

Technical Assistance Plan

The following pages provide guidance for developing a technical assistance plan or request regarding planning and forecasting. Completion of the forms is optional. Please copy these pages or remove the perforated copies of the same documents found in Appendix A and use them as needed in your technical assistance process.

TECHNICAL ASSISTANCE PLAN FACT SHEET

Agency _____

Mailing Address _____

Shipping Address (if different) _____

Telephone _____ Fax Number _____

E-mail _____

Contact Person _____

Title _____

Briefly describe the condition, issue, or problem for which you are requesting assistance.

For what area(s) of juvenile corrections do you need assistance? (Check all that apply.)

- Probation. Nonresidential community-based programs.
 Residential placement program. Parole/Aftercare. Other. (Please specify.)

Please check any of the issues or task areas below that apply to your need for assistance.

- | | |
|---|---|
| <input type="checkbox"/> Planning and forecasting for future needs. | <input type="checkbox"/> Education. |
| <input type="checkbox"/> Assessment of youths' risks and needs. | <input type="checkbox"/> Treatment. |
| <input type="checkbox"/> Classification and case management. | <input type="checkbox"/> Behavior management. |
| <input type="checkbox"/> Graduated sanctions. | <input type="checkbox"/> Balanced and Restorative Justice. |
| <input type="checkbox"/> Crowding of secure custody facilities. | <input type="checkbox"/> Disproportionate minority confinement. |
| <input type="checkbox"/> Security. | <input type="checkbox"/> Gender issues/female delinquents. |
| <input type="checkbox"/> Healthcare. | <input type="checkbox"/> Mental health issues. |
| | <input type="checkbox"/> Other. (Please specify.) |

What is the timeframe within which technical assistance is needed?

I. Leadership and Coordination

Under whose leadership is this technical assistance being sought?

Name _____

Title _____

Address (if different from agency) _____

Telephone _____ Fax Number _____ E-mail _____

Please describe the following areas regarding this leader:

- Interest and involvement in this area of juvenile corrections.
- Leadership skills and attributes brought to this activity.
- Specific responsibilities to be assumed.

(Continue on the back or use another sheet if other leaders are involved.)

If different from the leader identified above, who will coordinate the technical assistance activities?

Name _____

Title _____

Address (if different from agency) _____

Telephone _____ Fax Number _____ E-mail _____

Please describe the following areas regarding this leader:

- Interest and involvement in this area of juvenile corrections.
- Specific responsibilities to be assumed.

2. Agency Vision, Mission, and Goals

A. Has a vision statement been developed? If so, what is it? If not, please see page 18 for assistance in developing a vision statement.

B. What is the agency's mission statement?

C. What goals and/or objectives already are developed regarding the condition, problem, or issue that has been identified for technical assistance?

Developing a Jurisdictional or Agency Vision

If your agency does not have a vision statement, the following activity may be used to develop one. It is best to do this in a group setting, but it can be done individually.

Ask the participants to list and discuss the legal mandates for the juvenile justice system in the State's Juvenile Code. Discuss the extent to which the jurisdiction or program is meeting these mandates.

Ask participants to imagine the jurisdiction in 5, 10, or 20 years.

Explain that all present problems have been resolved. Juvenile delinquency has been reduced significantly.

When youth do engage in unlawful behavior, the youth, victims, and the community receive responses that empower them. This jurisdiction is perceived as a safe one in which to live. Youth who enter the juvenile justice system leave it feeling more competent than when they entered it. When victims are injured or suffer losses from juvenile crime, the offender is involved in repairing the harm (e.g., paying restitution) to the extent possible.

Ask participants then to think about several statements, such as the following (others may be developed, if needed). Ask them to jot down their thoughts that would complete each statement.

1. If this jurisdiction or program were doing the best possible job of keeping the community safe from juvenile crime, we would _____
2. If this jurisdiction or program were making the best possible response to victims of juvenile crime, we would _____
3. If this jurisdiction or program were helping youth develop competencies to reach their full potential, we would _____
4. If this jurisdiction or program were strengthening families of delinquent youth adequately, we would _____
5. If this jurisdiction or program were planning adequately for juvenile corrections in the next 5 (or more) years, we would _____
6. If this jurisdiction or program were providing culturally competent services for delinquent youth (including ethnic, socioeconomic, and gender groups), we would _____
7. If this agency were responding appropriately to delinquent youth, we would _____

Compile the responses to each sentence from all participants. (This may be done on newsprint or typed on a handout.)

Divide participants into working groups, and ask them to take the responses for one or more of the sentences and fashion them into a statement of the jurisdiction's or program's vision of the future. Combine the statements into one document (on newsprint or a typed list). Ask the entire group to consider and discuss each part for content and consistency. Make changes in keeping with the group consensus on each part.

Compare the vision statement with the agency's mission. Determine whether the two statements are consistent. Make changes as needed in either statement.

Allow ample time for this process. It may occur over a few hours, a few days, or even a few months. It is vital, however, that all stakeholders feel they have input and an opportunity to express their opinions about each part of the vision statement.

Finally, prepare the vision statement, and distribute it widely to all people with an interest in the jurisdiction or program. Use it as a basis for planning and for other decisions related to the jurisdiction or program.

3. Identification of Key Stakeholders

In the left-hand column, identify stakeholders who should be involved in the technical assistance process. In the right-hand column, name those who have agreed to participate or will be asked to participate in technical assistance activities.

Agency Administrators/Managers

- State, county, or local directors of agencies.
- Program managers.

Program Personnel

- Representatives of service-delivery personnel whose job performance and conditions will be affected by the changes to be accomplished through the technical assistance process.

Representatives of Other Service-Delivery Systems Involved With Youth and Families

- Other juvenile justice professionals, such as judges, district attorneys, and defense attorneys.
- Educators.
- Mental health professionals.
- Protective services personnel.
- Leaders from communities of faith.
- Healthcare professionals.
- Substance abuse treatment practitioners.
- Public assistance specialists.
- Employment specialists.
- Organized recreation and leisure program leaders.

Representatives of Elected Officials and Funding Sources

- Local or State elected officials and/or their representatives and department heads.
- Legislators, city council members, and/or county commissioners.
- Officials from private foundations and other funding resources.

Other Stakeholders

- Victims and victims' services agency staff.
- Parents.
- Neighborhood group leaders.
- Other community leaders concerned about youth (e.g., youth group leaders).

- F. What other factors may pose barriers to the solution of this condition, problem, or issue?
- G. What jurisdictional or program statutes, regulations, policies, and procedures address this condition, problem, or issue?
- H. Have there been any previous attempts to address the problem or issue? If so, what were the results of these efforts?
- I. Are any cooperative or collaborative efforts already under way in the jurisdiction/community?

6. Technical Assistance Resources

- A. What jurisdictional or program resources are available for supporting the technical assistance effort?
- B. Have any sources of information, similar programs, or consultants knowledgeable about this condition, problem, or issue been identified? If so, please describe them.
- C. What management information system resources are in place (or planned) to track the implementation and effects of the technical assistance recommendations?
- D. Based on the current assessment, what level of technical assistance is deemed appropriate to address this condition, problem, or issue?
- Limited* (brief assistance to locate information or a resource person that can supply information related to specific questions).
 - Moderate* (information and resource persons that can engage in some ongoing exchange through telephone or written communication).
 - Onsite and/or longer term* (face-to-face contact with consultants and/or staff visits to other programs that have successfully dealt with a similar condition, problem, or issue).