both as a means of determining if the intended results are being realized, and to see if the processes used in the program are producing expected outcomes. Established programs which are not evaluated become an on-going fixture, and assumptions can be made about their successes that may not be accurate without a valid evaluation.

5= The agency emphasizes routine evaluation of its restorative justice programs. Both process and outcome measures are tracked and refinements made based on information discovered. The measurements follow restorative objectives. An evaluation plan with timelines is written.

3= Only some restorative programs are measured, such as those required by grant sources, or the measures are loosely associated with restorative objectives. The evaluation plan is not updated or only verbally communicated and tends to change frequently.

1= The agency recognizes the need to evaluate but attempts fall far short of the desired goal, or the agency lacks the infrastructure to accomplish it.

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**Characteristics**

Agency has a written and thorough evaluation plan.  
Programs are routinely evaluated and all involved are engaged in analyzing results.  
Process is examined to determine if process goals are met.  
Funding tied to evaluation (over long term).

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**Comments:**

Restorative Justice Measure	How?	Rationale	Scoring
6. Research component	RD IA	In addition to program evaluation, a learning organization around restorative principles will set up research projects to determine the most effective means of meeting the needs of its three primary customers. Such research can not only assist the agency in meeting its objectives, but can advance the understanding of the entire field.	<p>5= The agency values research and actively conducts research to find out how to deliver better results. It contracts with higher education, when possible and appropriate, for assisting with research project formation and implementation. The research is solidly designed and seeks to understand the issues around restorative objectives.</p> <p>3= Research around restorative objectives occurs on a hit and miss basis. The research is limited in its scope and/or design.</p> <p>1= Although the agency values research, its capacity to conduct it is severely restricted due to resources, commitment, or alternative priorities.</p>

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### Characteristics

A written research plan is developed.  
 Agency partners with local university expertise (when possible).  
 Research has replicability application.

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### Comments:

PROPERTY OF  
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