



CATS

Community Action with Targeted Solutions

***Community Action with Targeted
Solutions (CATS)***

**Catchment Area Needs Assessment
Facilitation Guide**

**Oklahoma Office of Juvenile Affairs:
Office of Standards for Prevention and System
Improvement**

OVERVIEW

What Is a CATS Plan?

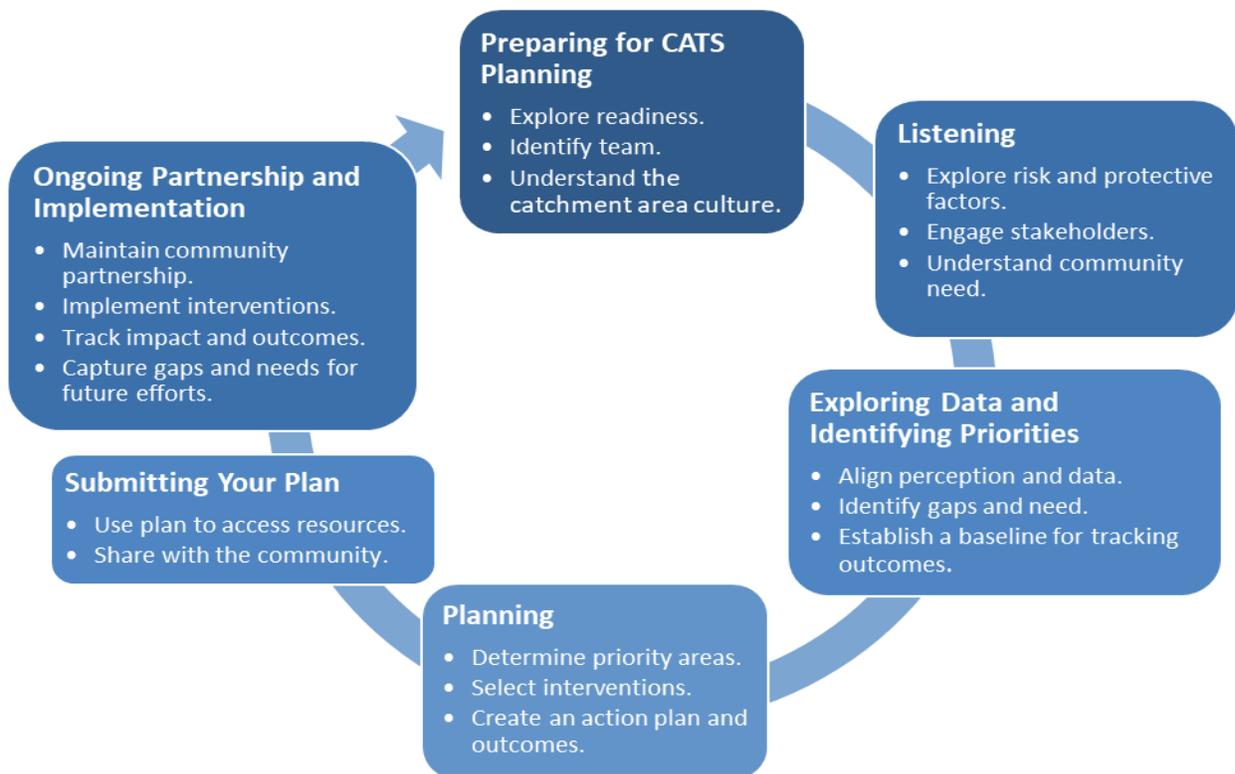
The Office of Juvenile Affairs (OJA) mission states that “[OJA] along with its community partners provide prevention, education, and treatment services for at-risk youth throughout Oklahoma. This joint effort creates a statewide system that supports and encourages young people to achieve their full potential.” To this end, OJA provides state funds to Youth Servicing Agencies (OAYS) for prevention and diversion service provision to at-risk youth on an annual basis. To ensure that the application of these funds is data-driven and community-informed, catchment areas are required to complete regular needs assessments of the catchment areas they aim to serve. The Community Action with Targeted Solutions (CATS) process provides a method for completing this assessment.

Beyond being a funding requirement, CATS provides a needs assessment process that does the following:

- Promotes collaboration with community members in exploration of service needs and desired interventions
- Improves engagement of community leaders
- Explores data to inform service priorities and interventions
- Strengthens the provider network and increases referral paths
- Leverages existing resources
- Determines priority areas for services, programing, and partnership
- Establishes methods for tracking and measuring outcomes

CATS Project Goals

- Increase partnership.
- Explore and apply data.
- Prioritize needs.
- Implement targeted interventions.
- Evaluate outcomes.
- Promote community ownership.



Why Develop a CATS Plan?

As a service provider, you strive to meet the needs of the families, youth, and communities in your catchment area. A CATS plan is designed to help identify the needs and desired services for the catchment area you serve. By working with the community and digging into local data, you can do the following:

- Gain a **deeper understanding** of the needs, culture, networks, resources, and assets of the catchment area. Understanding how the communities you serve connect with one another can help your agency reach youth and families efficiently and in collaboration with natural supports.
- **Engage partners and hear all voices** from all corners of the community. Working with other providers, businesses, public services, faith communities, and neighborhoods can add new resources and referral sources.
- **Identify priorities *WITH* the stakeholders**, which promotes local ownership and trust, increasing the likelihood that the services identified fit the needs of youth and families and increasing participation/referrals.
- **Avoid the surprise of making communication or cultural errors** because you have a better understanding of community norms.
- **Leverage local leaders and champions** who can serve as an “in” to the community, furthering trust, and access to all voices. These gatekeepers can help uncover resources, move policy or procedure barriers, and connect you within neighborhoods.
- **Find staff and volunteers.** Passionate retirees, dynamic care-givers, or vocal young people who engage in the development of a plan for their community are much easier to engage as volunteers or recruit as staff because they have a direct connection to the services and community.
- **Outcome measures are identified** early, allowing for selection of the most needed programs, tracking effectiveness, promoting results, and examining gaps.

The bottom line is that spending time assessing and planning with your catchment area shapes services that are responsive, effective, efficient, and wanted by those consuming the services.

Key Definitions

Although variation among communities exists, the following core terms are common across all CATS processes:

Needs Assessment: A needs assessment is a systematic process for determining and addressing needs or "gaps" between current conditions and desired conditions or "wants." The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need.

Youth and Family Engagement: Youth and families have a primary and meaningful role in the decision making that affects them. This can occur within their case, a specific program, system, or community. Remember that youth and families are members of your community and consumers of your service. This means all issues are youth and family issues.

Community: All parts of your catchment area that have an interest in preventing and responding to youth involvement in the juvenile justice system.

Community Engagement: Creating partnerships with a range of individuals residing and working in a particular area through the exchange of information and expertise to empower and strengthen initiative and community.

Stakeholder: An individual or group with an interest in the services or impact of the youth-serving agency (YSA). You might see them as individuals or groups whose awareness, investment, or support of the organization contributes to its success.

Qualitative Data: Qualitative data describe qualities or characteristics. They are collected using questionnaires, interviews, or observations, and frequently appear in narrative form. They provide context.

Quantitative Data: Data that can be counted or expressed numerically.

Juvenile Justice Continuum: All services and interventions from prevention to re-entry and case-closure related to the juvenile justice system. See the following flow chart.



It may be important to your community to consider defining any additional terms that are unique to your community's process.

How to Use This Toolkit

The CATS process is organized by steps. The manual outlines each step; however, the process will be unique to your catchment area. The process is intended to be experiential and facilitate open dialogue, knowledge exchange, shared decision making, and relationship development. Remember, this is a guide. Each step can be adapted to your catchment area and your agency's existing assessment effort, as needed. From the beginning, facilitators should emphasize that the process is designed to allow the community and data to drive decisions on the needs, priorities, and resulting services for their area. It is important for YSAs to become familiar with the full process. To ease the process, each step is outlined as follows:

- Goals and outcomes
- Activities or discussion questions to decide how to apply the process to your catchment area
- Sample documents and example strategies
- Resources

At the end of the manual, you'll find a tool-box. This contains examples and copies of tools discussed within each step.

This process aims to provide a foundation for CATS that encourages the core assumptions of the process are followed, while allowing the flexibility needed for your agency and catchment area needs. The document is

Successful Community Assessment Characteristics

1. Understand the current situation first.
2. Define a vision of the future.
3. Allow questions to drive the assessment process.
4. Address issues that stakeholders believe are important.
5. Communicate information back to stakeholders.

meant to be interactive and evolve with use. Please take notes, add community-specific handouts, and/or local adaptations for your reference during your next process.

Resources

Check out the following resources to learn more about community collaboration building.

- University of Kansas: Center for Community, Health and Development. (2002). *Assessing community needs and resources | Community Toolbox*. <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources>
- Oklahoma Office of Juvenile Affairs, State of Oklahoma. "About us." <http://oja.ok.gov/>
- Office for Victims of Crime (OVC). Planning and program development: Community needs assessment. Office of Justice Programs. www.ovc.gov/halos/plan_prog_dev.html

STEP 1: Preparing for CATS Planning

Goals

Before you can begin the CATS assessment, it is important to consider the who, when, where, and how of your CATS plan, resulting in:

1. Development of a planning team to lead the planning process. Consider including key champions or local "gatekeepers."
2. Identification of stakeholders to engage, including perspectives represented and contact information.
3. Establish a timeline for conducting the planning process, with target dates for each step of the process, particularly community meetings.
4. Determine whether planning will utilize in-person or virtual gatherings or a combination of both. Determine the most effective location(s) for planning given the geography of your catchment area and local dynamics or identify the virtual platform most accessible in your catchment area.

Gauging the Environment

The CATS process is intended to be a flexible process that works within the culture of your catchment area and honors the practices and relationships already in place. With that in mind, it should take advantage of existing staff efforts, community relationships, and collaborations; work to listen to stakeholders; and use existing data collection and tracking activities, and assessment processes when possible. Understanding what's already in place helps your agency make decisions about how the CATS process will look in your catchment area; understand how it may capitalize on existing efforts; leverage strengths; and identify areas where you may need support from OAYS, OJA, or a peer agency.

CATS Readiness Questionnaire Tool

As you prepare for your CATS process, the following questions walk through core considerations that will assist your CATS facilitator(s) in determining the appropriate strategy for implementing each step. This assessment is intended to serve as a guide for an internal conversation among your agency and any support persons as you prepare for the CATS plan. You will not need to submit it to OJA. Each step will contain instructions for using these questions to determine what the CATS process will look like in your catchment area. A printable version of this activity can be found in the CATS Toolbox at the end of this guide (see page 50).

Person(s) Completing the Checklist:

Date of Completion:

Youth Service Agency(ies):

Geographic Area (include counties and major towns/cities):

Geography and Demographics

1. Describe the urban versus rural makeup of the catchment area.
2. Are services currently reaching all parts of the catchment area equitably?
3. How feasible is it for the full catchment area to come together (in person or virtually), as part of the assessment process, planning for services needed, and in supporting service delivery with the YSA?
4. Describe unique demographic and geographic components of the area that need to be considered in assessing need and planning for service delivery (e.g., highly remote areas, digital deserts, tribal lands).

Community Relationships and Collaboration

1. List current strategies under way to listen, build relationships, and collaborate with core stakeholders. Include the staff leading this connection/relationship.
 - a. Youth and families
 - b. Courts and law enforcement
 - c. Community leadership
 - d. Providers and placements
 - e. Schools
 - f. Juvenile service unit(s) staff
 - g. Cultural and faith partners
 - h. Other government agencies (e.g., public health, workforce development)
 - i. Business community
 - j. Other
2. How would you describe the relationship (e.g., awareness, partnership, level of trust) between your agency and the catchment area?
3. Does the community have existing community collaborations, such as taskforces, provider meetings, interdisciplinary teams, etc.? What is your agency's involvement in these boards?
4. What are the strengths that exist in your agency's relationships with stakeholders?
5. List one to three goals for increasing connection with the community. Goals could include formation of a stakeholder group, a desired partnership, or other ways of connecting.
6. What might get in the way of developing a community-informed assessment and/or engaging the catchment area (e.g., distance, directed health measures, interpersonal/interagency dynamics, current or past events/community trauma)?

Data

1. How does your agency currently monitor youth/family need, service outputs, and youth/family outcomes?
2. Describe your agency's level of comfort with gathering, analyzing, and using data to decide what services are needed and tracking data.
3. What assistance, if any, is needed in gathering and reviewing data?

Facilitation of the Process

1. How comfortable is your agency with assessment processes?
2. What makes your agency most apprehensive about this process?

3. Where could you access assistance to feel more comfortable with the noted areas of apprehension (e.g., internal staff, community champion or partner, OAYS, OJA, peer agency, external facilitator, other)?

Your Planning Team

While YSAs are essentially responsible for the completion of their CATS plan, identifying the appropriate staff and partners to lead the effort is an important consideration. The planning team handles all logistics, facilitation, communication, and compilation of the plan. When selecting your team's members, consider individuals with the following characteristics:

- Access and comfort with data at the local and state levels
- Staff with existing relationships to community stakeholders
- Community champions or gatekeepers who can serve as liaisons and experts in the community
- Detail-oriented individuals with expertise in project planning
- Facilitation staff to lead community conversations

This team should meet regularly throughout the planning process to develop the timeline and event materials, review data, and modify the planning process as needed.

Essential Players

Consider the following strategies when building your planning team to help you get an accurate assessment of your catchment area:

- **Recruit a Champion:** This person is committed to and adept at engaging others. They likely have a vested interest in the plan. Ideally, they are a respected local leader who can stir political will and excitement about others. This is a person who can get others to show up. Common champions include judges, faith leader, city council members, or youth/family advocates.
- **Engage Lived Experience:** Including young adults and families who have experience with the juvenile justice system and services in your catchment area connects you to an inside view of your service system. Engaging these partners early can inform your plans for including others with lived experience in your CATS process.
- **Keep an Eye Out for Implementation Leaders:** As you drill down to priorities and services, take note of who is excited, committed, and positioned to ease implementation. These individuals could be young adults with access to others who may be served or a faith leader with access to space and connections within a target neighborhood.
- **Tap Existing Groups:** Investigate existing taskforces, boards, and community coalitions. You may be able to lean on the history of collaboration among these groups as a door into the community for all or part of your plan. As a bonus, members already have this meeting on their calendars and have existing relationships.
- **Reflect Your Catchment Area:** Recruit from various points in the continuum of services and levels of influence. Also consider the racial, ethnic, and geographical make-up of the area. Your stakeholder group should be reflective of those that the resulting services would target. If you have a large area, be sure to include individuals from across the area. Be mindful of representing urban and rural voices.
- **Expand Beyond the "Usual Suspects":** It's easy to call those that we work with regularly; however, engaging those not commonly invited to the table can provide invaluable perspective. These individuals may be more difficult to engage but can challenge the "way we've always done it" notions. It also signals to community members that they are part of the process, making them more apt to access the resulting services.

- **Leverage the Networks of Members:** As the plan progresses, lean on members to engage their peers and pull in greater perspective. This is especially applicable to disenfranchised communities, young people, law enforcement, and families.

How to Meet: In-Person and Virtual Strategies

Depending on the geography and dynamics in your catchment area, your strategies for Steps 2–4 may vary. Some general considerations for determining whether to use in-person or virtual meetings are outlined in the following table.

Step	Core Questions	Meeting Options
Listening	<ul style="list-style-type: none"> • How strong are my YSA’s relationships in this catchment area? Would people show up for a meeting we schedule, or is this a time to build one-on-one relationships via smaller meetings? • What format provides us the greatest access to stakeholder perspectives? Would all stakeholders be comfortable or vocal in a smaller/larger meeting? 	Surveys Focus groups Meetings with individual partners Catchment area-wide meeting Standing community meetings Existing meetings with partners and stakeholders
Exploring Data and Identifying Priorities	<ul style="list-style-type: none"> • What is the political dynamic or level of comfort with collaboration in my catchment area? • How do we get the context behind the data? 	Meetings with individual partners Catchment area-wide meeting Standing community meetings Existing meetings with partners and stakeholders
Planning	<ul style="list-style-type: none"> • What’s the best approach for getting to consensus on service needs and programs desired? • How can we build action plans that adequately capture how services need to be delivered in this catchment area? 	Catchment area-wide meeting Standing community meetings Existing meetings with partners and stakeholders
Ongoing Partnership and Implementation	<ul style="list-style-type: none"> • Would service delivery be strengthened by an opportunity for stakeholders to network with one another? • What impact will this approach have on our YSA’s ability to implement the resulting plan? 	Standing community meetings Existing meetings with partners and stakeholders
Use these for all steps	<ul style="list-style-type: none"> • What is the political dynamic or level of comfort with collaboration in my catchment area? • How do current Directed Health Measures impact meetings? • Which strategy provides the most complete and effective process for accomplishing the goals of this step? 	

With these answers in mind, establish meeting strategies that capitalize on existing agency efforts, result in the greatest level of community involvement from across the catchment area, and best help you develop a plan to meet the needs of the full catchment area. You may need to re-evaluate throughout the process.

Communication Channels

As you roll out your CATS process, consider how you will communicate with the catchment area. In the CATS pilot, multiple strategies were utilized for each step. Review your list of stakeholders to ensure that your team’s strategies have a strong chance of reaching all stakeholders. Here are a few strategies to consider:

- **Social Media:** Post survey, focus group, or community meeting information on community or school social media sites. Create a standard post that planning members can share in their networks. Consider asking key partners to share via their social media networks.
- **Public Notice:** Post opportunities to be involved in local papers. You can also post fliers at local businesses or other public spaces.
- **Personal Invitations:** Reach out directly to stakeholders. If planning team members have an existing relationship, they may be best positioned to make the invitation.
- **Share With Existing Community Collaborations:** Request time at meetings or via email listservs or newsletters to hold CATS discussions or share about your process at existing community collaborations.
- **Leveraging Champions and Gatekeepers:** Ask community leaders and those with connections to unique stakeholder groups to share and invite their networks to be part of the process.
- **Local News:** Request time to speak on a local television or radio station. Share the purpose of feedback opportunities, and ask for stakeholders to join you at the catchment area event.

CATS Plan Assumptions

Share the following assumptions with participants at the beginning of each event:

- Community members know their community best.
- Local partners drive decisions, priorities, solutions, and implementation.
- Facilitator(s) listen, lead discussion, and capture ideas.
- Being candid leads to a more accurate CATS plan.
- Interaction is essential.

Facilitation: Selection, Process Preparations, and Strategies

The CATS plan process centers on collaborative discussions and planning with a range of community members, partners, and consumers. Strong facilitation is required to bring together these potentially divergent perspectives. Each YSA can determine who best to provide facilitation—YSA staff, community partner, or outside facilitator. This section captures the role of the facilitator, facilitation strategies, and considerations for organizing meetings and spaces.

Role of the Facilitator(s)

Your role as a facilitator is to:

- Prepare for each step of the planning process.
 - Become familiar with the full CATS plan process.
 - Complete the Youth Serving Area Readiness Checklist with the planning team.
 - With your planning team, prepare a strategy for completing the CATS Process (See Step 1). Adapt this strategy throughout the process, as needed.
 - Create all agendas, handouts, materials, and notes for each step.
 - Identify and reserve spaces for all meetings.
- Guide the discussion and group process.

- Identify the goals/purpose of the meeting.
 - Ensure there are activities or tasks that promote participant engagement.
 - Possibly establish small-group work tasks, breaking the larger group into smaller work groups.
 - Guide the discussion and presentation of relevant content.
 - Use questions to help make the discussion more productive.
 - Utilize various decision-making strategies to establish needs, priorities, and desired services.
 - Include time for a closing discussion and wrap-up.
- Establish a safe environment.
 - Identify ground rules that are mutually agreed to by all participants.
 - Ensure that all participants have an opportunity to be heard by using multiple discussion structures and feedback strategies.
 - Identify a neutral meeting location and time.
 - Ensure that the location is comfortable and equipped with all audiovisual equipment that you will need.
 - Ensure that you can operate all audiovisual equipment to avoid interruptions during the discussion session.
 - Collect needed data.
 - Guide the group in determining needed data.
 - Facilitate connections and processes for collecting data (e.g., surveys; focus groups; individual meetings; requests from schools, agencies, or OJA).
 - Compile and lay out data in an easily understandable format for use by the participants.
 - Capture data in the CATS plan.
 - Compile the assessment for submission to OJA and for use by the YSA in service delivery.

Example of Ground Rules

1. Respect confidentiality.
2. Practice active listening.
3. Be willing to share, consider, and demonstrate respect for different perspectives.
4. Limit the use of your gadgets.
5. Engage actively in discussions.

Selecting Facilitators

The person(s) leading the CATS process needs to be able to serve in the previously noted roles with support of the planning team. Other important characteristics include the following:

- Ability to lead discussions and process in a neutral manner
- Trust or the ability to gain the trust of stakeholders
- Comfort having complex or difficult discussions
- Strong organization skills
- Flexibility to shift ways of communicating and agendas in response to stakeholder group
- Ability to synthesize feedback and meeting discussions into themes
- Comfort with sharing and discussing data
- Ability to help groups find consensus and build plans

Given the range of these skills, it is often wise to have a couple people partner on facilitation or divide responsibilities among your planning team.

Setting a Timeline

Now that you know who is leading the assessment process, use the following tool to set a timeline for your CATS plan. A minimum of 3 months for this process is suggested; however, that timeline will vary based on

your catchment area’s reality and your agency’s existing assessment processes. You will also want to back-plan your timeline based on OJA’s submission deadline. The plan may shift along the way, so revisit your plan between each step. Adjust your plan to avoid burning out your partners and allow facilitators time to synthesize information and prepare for the next step. The following tool can help. It can also be found on page 52.

CATS Plan Timeline Starter Tool

This timeline is for a standard CATS process. It contains some of the most common steps. ***It will need to be individualized to your catchment area.*** Add steps and dates for your catchment area’s unique plan. Remember, your plan may change along the way, so revisit the timeline regularly.

Step 1: Preparation		
Step	When	Progress
Convene planning team.		
Complete Readiness Questionnaire.		
Identify and get commitment of facilitator(s).		
Identify and brief essential partners.		
Identify communication strategies.		
Inform the catchment area of the process.		
Step 2: Listening		
Step	When	Progress
Map out stakeholder groups and communication strategies.		
Create listening materials (e.g., survey, focus group questions, meeting agendas).		
Hold focus groups, surveys, listening sessions, etc.		
Compile results of meetings into themes.		
Reach out to missing voices.		
Step 3: Exploring Data and Identifying Priorities		
Step	When	Progress
Identify data needs based on themes from Step 2 themes.		
Collect data from appropriate sources.		
Lay out data into understandable format for the catchment area.		
Invite stakeholders to data discussions.		
Hold data discussions.		
Compile stakeholder data discussion into themes from Step 2.		
Prioritize needs.		
Step 4: Planning		
Step	When	Progress
Identify possible services or strategies for meeting the need.		
Share priorities and possible service strategies with stakeholders.		
Coordinate stakeholder meeting logistics.		
Engage stakeholders in service delivery plan.		

Compile action plan into the assessment.		
Step 5: Submit Your Plan		
Step	When	Progress
Submit assessment to OJA, as directed.		
Share final plan with stakeholders.		
Thank stakeholders for their participation.		
Step 6: Ongoing Partnership and Implementation		
Step	When	Progress
Implement strategies for maintaining feedback loop with stakeholders.		
Regularly revisit data to gauge outcomes and adjust.		
Implement strategies for maintaining your relationship with stakeholders.		
Establish continuous quality improvement plan.		

In the Toolbox

Check out these additional examples in the Toolbox at the end of the toolkit:

- [CATS Readiness Questionnaire](#)
- [CATS Planning Timeline Starter](#)
- [Example Fliers](#)

Resources

Learn more about community needs assessment process via the following reference materials:

- University of Kansas: Center for Community, Health and Development. Chapter 3. Assessing community needs and resources. *Community Tool Box*, <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources>
- Meyer, A., Ananthakrishnan, V., & Salsich, A. (2014). *A toolkit for status offense system reform, Module Three: Planning and implementing system change*. New York: Vera Institute of Justice. https://www.vera.org/downloads/publications/SORC_Module3_FINAL.pdf
- Office for Victims of Crime (OVC). *Planning and program development: Community needs assessment*. Office of Justice Programs. https://www.ovc.gov/halos/plan_prog_dev.html
- Penn State College of Agricultural Sciences. (2020). *Facilitating community engagement*. <https://aese.psu.edu/research/centers/cecd/engagement-toolbox/facilitation>

STEP 2: Listening

Goals

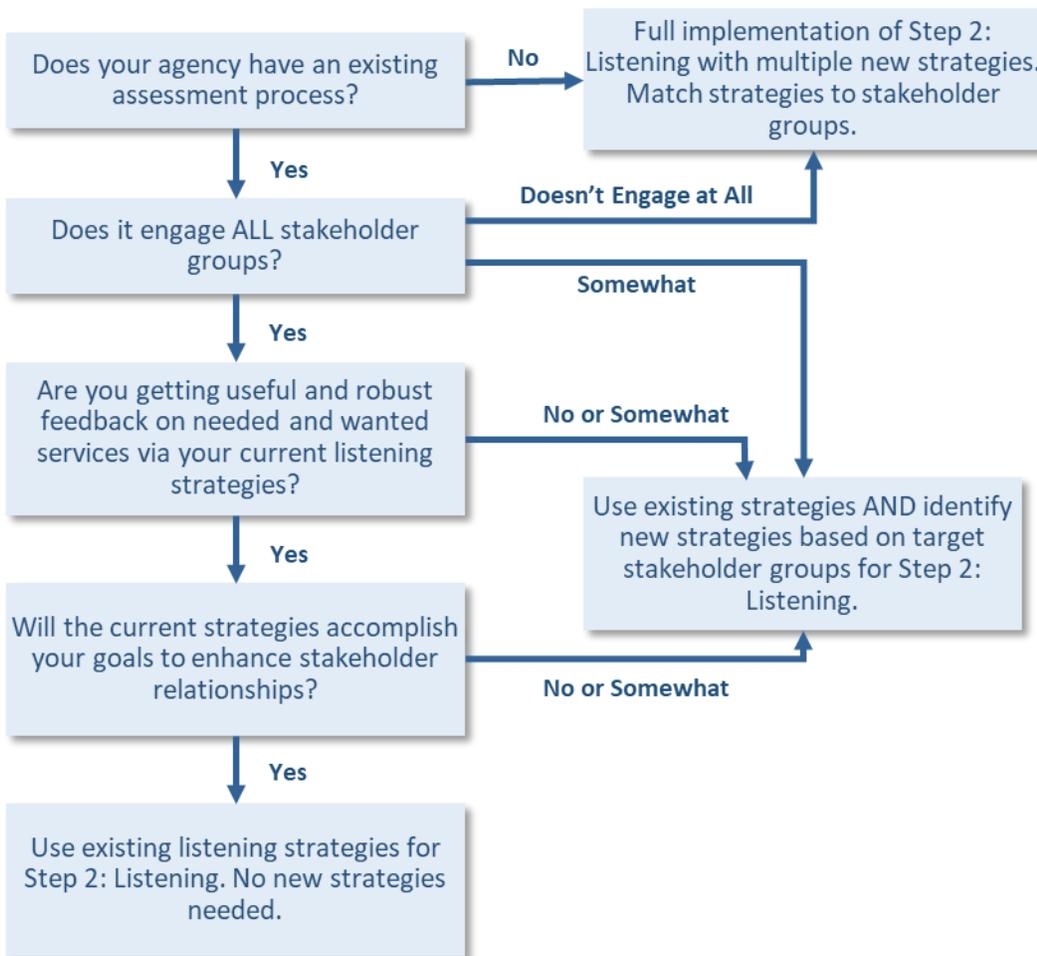
This step is all about hearing what stakeholders view as the needs of their community and how they'd like to see these items addressed. Essentially, active listening should give you adequate information to start grouping themes and select possible data to identify the remainder of challenges for young people. In this step, you will do the following:

- Identify and listen to catchment area stakeholders.
- Provide stakeholders an overview of the protective and risk factors.

- Develop commitment of stakeholders to a multidisciplinary approach to prevention, diversion, intervention, and re-entry for youth involved in and at-risk of involvement in juvenile justice.
- Listen for themes around perceived need to determine what data should be gathered for Step 3.

Readiness Check-In

To determine the best method for listening to your catchment area, refer to the *CATS Readiness Assessment* completed in Step 1. Look at your answers and use the following decision tree in making decisions about how you listen to your catchment area.



Methods for Gathering Perspective

The primary purpose of this step is to gain an understanding of how the community views the juvenile justice service needs in the catchment area. In this step, you will want to identify as many mechanisms for listening to the groups identified on your Stakeholder Mapping Tool (p. 56), as necessary. **You will need to utilize multiple strategies to adequately reach all stakeholders; however, you are not required to use all strategies.** Consider the following strategies for gathering perspectives and establishing relationships:

- **Gathering Existing Data:** Has a taskforce or other entity conducted an assessment or review of the juvenile justice or service network in your catchment area? If so, what can be learned from its findings?

- **Community Meeting(s):** Gather all stakeholders together to discuss what they feel is needed and working within the continuum of services. This method provides the opportunity to build relationships among stakeholders. You may have several meetings with various agencies or groups. Consider spreading these throughout your catchment area to ensure that all perspectives are heard and you are aware of the need.
- **Interviews and/or Focus Groups:** These are fairly informal gatherings with individuals or small groups (usually fewer than ten). Specific questions are asked with follow-ups for detail and clarity. This method is especially useful with stakeholders who may not be comfortable speaking up in larger community meetings, such as youth, families, and other disenfranchised groups or areas.
- **Direct Meetings With Providers or Stakeholder Groups:** Regular discussions with providers or other stakeholder groups may be something you already do. If so, use one of these meetings to focus on perceived needs. This strategy allows for detailed discussions; however, many conversations are required to get a broad perspective of need in the catchment area.
- **Surveys:** Surveys can be mailed, emailed, given out at community events or meetings, distributed in school or programs, posted on social media, or promoted with fliers in a public space. Return rates can be low, so combine it with other strategies. Consider using a QR code to access the survey from a smart phone. Google Forms and Survey Monkey offer free options and have some response compilation functions. An example survey can be found in the Toolbox on page 54.
- **Capitalizing on Existing/Ongoing Community Relationships:** Your ongoing relationships with partners, leaders, and stakeholders provide a chance to share about feedback opportunities or simply gather information as part of that meeting. Youth, family, or provider meetings are good times to hold focus groups, distribute surveys, or host a stakeholder discussion. This approach saves on time and coordination and takes advantage of the commitment stakeholders have in those groups or relationships.

Free QR Code Generators

The following free QR code generators can walk you through the process of creating QR code for fliers to allow stakeholders to access an online survey or website via their smart device.

QR Code Generator: <https://www.qr-code-generator.com/>

QR Code Monkey: <https://www.qrcode-monkey.com/>

Identifying Stakeholders

Community engagement is a must of the CATS process. YSAs are encouraged to engage as many of these perspectives as possible. There may also be stakeholders not identified who you find appropriate for your CATS planning process. The stakeholder list will be unique to each area; however, there may be some overlap among court or policy representatives. In these instances, it is wise to coordinate your planning efforts with the appropriate YSA(s). The following table includes core stakeholder groups and examples of who you could engage. OJA's funding will require you to engage consumers, providers, juvenile justice system staff, and cultural representatives.

Providers	Juvenile Continuum (staff and leaders)	Consumers
Child welfare Juvenile justice Homeless/housing Basic needs Domestic violence Mental health/substance abuse Health care Alternative schools	Judges Prosecutors Counsel for children and youth Probation workers Law enforcement Diversion Court In-home services	Youth groups Family members Community/victims Parent groups and parent self-help groups Caregivers/parents

	Congregate care Re-entry SROs/alternative school	
Potential Partners (public and private)	Community Leaders	Other
Schools (superintendents, principals, and teachers) Community colleges Health department Health professionals HUD Disability services DHHS Hospitals/urgent care Mental health/substance abuse services Housing advocates Business owners	Mayor Senators City council Cultural community leaders School board Community planners and development officers Clergy/faith-based organizations Community activists Presidents or chairs of civic or service clubs (e.g., Chamber of Commerce, veterans' organizations, Lions, Rotary) Those identified by others as "community leaders" (people without titles)	Youth sports/arts clubs Girl/Boy Scouts FFA/4-H Youth employers Recreation Volunteers Rotary clubs Faith community Cultural centers

Stakeholder Mapping Tool

Use the following table to identify stakeholders to be contacted, methods of listening and who (from your planning team) will reach out. Remember more than one listening method will be needed. Utilize existing networks and relationships where possible. This tool can also be found on page 56 in the Toolbox.

Individual, Agency, or Group	Primary Contact Information	Stakeholder Group Represented	Who Will Reach Out	Contact by Date	Listening Strategy to Use	Notes

Engaging Youth and Families

CATS planning aims to tailor services to the needs of youth and families. Because the juvenile justice system may be a source of trauma or struggle for youth and families, take care when engaging these stakeholders. Give the following strategies a try:

- **Avoid Tokenism:** No one youth or caregiver can represent all family/youth experience. Work to recruit several youth and family voices.
- **Lean on Community Partners:** Chances are many stakeholders work directly with youth and/or families. Encourage providers and partners to invite those they serve to participate or bring folks with them.
- **Make Additional Preparations:** Recognize that sitting at the table with community leaders, court staff, and providers as equal participants may be new to youth and families. This is especially true for youth and families with direct juvenile justice involvement. Avoid acronyms or jargon and use inclusive language. For example, switch *juvenile* or *offender* with *young person* or *students*. Consider providing youth and families “cheat sheets” beforehand, provide a brief overview ahead of time, or invite them to come early to ask questions.
- **Provide Alternatives:** Schedules or lack of comfort may prevent youth and families from participating alongside other stakeholders. Consider holding youth- or family-only focus groups or planning sessions. Go to existing youth or family groups to reach these stakeholders in a safe space for them. Your effort will help build trust.
- **Be Flexible:** Set the expectations around whether younger siblings or children are welcome. Consider evening or weekend meetings. Shake up the agenda to be less formal. Provide a virtual option alongside in-person attendance to minimize transportation challenges. Explore opportunities to provide childcare or coordinate in partnership with an existing community event for families.
- **Check-In With Attendees:** Speaking up may be intimidating. Give dedicated space on the agenda for youth and families to contribute in small-group or large-group discussions. Check in with them on breaks or after the event. Find time for informal conversation or an invitation into the larger discussion.

Tips for Listening in Person or Virtually

As you prepare to collect perspectives from your catchment area stakeholders, remember the following tips:

- **Practice.** Prepare a list of interview questions in advance. Memorize your questions. This approach will allow you to ask questions more naturally as the conversation flows.
- **Prepare to Actively Listen.** When actively listening, your aim is to understand what the other person is saying. As the current YSA, you’re asking for feedback on your work. You need to create a space where stakeholders can share honestly, and you can listen openly. Hear stakeholders’ feedback without interruption. Be prepared to take in criticism and suggestions without being defensive. Rather, reflect on what you heard, seek clarity, and provide any information that furthers the discussion. Motivational interviewing may be a helpful approach in this step. This is a time to take a critical look at what is best for success of youth and families and how your YSA can support those needs.
- **Have a Note-Taker(s).** Facilitating takes focus and attentiveness. This makes also being the notetaker, especially challenging. Be sure you have a support staff to take notes, record the conversation, or ask participants to capture their thoughts on flipcharts. If you do any small-group listening, you’ll want to have

Need More Details? Ask questions!

As you’re listening, ask follow-up questions to get a clearer picture of the need. Here are a few ways to dig for detail.

Frequency: How often do you notice this concern happening?

Duration: How long has this been going on?

Scope/Range: How many people are affected?

Severity: In what ways is this disrupting the community, school, family, and/or youth?

Perception: Does this seem like a large-scale problem or did something move it front of mind?

additional note-takers or strongly encourage the use of flipcharts for participants to capture their thoughts.

- **Use Small Talk.** Set up early and use the time before and after the conversation to build rapport. These connections can help gain access to research, resources, or an additional voice in the effort.
- **Be Authentic.** Showing you're interested, being curious, and following-up can increase partnership or investment from partners. Be present, reflect, and keep it authentic.
- **Keep Your Goals in Mind.** Remember you want to obtain information. Keep from digressing too much. Keep the conversation focused on your questions.
- **Seek Detail.** Ask for an example or detail or ask why. Ask stakeholders to clarify anything you do not understand. Making a candid observation of the feeling or reactions in the room can promote candid and authentic responses.
- **Offer Written Options.** Not everyone is comfortable speaking in a group. Offer options such as surveys, small-group discussions, comment boxes, or reflections on note cards that are collected as ways for quiet stakeholders to be heard.

Discussion Prompts

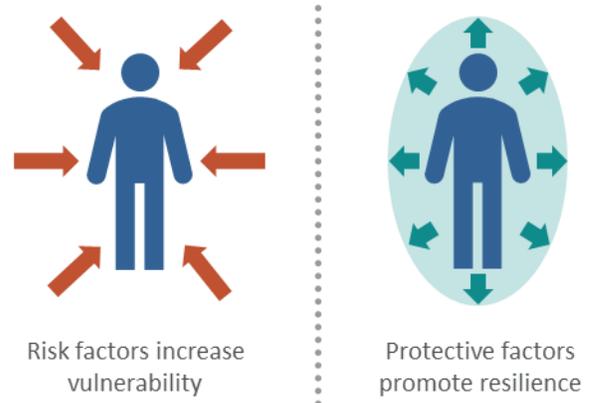
Prompts for listening efforts can be pulled from the following list or from the survey questions in the Toolbox on page 54. Add in catchment area-specific questions based on your historical knowledge of the area, services, or concerns. Further, collateral reports on the continuum of services in your catchment area may raise questions for follow-up.

- What are the most pressing needs for youth and families in our community?
- What data/information exists to measure and describe these needs?
- If you could put any service or resource in place for youth in our community, what would it be?
- What's the greatest risk to young adults in our community being successful?
- Describe current strategies, programs, and efforts under way to serve youth.
- List strategies, programs, procedures, or other creative ideas that you'd like to see created or revived to meet the needs of youth.
- What data (qualitative and quantitative) could tell us more about these concerns? How can we access this information? Does anyone collect these data currently? If not, who would be the logical partner to collect?

Risk and Protective Factors

Risk and protective factors provide the philosophic framework for many youth assessments because they provide a comprehensive look at personal and environmental components that increase a youth's vulnerability to negative outcomes and insulate them from these influences. This approach to assessment is based on the premise that to prevent a problem, the factors that predict or contribute to the development of that problem must be identified and addressed.

Another way of putting it is our preventions and interventions should aim to reduce risk factors and increase protective factors in the youth and their environment. The CATS process uses the framework to align with best practice and common youth assessments, as well as promote strengths and action. Slides on these factors and the following tool are found in the Toolbox on page 60.



Protective and Risk Factor Tool

Protective Factors	
Protective Factors	Indicators of Influence
Community Factors	
Presence of caring, supporting adults	Availability of caring, supportive adults in the community, availability of supportive neighbors in the community, positive relationships with adults outside of the community, active neighborhood associations
Opportunities for participation	Community service opportunities and volunteerism, meaningful ways for youth to participate in community activities, availability of pro-social activities
High expectations of youth	Scholarships, incentive programs for graduating high school, public education campaign
Safe environment	Community safety
School Factors	
Caring and support	Low teacher turnover rate, high teacher morale, active PTA in school district, parental support for school, safe and caring school environment, caring adults (e.g., mentors, peer support, coaches, school social worker)
High expectations	School achievement, youth who go to college, availability of scholarships
Clear standards and rules for appropriate behavior	Adherence to school policies and rules
Youth participation, involvement, and responsibility in school	Student involvement in class activities and policies, youth involvement in extra-curricular activities, school clubs and organizations
Family Factors	
Effective parenting	Parental care and delivery, youth reports of family love and support, parents' clear rules and consequences, necessary immunizations received
Positive bonding	Attachment and commitment to parents and family
Peer Factors	
Involvement with positive peer group activities and norms	Participation in pro-social activities, maintain positive friendships
Individual Factors	
Social competencies	Self-efficacy, youth with driver's licenses and incident rates, youth employment, conflict resolution skills, life skills
Positive temperament	Pro-social orientation
Commitment to school and community	Religious involvement, planning to go to college
Self-esteem	Feelings of self-worth

Risk Factors	
Risk Factors	Indicators of Influence
Community Risk Factors	
Availability of alcohol and drugs	High alcoholic beverage sales by location, trends in exposure to drug use, perceived availability of drugs
Availability of firearms	Firearms in the home, firearms sales

Risk Factors	
Risk Factors	Indicators of Influence
Community crime	High number of weapons-related charges, high violent crime rate, high number of arrests for driving under the influence, high number of adult drug/alcohol-related arrests, high adult property crime arrests, high murder rate, high volume of gang-related activity reported by law enforcement
Social and physical disorder	High number of hate crimes, poor external housing conditions, vandalism, condemned buildings
Community instability	Low home ownership rates, high number of rental occupied housing, high number of property vacancies, high number of children moving
Low community attachment	Low number of population voting in congressional and presidential elections
economic deprivation	Children/families living below poverty level, high number of single parent household families, high number of food stamp program recipients, high number of youth eligible for free or reduced-price lunch program, high unemployment rate, high number of individuals without health insurance, and high number of children without health insurance
School Risk Factors	
Academic failure	Student reading, math, and/or science proficiency below the national average
Negative attitude toward school	Chronic absenteeism, high rate of truancy/dropouts, high rate of suspensions/expulsions
Inadequate school climate	High rates of violence/crime on school grounds, physical decay of school
School dropout	Event dropout, status dropout
Family Risk Factors	
Family history of problem behavior	Low rate of literacy, pregnant mothers using drugs/alcohol, babies born with fetal alcohol syndrome
Family management problems	Children without adult supervision, lack of parental involvement in school
Child victimization and maltreatment	Reported child abuse and neglect cases, unpaid child support, requests for social service intervention
Family conflict	Domestic violence (arrests, 911 calls), divorce, intimate murders
Peer Risk Factors	
Gang involvement	Gang activity participation, police reports of youth gang activity, perceived peer gang involvement
Peer alcohol, drug use, and delinquency	Reported use of alcohol and drugs by friends, violent friends

Example: Community Meeting Agenda

The agenda for your listening session should be developed to fit the strategies used. The following is an example of the agenda used in the CATS pilot site.

Community Action with Targeted Solutions
Community Planning Meetings
ENTER CATCHMENT AREA COUNTIES AND/OR COMMUNITIES SERVED
ENTER DATE

Locations and Time(s)

Participants

Interested community members from [ENTER AREA TO BE INCLUDED], such as family members, young people, judges, court staff, juvenile justice staff, community leaders, mental health providers, tribal leaders and organizations, mentoring programs, faith-based communities, attorneys, child welfare partners, law enforcement, and school-based partners

Agenda

- I. Introductions
- II. Purpose
 - a. Intent
 - b. Process
 - c. Partners
- III. Exploring Needs, Resources, and Opportunities
- IV. What Are Protective and Risk Factors?
- V. Gathering Details and Context
 - a. Accessing Information
 - i. Survey
 - ii. Data Sources
 - iii. Missing Voices
- VI. Wrap-Up and Next Steps
 - a. March Meeting
 - b. Feedback Form

Compiling Information and Preparing for the Next Step

Now that you've gathered stakeholder perspectives, the next steps are compiling what you heard and digging deeper into emerging themes. Discerning themes requires the facilitator to consider all feedback gathered, group similar thoughts, and find areas that require greater exploration via statistical data. This requires judgement calls by facilitators. The planning committee should review themes to ensure they reflect the information gathered and fully capture what data need to be explored. Review also provides a check against unintentional bias of facilitators. Consider the following strategies for identifying themes:

- If applicable, use the data compilation provided by SurveyMonkey or Google forms to compile simple charts of feedback. Group open-ended question responses with any meeting or stakeholder discussion notes.
- Put all notes into one document.
- Group comments into common themes (e.g., school, substance abuse, lack of activities, placement challenges, accessing community services). You may want one document that captures an overview with themes and enough detail to understand core strengths or needs in that area and another document with feedback grouped in each category. This approach provides a summary document and a detailed document for reference and sharing with stakeholders as appropriate.
- Compare themes with protective and risk factors to identify gaps or assets in the catchment area.

For Instance: Themes to Data

Theme = High substance use

Data = Arrest and diversion data for substance abuse related offences and/or contact local substance abuse providers for their experiences serving youth with substance abuse diagnosis

Theme = Poor school engagement

Data = Truancy and graduation rates, grade completion data, reading scores, and/or use of alternative school or afterschool programs

Identifying these themes will expose areas in which data are needed. These data will help determine how community perception compares to juvenile justice system, outcome, and service utilization data.

- For each theme, identify the data points that may deepen understanding of the risk factor to be prevented or protective factor to be enhanced (i.e., needs and programs/interventions).
- Consider context needed or voices that could add greater understanding to the theme, such as school resource officers, around school-based challenges.
- Use the tools in Step 3 to outline where or who you will contact to access data.
- Consider which data are most helpful and manageable in your process.

In the Toolbox

Check out these additional examples and process documents in the Toolbox at the end of the toolkit.

- [Stakeholder Mapping](#)
- [Meeting Flier](#)
- [Risk and Protective Factor Slides](#)
- [Risk and Protective Factor Handout](#)
- [Meeting Sign-In Sheet](#)
- [Sample Survey Questions](#)

Resources

Want to read more about risk and protective factors and listening and engaging stakeholders? Check out the following resources.

Risk and Protective Factors

- U.S. Department of Health and Human Services. *Protective capacities and protective factors: Common ground for protecting children and strengthening families*. Capacity Building Center for States.

[https://library.childwelfare.gov/cwig/ws/library/docs/capacity/Blob/107035.pdf?r=1&rpp=10&upp=0&w="+NATIVE\("%27recno=107035%27\)&m=1](https://library.childwelfare.gov/cwig/ws/library/docs/capacity/Blob/107035.pdf?r=1&rpp=10&upp=0&w=)

- Office of Juvenile Justice Delinquency and Prevention. (2015). *Protective factors against delinquency* [Literature review: A Product of the Model Programs Guide]. <https://www.ojjdp.gov/mpg/litreviews/Protective%20Factors.pdf>
- National Research Council and Institute of Medicine. (2009). *Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities*. Washington, DC: The National Academies Press. https://iod.unh.edu/sites/default/files/media/Project_Page_Resources/PBIS/c3_handout_hhs-risk-and-protective-factors.pdf
- Youth.gov. *Risk & protective factors*. youth.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth
- Office of Juvenile Justice Delinquency and Prevention. (2015). *Risk factors for delinquency* [Literature Review: A Product of the Model Programs Guide]. <https://www.ojjdp.gov/mpg/litreviews/Protective%20Factors.pdf>

Engaging Stakeholders

- Forum, Collective Impact. (2020). Building trust among partners and sharing credit [Podcast]. Resources, Collective Impact Forum. www.collectiveimpactforum.org/resources/building-trust-among-partners-and-sharing-credit
- Research and Training Center for Pathways to Positive Futures. (2019). *Emerging strategies for engaging young people in systems of care*. Portland, OR: Research and Training Center for Pathways to Positive Futures, Portland State University. <https://www.pathwaysrtc.pdx.edu/pdf/emerging-strategies-for-engaging-young-people.pdf>
- University of Kansas: Center for Community, Health and Development. Section 12. Conducting interviews. In *Chapter 3. Assessing community needs and resources*. Community Tool Box, <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-interviews/main>

Family and Youth Engagement

- Youth.gov. *Family engagement*. <https://youth.gov/youth-topics/family-engagement>
- Youth.gov. *Assessing youth involvement & engagement*. <https://youth.gov/youth-topics/positive-youth-development/how-do-you-assess-youth-involvement-and-engagement>

STEP 3: Exploring Data and Identifying Priorities

Goals

With themes in hand, it's time to use data to dig deeper into the needs of your catchment area by completing the following:

- Explore statistical data to gauge true need, service gaps, and use of current services.
- Compare statistical data with perceived need from Step 2.
- Seek additional stakeholder perspectives to enhance understanding of themes outlined in Step 2.
- Determine target needs.
- Share data analysis with stakeholders to come to agreement on interventions needed to address needs.

Readiness Check-In

As you begin planning to collect data, revisit your *Readiness Assessment* completed in Step 1. Look at your answers as you walk through the Data Mapping exercise and consider these follow-up questions:

1. How does your agency currently monitor youth/family need, service outputs, and youth/family outcomes?
 - a. Does this method give us access to all the data needed to understand the need?
 - b. What additional data could enhance understanding?
 - c. Which, if any, data indicators could be refined?
2. Describe your agency’s level of comfort with gathering, analyzing, applying, and tracking data.
 - a. Consider reaching out to OAYS, OJA, or fellow YSAs for support in working through what data are needed.
 - b. Could any stakeholders enhance your comfort with a new indicator or data?
3. What assistance, if any, is needed in gathering and reviewing data?
 - a. Is additional support needed to work through data gathering and analysis? If so, reach out to OAYS, OJA, or fellow YSAs for support.
 - b. Could partners help analyze and share data from their agencies or systems?

Gathering Data

Much of the work for this step occurs prior to the community conversations, as you do your “homework” to gather data related to the concerns raised during your listening. Use the Data Mapping tool in the Toolbox on page 63 to identify data needs, sources, and strategies for acquiring those data. The following fictional example demonstrates how to complete this tool. You’ll notice that the tool determines strategies for using statistical data and additional perspectives that can add greater insight. This tool also provides space to list stakeholders yet to be involved.

EXAMPLE: Data Mapping

Data Mapping

Catchment Area: _____

Date: _____

Indicator Data Sources

Theme	Indicator	Source	How can we access it?	Context/Notes
School	School referrals to law enforcement	School district	Contact Superintendent Mr. Smith – (123) 456-7890/jsmith@abcschool.org	School has an SRO that works with all truancy cases across the district. Talk to him.
	Arrest data	OJA	Contact OJA	Look at time of arrests. Are they during school hours?
	Suspensions/expulsions	School district	Contact Superintendent Mr. Smith – (123) 456-7890/jsmith@abcschool.org	
Pro-Social Activities	Peer support groups	Our Town Youth Group	Jenny Smith, program coordinator, (123) 456-7890	Afterschool and leadership programs,

Theme	Indicator	Source	How can we access it?	Context/Notes
				might know what youth want
	Peer mentoring utilization	Community Mentoring Program	Contact director – Ms. Williams jwilliams@peers.org	Look at rates of use and duration of use.
Substance Use	Arrest and disposition data	OJA	Contact OJA	Look at offense types and number offenses.
	Service utilization at treatment programs	XYZ Residential Treatment Program	Contact clinical director – Ms. Martinez kmartinez@treatment.org	Look at rates of use and completion data. Ask staff what they are seeing on the unit.

Potential Indicators and Data Sources

If you are unsure which data might be helpful, you can refer to the following table for possible measures. You may also want to visit the [National Center for Juvenile Justice’s Fundamentals Measures for Juvenile Justice](#) site. This site provides indicators and methods for quantifying indicators from across all points of the juvenile justice continuum. OJA also maintains the JOLTS data system. Specific data can be requested from OJA for your catchment area. Contact OJA for details on requesting data.

Indicators	Sources
Demographics	
<ul style="list-style-type: none"> • Gender • Racial and ethnic background • Age (numbers and percentages of the population in various age groups) • Marital status • Family size • Income • Population centers/urban versus rural make-up • Risk-taking behavior 	Youth Risk Behavior Surveillance System (YRBSS) Oklahoma Census Data Center (Oklahoma Department of Commerce)
Area Background and Current Efforts	
<ul style="list-style-type: none"> • Assessments or studies conducted by local or government agencies • Assessments or studies conducted by other organizations (e.g., hospitals, human service providers, chambers of commerce, inspector general/ombudsman’s office, or advocacy groups) • Studies conducted by researchers connected to local universities • Governor’s annual report 	

Indicators	Sources
Juvenile Justice	
<ul style="list-style-type: none"> • Offense data by charge • Status offenses • Probation population, violations, and completion rates • Detention and congregate care rates • Diversion rates • Recidivism rates • Time of day of citation 	OJA - JOLTS Local law enforcement Diversion programs
School	
<ul style="list-style-type: none"> • Graduation • Suspension/expulsion rates • Truancy • Bullying • Violence in schools 	Oklahoma Schools Report Card Department of Education Local district Youth Risk Behavior Surveillance System (YRBSS)
Out-of-Home Placement	
<ul style="list-style-type: none"> • Rates of out-of-home placement • Shelter, detention, group home, and treatment center utilization data • Length of stay or time out of home • Community supervision numbers 	OJA - JOLTS Local providers Juvenile Services Units
Detention	
<ul style="list-style-type: none"> • Use • Length of stay • Offenses of those detained 	OJA JOLTS Local detention centers
Health	
<ul style="list-style-type: none"> • Access to health insurance • Teen pregnancy/parenting • Free or reduced-price lunch eligibility rates 	Oklahoma State Department of Health Centers for Disease Control County Health Rankings and Roadmaps Local school district Oklahoma Census Data Center (Oklahoma Department of Commerce)
Child Welfare	
<ul style="list-style-type: none"> • Dual adjudication • Former and current family involvement 	Oklahoma Human Services
Employment	
<ul style="list-style-type: none"> • Employment rates, part-time/full-time, by age 	Chamber of Commerce Oklahoma Works
Service Utilization	
<ul style="list-style-type: none"> • Youth served • Program completion • Length of service (duration/dosage) • Rate of referrals resulting in intake/acceptance into service 	Nonprofit service agencies Funding agencies

Deciding Which Data to Collect and How to Analyze Them

As your planning team considers the data it wishes to pursue, you may want to work through the following steps:

Agree on the value and purpose of the information that you will collect.

- Why does your group need this information?
- How will you use it?
- How does it add to the discussion about those data?
- Did this arise as a key theme?
- What do the data tell us?

Determine the period to investigate.

- For what time do you want to find information?
 - Looking at an average over 3–5 years can prevent an outlier year from skewing analysis.
- Does this provide a baseline for ongoing measurement?
- How often are these data collected? Could we use them for ongoing evaluation?
- How long does it take to collect these data?
- Can we get this information before the action planning step?

What information do we want...exactly?

- Qualitative versus quantitative
- Do you want to determine incidence rate, or prevalence rate, or both? (See the example at the end of this chapter for information on these rates.)
 - And on which issues?

How will you get your hands on the data?

- Are the data publicly available?
- Where are they kept, and who has authority over the data?
- What's the process for requesting data?
 - Does someone on the team have a natural connection to the data source?

Set limits as to how much information you want to collect.

- Is this information helpful or superfluous?

Collect the data.

- Gather and analyze the data.
- How can we compile this in various ways for the community to consume?
- Do we need to bring in an expert (e.g., university, nonprofit agency) to interpret the data with us?

Identify gaps in your knowledge.

- What questions remain?
- Do we have access to that information?
- Do new methods for data collection need to be developed or included in our action plan?

Strategies for Sharing Data

Once you have analyzed your data, you'll need to return to your stakeholders to dig deeper into catchment area needs. Translating data into an easily consumable format can be challenging. Consider the following questions and strategies as you determine the best way to share your data with the community:

- **Avoid making it "all about the numbers."** Statistics can oversimplify the information by removing context or convolute the discussion with too many numbers or complicated diagrams. Consider using graphs that illustrate the clearest picture of need, provide specific data requested by stakeholders, or prompt greater discussion to get to the root need. Have more detailed analytics on hand for those who may be interested.
- **Integrate numbers and stories.** Follow up on analytics with experiences and perspectives. This could be from your listening sessions or from other qualitative efforts.
- **Bring in the experts.** For complex or intricate data sets, it may make sense to invite the agency that compiles the data to share them with the group to be able to answer questions.
- **Use everyday language.** Make your data accessible to the full group of stakeholders. Use tables, graphs, and plain language.
- **Connect themes from Step 1.** This shows you were listening to stakeholders and captures prevailing community concern, assets, and context. Connecting themes and data enhances understanding of the narrative and can help stakeholders differentiate perception from true need. Word clouds can be a unique and fun way to capture responses to surveys.
- **Use a case example.** Make the numbers tangible by creating a hypothetical case study to tell the story of the statistics. This changes the discussion from talking about numbers to talking about a youth.
- **Align with the protective and risk factors.** Where possible, connect themes and data to specific protective or risk factors. This approach can help direct the discussion away from blame and toward action via services. Try a table that lists the protective or risk factor alongside quotations or themes from Step 2 and statistics from your data collection.

Consider the Root Needs

As you explore the data, regardless of the structure selected, the discussion should focus on what might be contributing to the data you see because that will uncover the true need. Then, you can decide which services are best suited to address those needs. This is also an opportunity to identify and address racial, ethnic, geographical, or gender disparities by considering the demographics within your other measures.

Possible Factors Contributing to Delinquency	
Factor	Explanation
Patterns of behaviors	<p>The rates of involvement in juvenile delinquency may differ among youth from different racial and/or ethnic groups. These differences in behavior may contribute to juvenile justice involvement. Examples of possible behaviors include the following:</p> <ul style="list-style-type: none"> • Involvement in different offenses (e.g., such as sale of drugs), involvement in behavior linked to gang activity, higher levels of involvement in delinquent behaviors in general, as well as more severe behaviors • Involvement in risk-taking behavior at an earlier age • Involvement with other social services or justice-related systems such as child welfare • School performance (e.g., truancy, falling grades, disciplinary action, reading scores, or educational disabilities)

Possible Factors Contributing to Delinquency	
Factor	Explanation
Transportation and mobility	<p>Differing levels of mobility allow youth to commit acts of delinquency outside of their immediate residential location. Although types of mobility differ, some of the more common differences are as follows:</p> <ul style="list-style-type: none"> • Seasonal mobility exists when communities have increased numbers of juveniles during a certain time of year (i.e., spring break). • Attractive nuisance may occur in commercial or entertainment areas. For example, a shopping mall draws youth from all areas, not just the immediate surroundings. A beach will attract youth from surrounding areas as well. • Immigration-related mobility typically occurs in areas where immigration policies are a high priority. If such policies target a specific race, then the numbers of youth coming into the system will increase. • Institutional effects occur when a jurisdiction provides residential or detention capacity for other jurisdictions. If a juvenile detention facility houses juveniles from various counties, such mobility may affect DMC. In such cases, it is important that community-specific data for youth housed in the facility be collected.
Societal characteristics	<p>Societal characteristics, such as socioeconomic status, location, and education, are often correlated with race and/or ethnicity. These factors are also often related to delinquent behaviors or other potential points of contact with the juvenile justice or other social service systems. Examples include the following:</p> <ul style="list-style-type: none"> • <i>Risk factors</i>: Certain risk factors may be linked to race and/or ethnicity and result in differential offending among those groups. For instance, minority youth are more likely to have poor school performance and live in disorganized neighborhoods, making them more likely to be involved in the juvenile justice system. • <i>Ability to access/eligibility for programming</i>: Access to or eligibility for programmatic services may be affected by the economic status of the youth and family. Some programs are contingent upon medical insurance coverage, which youth may not have. • <i>Decision making</i>: Decisions made by key actors in the juvenile justice system may be influenced either directly or indirectly by race and/or ethnicity.
Access to prevention and/or treatment	<p>At-risk youth often do not have access to needed prevention and treatment resources within their communities. There are four potential ways such access is limited for minority youth:</p> <ul style="list-style-type: none"> • <i>Access</i>: Some youth may be limited by geography and/or program hours. If the program is only open from 9 to 5, many youth and their parents may not be able to access the program. Further, if the program is not served by public transit, youth may be unable to access it. Teen parents may be excluded due to childcare needs. • <i>Eligibility</i>: Many programs are designed for use with specific youth, those most likely to be successful. Youth who fail to meet that criterion or who may be considered to have behavioral issues are often excluded. • <i>Participation</i>: Mere program design or atmosphere of the facility may also affect minority involvement. If a facility or program structure is uninviting or focused on the majority population, then minority youth are much less likely to participate. • <i>Effectiveness</i>. Many existing programs have been designed and proven effective for a specific racial or gender group and thus, may not have the same impact on youth outside those groups.

Possible Factors Contributing to Delinquency	
Factor	Explanation
Decision making	Differences in processing or decision making may affect access to programs, opportunities for diversion, and access to alternative sentencing options. If there is concern that such differences exist, it is important to ask the following questions: <ul style="list-style-type: none"> • How are decisions made? What types of criteria, if any, are utilized? • If criteria exist, are they applied consistently to all youth? Why or why not? • Review the criteria. Do they place some groups at a disadvantage?
Jurisdictional differences	Depending upon the jurisdiction, youth are often treated differently. In some cases, such differences may illustrate racial or ethnic disparity and/or be attributed to geographical setting (urban, suburban, rural); availability of resources; philosophical differences (punishment versus treatment); or varying use of sanctions, incentives, and levels of care (e.g., detention, probation revocation, diversion).
Policies and legislation	Depending upon their content, policies resulting from administrative or legislative action can impact minority youth negatively. Examples of such policies include those that target certain, low-income areas, zero tolerance policies in schools, or those that use prior system involvement as a basis for future decisions. <ul style="list-style-type: none"> • <i>Offense-specific policies</i> may negatively affect minority youth. A primary example is the crack versus powder cocaine statutes. • <i>Location specific policies</i>, such as those that criminalize behaviors in public housing areas. • <i>“Mandatory waiver to adult court”</i> type policies utilize criteria that are often based on the presence of prior offenses.
Cumulative disadvantage	As youth continue throughout the system, the impact of such involvement accrues. <ul style="list-style-type: none"> • <i>Simple accumulation</i>: This can occur when minorities enter the system at higher rates. For instance, if minority youth enter the initial contact point of the system at a higher rate and are followed by disproportionality at other points throughout the system; then the total disproportionality experienced would consist of the cumulative total of disproportionality at each point. So, while at certain points disproportionality might be small, the total effect would be large. • <i>Impact on future decisions</i>: Once a youth has entered the system, he or she may be affected by decisions at future contact points that are based on race and/or ethnicity.

Meeting Structures

Individual stakeholder discussions and community gatherings (with the full catchment area or broken up by geography or stakeholder group) provide the most productive methods for bringing data to stakeholders and getting their feedback on priority needs. Reflect on the methods used in Step 2 and select stakeholder meeting strategies that move you closest to priority needs areas and services support by catchment area stakeholders. There are several ways to structure this discussion. The following methods can be used individually or in combination:

- **Bring Stakeholders Together.** Take the opportunity to bring stakeholder groups together into one discussion to build partnership, enhance understanding, and/or establish service and referral networks.
- **Account for Underlying Tensions.** Incorporate strategies that allow stakeholders to be comfortable sharing their thoughts on the data and service/intervention needs. Include using breakout groups, comment boxes, or data walks to allow stakeholders more private ways to share their thoughts.

- **Promote Community.** Further relationships and lighten the mood by holding the event in a neutral location, attaching it to a community social event, or making it a potluck. Data can feel dense; however, making the event about bringing people together from all corners of the community can lower defenses and promote dialogue.
- **Be Prepared for Differing Opinions.** Data can trigger challenging conversations as people look for the why behind the numbers. Prepare your method of presenting data to promote solution-oriented discussion that doesn't place blame. Try an icebreaker or ground rule activity that ensures consensus from all group members on the shared goal of a safe community where all youth and families thrive.
- **Take a Data Walk.** Avoid boring or overwhelming people with too many numbers by making the data exploration interactive. Post data around the room with a blank flipchart. Direct participants to walk around the room and write their reflections and questions about the data on the flipchart. Encourage them to ask others about their interpretations, as if they were at an art gallery. Bring the group together to review flipcharts.
- **Leave It to the Experts.** Depending on the data analyzed, you may want to bring in a university, school, juvenile services, court, or OJA partner to present the data and answer questions. You can have multiple partners share their data to the full group or discuss the data in pairs via a "speed-dating" activity. After all data are presented, have a large group discussion that identifies priorities.
- **Go Virtual.** If you must meet virtually, try an asynchronous approach to sharing data in PDF or via pre-recorded videos for stakeholders to review. Share this ahead of time with specific tasks and timeline for review. Then, pull stakeholders together via a virtual meeting (e.g., Zoom, Teams, GoTo) to discuss the data and determine priorities. You can also gather feedback via a survey or virtual discussion (e.g., Google Classrooms, Google Drive, or Microsoft Teams) ahead of the virtual discussion.

Example Agendas

You will need to craft the appropriate agenda for your catchment area. The examples in the following table use some of the previously discussed strategies.

Catchment Area In-Person Meeting With All Stakeholders	Individual Discussions With Stakeholders or Stakeholder Groups	Virtual Discussions
<ul style="list-style-type: none"> • Introductions • What we've done so far • Review of listening step • How feedback was gathered • Feedback themes • Data walk • Opportunities • Barriers • Selecting and voting on priority needs • Wrap-up and next steps 	<ul style="list-style-type: none"> • Review of Data <ul style="list-style-type: none"> – Key take-aways – Opportunities – Barriers • Priority Needs <ul style="list-style-type: none"> – What is most important to you? – What is most important to the catchment area? • Next Steps 	<p>PRIOR: Share data and ask:</p> <ul style="list-style-type: none"> • What are your key take-aways? • What do you see as the most pressing service needs? • What partnership opportunities exist? <p>Virtual Meeting</p> <ul style="list-style-type: none"> • Reflect on data. • Share your priority. • Identify themes. • Vote on catchment area priority needs.

Discussion Prompts

Regardless of the meeting method chosen, you'll need to collect reflections on the data and find consensus on priority needs for services. Here are a few questions to help move stakeholders through the discussion:

Step 2 Theme Review

- What needs were identified in the listening session feedback?
- What is missing in these themes?

Data Review

- Do/how does the data support the existence of those needs?
- What is your key take-away?
- What partnership opportunities exist?
- What's working and not working about our current service system and set-up (e.g., referral process, access, location, delivery method)?

Finding Priorities

- Are there any needs identified by data that did not emerge during the listening session feedback?
- What needs are illustrated by these data and what we heard from the listening session feedback?
- What do you see as the most pressing service needs for you/your agency? For the catchment area?
- What is the existing service capacity in your jurisdiction that you identified in your system assessment?
- Is the existing service capacity able to meet the needs identified by the community and supported by data?
- Does the range of needed services exist in your community?
- If not, what gaps exist and what strategies can you employ to fill those gaps? Does the budget support filling in these gaps?
- Use the "5 Whys" strategy. This strategy involves asking "why" at least five times to get to the root cause.

Compiling Information and Preparing for the Next Step

You have now worked through the perceived need, compared that to quantitative data, and identified priorities of focus. The next step encourages you to work with your stakeholders to determine what services are needed to address the priorities and how to implement these services. This may be a continuation of existing services, reducing or ending others, and potentially beginning new services. This is where your needs assessment assists in ensuring your service offerings match the need reflected in the data and are wanted by your stakeholders. As you prepare to plan, you may want to do the following:

- Add data discussions to your compiled themes summary.
- Format data for presentation in your report.
- Begin identifying data indicators to track the impact of services and outcomes of youth and families served.

In the Toolbox

- [Data Mapping Tool](#)
- [Example Data Dashboards](#)

Resources

Consult the following resources for more information about data collection and data sources:

Data Sources

- Centers for Disease Control and Prevention. (2020, 20 August). *YRBSS*. www.cdc.gov/healthyyouth/data/yrbss/index.htm
- Oklahoma State Department of Health. (2020). *Data and statistics*. https://www.ok.gov/health/Data_and_Statistics/

- Oklahoma Works. (2020). *Data, reports, and research*. <https://oklahomaworks.gov/oklahoma-workforce-data/>
- Oklahoma State Department of Education. (2019). *Oklahoma School Report Cards*. www.oklaschools.com
- Oklahoma Human Services. (2020). *Reports and statistics*. <http://www.okdhs.org/sites/searchcenter/Pages/okdhsreportresults.aspx>
- University of Wisconsin Population Health Institute. (2020). *County health rankings & roadmaps: Oklahoma*. <https://www.countyhealthrankings.org/app/oklahoma/2020/overview>

Measuring Data and Determining Indicators

- Deal, T., & Ehrmann, S. (2019). *Fundamental measures for juvenile justice* [interactive database]. Smith, J. [web developer]. Pittsburgh, PA: National Center for Juvenile Justice [producer]. Retrieved from <http://www.ncjj.org/fmjj/>

STEP 4: Planning

Goals

This step centers on converting all the information gathered into a service delivery plan for the catchment area. This entails the following:

- Finalize prioritized needs.
- Identify services, partnerships, and process changes to address prioritized needs.
- Select indicators and establish methods for tracking and measuring outcomes of supported items.
- Create an action plan for implementing services.

Solidifying Priority Needs and Identifying Services

Step 3 moved your process toward prioritized needs. Before you can match services, you'll need to put the need into concise and actionable terms.

Steps to Move From Need to Services

Try the following strategies to develop clear movable goals and possible interventions or services:

- **Determine What Is Manageable.** Consider your resources and sphere of influence and select a realistic number of priorities. This may also depend on the level of need and cost of implementation for the desired services. If need is important, but outside your scope, identify a partner or explore other funding that could help meet this need.
- **Frame Needs Without Blame.** List needs as community challenges to tackle. A trick is to align need with the risk or protective factors, such as “increased engagement in community and schools,” “substance use prevention and intervention,” or “access to mental health and life skills development opportunities.”
- **Find Relationships Between Priorities.** Look for ways to meet multiple needs with one service or intervention. Determine opportunities to build on existing services in other systems that could provide mutual benefit, such as afterschool programs or youth clubs.
- **Define Need.** Develop an agreed-upon definition of the need. Identify indicators to measure the impact of services on this need.
- **Map Possible Responses.** If new services or modifications to existing services are needed, outline possible services with costs, staffing needs, and other steps required to implement the service or change. This maps out all the information needed to make the decision about which service is best suited and most likely to

be implemented successfully. Consider existing strategies, proven best practices, and innovative programs. Seek out gender or culturally specific interventions, if needed.

- **Select Intervention(s) or Changes to Be Implemented.** Share the service map with all stakeholders or those most impacted to decide which to implement. Consider whether the service competes with existing resources, how it will be received by the catchment area, and whether it best fills service gaps/needs. Confirm that service strategies can reach all parts of the catchment area that need it.

Use the following [Service Selection Tool](#) (page 68) to explore service options for each prioritized need. This mapping should help identify which services both meet the need and are practical for your YSA and catchment area. If you are including stakeholders in service selection, consider completing this prior to your meeting with them and sharing it as a tool for discussion, service selection, and action planning. Complete a map for each priority need. You may not have five options or need to complete the map if existing services are simply being continued.

Service Option Mapping Tool

Use this tool to explore service options for each prioritized need. This mapping helps identify which services meet the need and are practical for your YSA and catchment area. If you are including stakeholders in service selection, consider completing this prior to your meeting with them and sharing it as a tool for discussion, service selection, and action planning. Complete a map for each priority need. You may not have five options or need to complete the map if existing services are simply being continued. Below is an amended example.

Need: Enhanced access to prosocial activities.				
Possible Service or Intervention	Youth Leaders Program	Afterschool Club	Girl Scouts	Youth Nights at Bowling Alley
Description	<i>Youth leadership group for justice involved youth</i>	<i>Supervised life skills club with homework support</i>	<i>Specialized troop for youth in congregate care</i>	<i>Supervised free evening at bowling alley with dinner</i>
Is this a new or existing service?	Yes	No	No	Yes, but would expand
Where should the service be located?	<i>XYZ Center</i>	<i>Public School</i>	<i>Community Center</i>	<i>Joes Alley</i>
What training is required for staff?	No	No	Yes	No
What costs are associated with intervention?	<i>Staff, snacks, and activity supplies</i>	<i>Staff, supplies</i>	<i>Supplies (volunteer staff)</i>	<i>Volunteer training, meals</i>

Potential Interventions

The following table provides a list of possible interventions matched with risk factors. Specific examples of programs can be found in OJJDP’s Model Program Guide. You may also consider connecting with other YSAs and OJA for examples of programs endorsed by OJA and/or proving successful in Oklahoma.

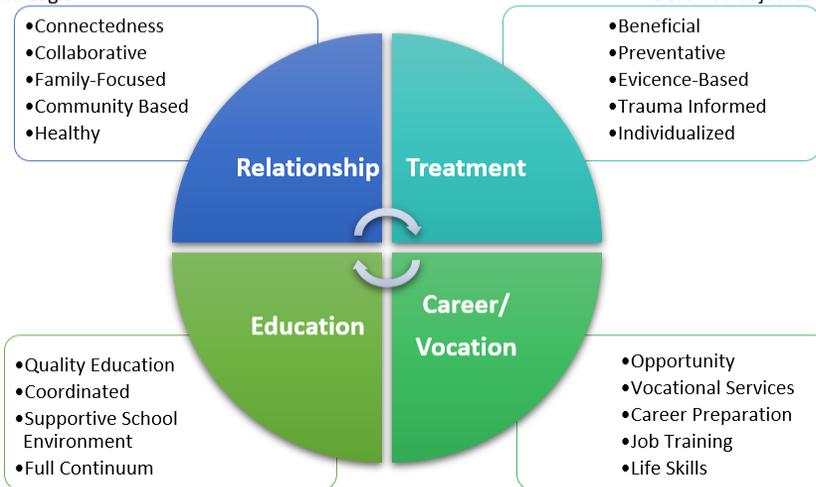
Interventions Along the Continuum, Related Strategies, and Programmatic Examples		
Strategy	Addressed Risk Factors	Possible Services or Interventions
Direct Services Initiative		
Prevention	Patterns of behavior, transportation and mobility,	Family therapy, parent training, mentoring, academic skills enhancement, afterschool recreation, vocational/job training, and wraparound services

Interventions Along the Continuum, Related Strategies, and Programmatic Examples		
Strategy	Addressed Risk Factors	Possible Services or Interventions
Direct Services Initiative		
	societal characteristics, and access to prevention/treatment	
Early intervention	Patterns of behavior, transportation and mobility, societal characteristics, and access to prevention/treatment	Family therapy, parent training, cognitive behavioral treatment, mentoring, academic skills enhancement, afterschool recreation, vocational/job training, and wraparound services
Diversion	Societal characteristics, access to prevention/treatment, decision making, and jurisdictional differences	Community service, informal hearings, family group conferences, victim impact panels, victim-offender mediation, mentoring, teen courts, restitution, and other restorative justice strategies

The following services are supported by OJA. The program guide and graphic were compiled for use in the CATS pilot areas and proved a useful resource.

RESOURCE: OJA's Four Domains of Services

- First-Time Offender Program: Values, Empathy, and Communication Modules
- Within My Reach relationship Enhancement program
- Individual and Family Counseling
- Strengthening Families Program
- Nurturing Parent
- Parenting with Love and Logic
- * Standardized assessment and evaluation
- * Client Assessment Record
- * Cognitive-Behavioral Treatment and TF-CBT
- * ACES and CATS assessment
- * Informal Adjustment referral process
- * Deferred adjudication referral process



- Truancy Intervention services
- Tutoring
- Alternative to Suspension programs
- Botvin Life Skills
- School-Based Services
- Character Counts
- Positive Action
- Group Education
- Responsive Classroom model
- * PbS-guided Re-entry services
- * Independent Living

RESOURCE: OJA-Developed Community Action With Targeted Solutions – Model Program Descriptions

SECTION 1: Suggested Programs Targeting Family Engagement, Relationship Skills, Social Skills, After-School Risks

- **It's My Life.** A skill-building group program attended by youth and parents to develop skills in eight crucial life areas: the role and purpose of authority, communication skills, emotional regulation, decision making, cultural awareness and values, substance abuse education, empathy, and family systems training.
- **Brief Solution-Focused Family Therapy.** Family counseling that focuses on what the family wants to achieve in their relationships looking solely at present and future and builds empathy and understanding of one another.
- **Botvin Life Skills Training.** A school-based prevention program targeting students in Grades 5–9 that helps youth cope with anxiety, develop enhanced cognitive and behavioral competency to prevent engaging in risky behaviors, cultivate greater confidence and self-esteem, attain the skills to resist social peer pressures, and increase their knowledge regarding substance abuse.
- **Afterschool Program.** A leadership and development model program that provides a haven for youth to engage in positive, pro-social, and academic support activities during the times when they are most vulnerable to poor choices and influences.
- **Community Activity Program.** Involves youth in socially connecting activities to replace isolation and disconnection with connection and active social roles (e.g., visual and performing arts, sports, school subject lessons, outdoor education, experiential group activities).

SECTION 2: School Engagement, Academic Support, Social Media-Related Problems

- **Tutoring.** Direct assistance to students to improve some aspect of their academic performance, including work habits, completion rates, grade improvement, test preparation, work submission and organization, and grade-level advancement.
- **Truancy Prevention Program.** Coordinated intervention efforts to assist students and their families improve school attendance to continue educational attainment and prevent dropout. Regular contact with student and family occurs to identify obstacles and issues surrounding school issues and developing solutions to address them. Provides support and incentives for students to do well.
- **Common Sense Digital Citizenship.** Program teaches youth in Pre-K–12 about being part of both physical and online communities and builds personal safety plans for both; how to be a good citizen; positive behaviors included in being a good citizen; recognizing cyber-bullying and predatory behavior; internet privacy and relationships; malicious actors, intentions, and codes; social issues; and pornography.

SECTION 3: Substance Abuse, Trauma, Abuse, and Neglect

- **Juvenile Alcohol and Drug Education.** Educational program to familiarize youth with the short- and long-term risks associated with substance use and how to make healthy choices that will help accomplish personal goals.
- **Trauma-Informed Counseling.** Structured therapeutic approach to understanding many behaviors as responses to traumatic experiences and integrating experience into identity to manage influence regarding future goals.
- **Crisis Intervention.** Immediate care to youth and families to ensure drastic situations do not become dangerous or result in traumatic outcome.

RESOURCE: OJA Developed Program Directory for Youth Prevention and Diversion Services

Identified Needs: Family engagement, relationship skills, social skills, school engagement, academic support, social media-related problems, substance abuse, trauma, abuse and neglect, afterschool risks

SECTION 1: Family Engagement, Relationship Skills, Social Skills, and Afterschool Risks

SECTION 1 Targeted Service Options			
Name and Type of Program	Identified Needs Met by Services	Description of Program	Protective Factors Replacing Risk Factors
It's My Life: Family Engagement, Life Skills, Communication, Empathy, Decision-Making, Emotional Regulation, Values	<p>Strengthens:</p> <ul style="list-style-type: none"> • Family relationships • Decision making • Emotional regulation • Relationship skills • Social skills 	A skill-building group program attended by youth and parents to develop skills in eight crucial life areas: the role and purpose of authority, communication skills, emotional regulation, decision making, cultural awareness and values, substance abuse education, empathy, and family systems training	<ul style="list-style-type: none"> • Pro-social orientation replacing negative attitudes toward adults and authority • Positive bonding to undo family history of problem behavior • Social competencies developed to correct poor social skills
Brief Solution-Focused Family Therapy: Family Engagement, Problem-Solving	<ul style="list-style-type: none"> • Bypasses generational cycles of family problems/dysfunction • Enhances relationship skills and family bonds 	Focuses on what family wants to achieve in their relationships looking solely at present and future, builds empathy and understanding of one another	<ul style="list-style-type: none"> • Replaces problematic family history of conflict or codependence with positive bonding and increases understanding of needs of each family member toward goal of preferred home life
Botvin Life Skills Training: Relationship Skills, Social Skills	<ul style="list-style-type: none"> • Coping with anxiety • Cognitive skills to avoid risky behaviors and substance abuse • Social training to overcome abuse and neglect 	Helps youth cope with anxiety, develop enhanced cognitive and behavioral competency to prevent engaging in risky behaviors, cultivate greater confidence and self-esteem, attain the skills to resist social peer pressures, and increase their knowledge regarding substance abuse	<ul style="list-style-type: none"> • Poor peer influences and negative coping skills replaced with improved social and cognitive competencies • Inadequate sense of self replaced with improved self-confidence and self-esteem
Afterschool Program: Relationship Skills, Academic Support, Social	<ul style="list-style-type: none"> • Supports youth and families during pivotal time of day 	A leadership and development model program that provides a	<ul style="list-style-type: none"> • Lack of supervision, youth vulnerability, and disconnection/poor

SECTION 1 Targeted Service Options			
Name and Type of Program	Identified Needs Met by Services	Description of Program	Protective Factors Replacing Risk Factors
Skills, and Afterschool Risks	<ul style="list-style-type: none"> Helps mitigate dropout rates Alleviate impact of neglect 	haven for youth to engage in positive, pro-social and academic support activities during the times when they are most vulnerable to poor choices and influences	<ul style="list-style-type: none"> peer influences replaced by supervised, organized activity Youth development program that produces protective factors
Community Activity Program	<ul style="list-style-type: none"> Provide constructive, pro-social activities for youth after school Alleviate impact of neglect 	Involves youth in socially connecting activities to replace isolation and disconnection with connection and active social roles; visual and performing arts, sports, school subject lessons, outdoor education, experiential group activities	<ul style="list-style-type: none"> Delinquent choices and peers replaced by supervision and youth developing leadership qualities through social interactions School and social connections replace negative attitude toward education and likelihood of dropout

SECTION 2: School Engagement, Academic Support, Social Media-Related Problems

SECTION 2 Targeted Service Options			
Name and Type of Program	Identified Needs Met by Services	Description of Program	Protective Factors Replacing Risk Factors
Tutoring	<ul style="list-style-type: none"> School engagement Academic support 	Direct assistance to students to improve some aspect of their academic performance, including work habits, completion rates, grade improvement, test preparation, work submission and organization, and grade-level advancement	<ul style="list-style-type: none"> Past poor academic performance replaced by series of small successes to change attitudes and experiences into positive ones Academic failure turned around into caring and higher expectations regarding school Dropout likelihood replaced with improved ability to accept responsibilities in all facets of life
Truancy Prevention Program	<ul style="list-style-type: none"> School engagement Academic support 	Coordinated intervention efforts to assist students and their families improve school	<ul style="list-style-type: none"> Past poor academic performance replaced by series of small successes to change

SECTION 2 Targeted Service Options			
Name and Type of Program	Identified Needs Met by Services	Description of Program	Protective Factors Replacing Risk Factors
		attendance to continue educational attainment and prevent dropout. Regular contact with student and family occurs to identify obstacles and issues surrounding school issues and developing solutions to address them. Provides support and incentives for students to do well.	attitudes and experiences into positive ones <ul style="list-style-type: none"> Dropout likelihood replaced with improved attitude and ability to do satisfactory work and remain on track to graduate
Common Sense Digital Citizenship-Social Media-Related Problems	<ul style="list-style-type: none"> Social media-related problems Social skills Character education Life skills Bullying and cyber-bullying 	Program teaches youth in Pre-K–12 about being part of both physical and online communities and builds personal safety plans for both; how to be a good citizen; positive behaviors included in being a good citizen; recognizing cyber-bullying and predatory behavior; internet privacy and relationships; malicious actors, intentions, and codes; social issues; and pornography	<ul style="list-style-type: none"> Targets low community attachment issues and need fulfillment being sought on internet replaced by positive connections Replaces lack of awareness of dangers with broader understanding of all types of connecting Replaces lack of social skills with improved ability to build positive relationships Replaces student vulnerability to peer pressures with movement toward positive attachments and competencies

SECTION 3: Substance Abuse, Trauma, Abuse, and Neglect

SECTION 3 Targeted Service Options			
Name and Type of Program	Identified Needs Met by Services	Description of Program	Protective Factors replacing Risk Factors
Juvenile Alcohol and Drug Education	<ul style="list-style-type: none"> Substance abuse education 	Educational program to familiarize youth with the short- and long-term risks associated with	<ul style="list-style-type: none"> Replaces lack of understanding or caring about substance use with

SECTION 3 Targeted Service Options			
Name and Type of Program	Identified Needs Met by Services	Description of Program	Protective Factors replacing Risk Factors
		substance use and how to make healthy choices that will help accomplish personal goals	awareness of impact of use on health, future, and personal goals
Trauma-Informed Counseling	<ul style="list-style-type: none"> Alleviation of impact of trauma, abuse, neglect on daily life 	Structured therapeutic approach to understanding many behaviors as responses to traumatic experiences and integrating experience into frame of the future	<ul style="list-style-type: none"> Turning risks posed by trauma into resilience to navigate life more effectively and to recognize choices that reinforce safety and well-being
Crisis Intervention	<ul style="list-style-type: none"> Enable crisis situations to be safely resolved 	Immediate care to youth and families to ensure drastic situations do not become dangerous or result in traumatic outcome	<ul style="list-style-type: none"> Critical home and family situations resolved to establish safety plans and create path to ongoing or future assistance

Action Planning

The end result of the CATS process is a needs assessment that links to specific interventions and service delivery strategies that are data-driven and community-informed. This can be done largely by planning committee with review by stakeholders or in complete partnership with stakeholders. Remember that practicality, actionability, and measurability are central to a strong plan.

Strategies for Planning With Stakeholders

Given this step aims to generate a service plan for the entire catchment area, it is important that all stakeholders have a shared understanding and opportunity to contribute to the implementation plan. The level of stakeholder engagement at this step depends on how much services are changing. Use the following chart to determine which strategy is appropriate for your process.



Example: Stakeholder Action-Planning Agenda

This example is intended for use when engaging large groups of stakeholders in planning for how services will be implemented.

Community Action With Targeted Solutions
ENTER LOCATION
Service Planning Meeting
ENTER DATE and LOCATION

Participants

Interested community members from Cotton, Jefferson, and Stephens counties, such as family members, young people, judges, court staff, juvenile justice staff, community leaders, mental health providers, tribal leaders and organizations, mentoring programs, faith-based communities, attorneys, child welfare partners, law enforcement, and school-based partners

Agenda

- I. Introductions
- II. Meeting Goals and Format
 - a. Intent
 - b. Process
- III. Catchment Area Priorities
 - a. County-Level
 - b. Across the Catchment Area
- IV. Programming for Your Priorities
 - a. Program Map
 - b. Program Preferences
 - c. Resources Needed
 - d. Service Delivery Details
- V. Priority Action Planning
 - a. Small-Group Planning Around a Priority
 - b. Share Plans With Full Group
- VI. Wrap-Up and Next Steps

Discussion Prompts

Consider the questions in the following table to enhance discussion within your action planning. All prompts may not be used.

Aligning with Protective and Risk Factors	<ul style="list-style-type: none"> • Considering the data, what risk factors (needs) or protective factors (supports) must be addressed within this priority? • What interventions are best suited to meet these risk factors (needs) and/or enhance those protective factors (supports)?
Prioritizing Needs and Services	<ul style="list-style-type: none"> • List the priority intervention(s) for each service. Describe why this service is best suited to meet the identified need. • What questions or thoughts do you have on the program/service discussions? • How do these services/programs serve our county? • What gaps between these programs and our county's needs still exist? • What free, low-cost, or informal supports could be used?
Building Detailed Plans	<ul style="list-style-type: none"> • Describe local factors to be considered in service delivery (e.g., mobile services, lack of transportation, historical trauma, system policies/practices/procedures, geography). • What resources are needed to implement selected services? Consider all resources—funding, staff, volunteers, policy/procedures, training, logistics (e.g., office space, transportation, tablets for mobile staff, referral mechanisms, MOUs with partners/systems). • What local service delivery methods are needed to get this service in our county?
Promoting Partnership	<ul style="list-style-type: none"> • What enables access for all people in the area? • What partnerships could ease implementation of this program and/or bring in needed resources? • How do we formalize needed partnerships or referral processes?

Measuring Impact	<ul style="list-style-type: none"> How do you define success for each of your priority needs? What indicators can be tracked to determine impact? What processes and tools are needed to assess for success and quality of each intervention (e.g., how will you track quantitative data, performance-based contracts, client satisfaction surveys)?
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Capturing Your Plan

In the Toolbox are two examples of action-planning templates for generating your objectives and deliverables under your CATS plan. Once you've selected your priority interventions, it's time to flush out your plan. Your planning team should determine the method most effective for your area. Two common strategies are described here:

Logic Model: A visual representation of your plan's theory of change. It illustrates how your goals flow into objectives, actions, outputs, and outcomes

Action- and Outcome-Oriented Workplan: A workplan keeps your plan on time by breaking each objective or deliverable into specific tasks with a deadline, lead, and measure. Consider how tasks connect to one another. A workplan should be revisited frequently to capture progress and ensure things remain on track. Splitting into committees can help disperse labor and allow committees to focus on a goal/priority.

Measuring Progress and Impact

For each need and service, determine how you will track impact for each priority need to measure the impact of your service intervention. Remember to identify short-term, long-term, qualitative (e.g., satisfaction or improved skills), and quantitative indicators (e.g., improved risk-needs assessment scores, program completion, youth detained). Revisit the previously mentioned, [National Center for Juvenile Justice's Fundamentals Measures for Juvenile Justice](#) site for suggested indicators, tracking strategies, and data sources. Data gathered in Step 3 can inform possible indicators and serve as baseline measurements. Consult reporting requirements for OJA and other funding to ensure you are tracking all required indicators. Ensure that any required measures are included in sub-grantee agreements or contracts and streamline reporting systems among partners to ease data management. Oklahoma's JOLTS system can also provide a consistent and reliable source of data for tracking outcomes. Work with OAYS support to develop plans for tracking your data.

Exploring Partnerships

A benefit of the CATS process is the opportunity to enhance the network within the community.

Service Network Enhancement

Finding ways for providers to work together can lead to opportunities for partnership, shared resources, and a more cohesive service network. As you're building your action plan, consider the following strategies for partnership:

- Developing Common Missions:** Finding shared areas of work and missions can establish common ground among providers and highlight opportunities for partnership and areas of specialization. This promotes collaboration over competition.
- Referral Networks:** Linking services reduces burden on individual providers and increases the likelihood that a youth will receive the services that best fit their needs. A single referral form or shared understanding of how to refer among programs strengthens your catchment area's referral source. As the YSA, you can play a role in connecting partners and services.

- **In-Kind Funding:** Explore opportunities for shared office space, application of content expertise, or use of other organizational resources.
- **Braiding Funding.** Although it may be challenging, explore ways to weave funding sources together among providers. This makes the system feel more seamless to youth and families and minimizes gaps. Review supplanting, comingling, and related regulations of funding sources before braiding resources. You can also explore opportunities to seek funding in collaboration. Multiple organizations coordinating on a funding opportunity can enhance the competitiveness of the application.
- **Space Sharing:** Single points of access for service make access easier for youth and families and can disperse operations costs among many providers. Be creative in these partnerships. Some hospitals, libraries, courthouses, community centers, city buildings, or even apartment complexes have space that could be rented or donated for services or meetings between providers and consumers.
- **Coordinated Training:** Bringing in training can be expensive and time-consuming. Disperse these costs by coordinating training across organizations. Cross-agency training also enhances relationship development and awareness among service providers and direct line staff, thus strengthening the service network.
- **Shared Volunteer Recruitment and Training:** Finding, training, and matching volunteers is time-consuming. Centralizing training and recruitment of volunteers better matches volunteers with appropriate opportunities and divides the responsibility among many providers.

Leveraging Community Assets

The process also allows for capture efforts contributing to protective factors. These are community assets. A community asset is anything that can be used to improve the quality of life for those living in the community. Mobilizing community assets is especially important in under-resourced areas, where resources must come from within the community. Here are a few examples of community assets:

- **Person:** Stakeholders can use their passions to create prosocial opportunities; knowledge to enhance services; and networks to remove barriers, enable, or find space for activities.
- **Place:** A school, hospital, church, library, recreation center, social club, unused building, park, or other open space can become a place for providers to meet with youth and families, services to be housed, or location for partners to connect. Use of this space can improve safety for staff, ease access challenges for families, and save dollars via in-kind use of space.
- **Community Service:** Public transportation, other providers or systems, food banks, cultural centers, and the faith community all provide services and resources to the community. These supports can be woven into the plan for meeting the needs of youth, finding ways to inform youth and families of services, or promoting protective factors.
- **Business:** The private sector of your community may offer funding, provide jobs, offer incentives for youth, or offer space for services to reside. This could be a boxing club that offers reduced memberships to youth or a business providing internships and job-shadowing programs.

Engaging community assets gives the community ownership over serving their youth and families. Knowing the community's strengths makes it easier to understand what kinds of programs or initiatives might be possible to address the community's needs. When efforts are planned on the strengths of the community, people are engaged in their neighborhoods (a protective factor). Gaining community support changes the discussion to "We have the resources within our community to deal with this, and we can do it!" from an approach focused on how large a problem is and how difficult it is to solve.

In the Toolbox

[Service Mapping Tool](#)

[Action Planning Templates](#)

Resources

Explore service and program options and strategies for serving unique populations via the following resources.

Program and Services

- Youth.gov. (n.d.). *Juvenile justice*. <https://youth.gov/youth-topics/juvenile-justice>
- Office of Juvenile Justice Delinquency and Prevention. (n.d.). *Model program guide*. <https://www.ojjdp.gov/mpg>

Serving Special Populations

- Pennsylvania Commission on Crime and Delinquency. (2014). *Juvenile justice evidence-based practices in rural communities*. <http://www.thecareygroup.com/documents/Rural-EBP-Solutions-Report.pdf>
- Kotlaja, M., Wylie, L., & Hobbs, A. (n.d.). *Nebraska truancy and absenteeism programs: 2015–2016*. University of Nebraska-Omaha. https://www.unomaha.edu/college-of-public-affairs-and-community-service/juvenile-justice-institute/_files/documents/Truancy%20Report.pdf
- Rural Health Information Hub. (2020). *Module 1: Introduction to rural services integration*. <https://www.ruralhealthinfo.org/toolkits/services-integration/1/introduction>

Analyzing Needs

- Berkowitz, B. (2020). *Section 5. Analyzing community problems*. University of Kansas-Center for Community Health and Development. <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/analyzing-community-problems/main>

STEP 5: Submitting Your CATS Plan

Information for submitting your CATS plan will be shared by OJA. For questions about the submission process, contact OJA's Office of Standards for Prevention and System Improvement.

STEP 6: Ongoing Partnership and Implementation

Goals

Although the needs assessment process may be complete, the network created can continue to benefit your YSA. Here are the potential outcomes of this step:

- Maintain community partnerships and feedback loops.
- Monitor implementation of services and track outcomes/impact.
- Capture gaps and needs for future efforts.

Ongoing Partnership

Reflect on the CATS process and your strategies for engaging with old and new stakeholders. Maintain these relationships to ensure your plan is implemented well. If your agency capitalized on existing partnerships, ask whether current ways of connecting are working or could be enhanced. For new stakeholders, ask how the stakeholder(s) want to continue collaborating. You may also want to consider a catchment area strategy for

maintaining this new network of allies. All strategies work to keep you connected to the catchment area and prepare you for the next needs assessment process. Common methods include the following:

- **Establish a community board** to inform your agency on needs; provide feedback on services, policies, or process changes; and help your organization troubleshoot service delivery challenges.
- **Convert your planning team to an implementation team.** Consider inviting interested stakeholders to this group. Meet with them regularly to partner on implementation of the action plan. This is especially helpful if several sub-grantees are utilized. You can specialize partnerships via workgroups focused on implementation of action steps around specific needs.
- **Add stakeholders to your board of directors.** These passionate individuals can continue to connect you to cultural communities, key referral networks, and community leadership and partner systems and can hold your agency accountable to implement the plan.
- **Recruit staff from passionate stakeholders.**
- **Develop a youth and/or family advisory board** to give your YSA access to consistent consumer feedback. Visit with OAYS partners who have established such groups for tips.
- **Conduct community briefings** to keep stakeholders informed of progress and impact, as well as seek assistance in addressing implementation challenges.
- **Educate the media via press releases, op-eds, or program highlights.** Press kits may include background on the process or service, why the service is needed, a case study or human interest component, key data points and how the service will impact these data, examples of other places the service has worked, and contact information for at least one spokesperson who can answer questions about your reform efforts. Invite press to briefings, if used.

Sustainability and Alternative Funding

- What resources may be available in your community that could be leveraged for your reform (e.g., federal, county and/or city grants; philanthropic support; or local business or individual donors)?
- Which funding streams are likely to be available in future years?
- What is the projected cost savings of your reform, and how can you communicate this to potential funders to get them on board?
- What existing providers or agencies could you partner with to reduce program costs?

Reviewing Your Plan

CATS process data collection can integrate with other OJA, OAYS, and agency initiatives. Look for opportunities to integrate efforts. One such integration exists in your continuous quality improvement (CQI) efforts. Use feedback loops and service output and outcome data to explore utilization, monitor access challenges, and ensure fidelity. Consider the following strategies for using qualitative and quantitative data in your CQI efforts.

Qualitative Process	Quantitative Processes
<ul style="list-style-type: none"> • Case reviews or audits • Youth, family, and community board feedback • Satisfaction surveys • Informal discussions between direct staff and youth • Case audits 	<ul style="list-style-type: none"> • Performance-based contracts with sub-grantees • Referral versus intake versus completion rates • Recidivism • Attendance rates • Risk or criminogenic scores • Substance abuse and mental health assessment results • Program utilization and length of stay

It may be useful to reach out to other YSAs to learn more about CQI efforts and strategies for amending services and delivery strategies. Review funding sources for any CQI requirements. The following example shows mapping of CQI measures. OAYS may also be able to provide technical assistance.

Service/ Intervention	Qualitative Measures	Quantitative Indicators	Lead	Frequency of Review
Co-occurring disorder counseling	<ul style="list-style-type: none"> Audit of 25% of active cases Satisfaction focus group with intensive outpatient group 	<ul style="list-style-type: none"> Recidivism Case compliance Clean drug screens Improved drug assessment scores Case plan goal completion 	Joe Smith	Every 6 months
Job readiness program	<ul style="list-style-type: none"> Exit surveys 	<ul style="list-style-type: none"> Program completion Job placement Job retention 	Jen Jones	Every 6 months
Mentoring	<ul style="list-style-type: none"> Mentor reviews by client Family group feedback 		Joe Smith	Every 6 months

Resources

Read more about maintaining community collaborations and CQI strategies at the below resources.

- Loeffler-Cobia, J., Deal, T., & Rackow, A. (2012). *Continuous quality improvement guide for juvenile justice organizations*. Harrisburg, PA: Pennsylvania Commission on Crime and Delinquency.
<http://www.ncj.org/pdf/Qii%20Improvement%20Guide%20for%20Juvenile%20Justice.pdf>
- Carey, M. (2019). *Continuous quality improvement (CQI) sustainability planning guide*. Pennsylvania Juvenile Justice.
<https://www.jcjc.pa.gov/Publications/Documents/CQI%20Sustainability%20Planning%20Guide.pdf>

In Closing

The CATS process will be as unique as each of the catchment areas. Utilizing these steps will result in a community-led, data-driven system of services and assist your YSA in showing the outcomes of your compassionate and diligent work. The CATS process will be as unique as each of the catchment areas. As you and your fellow YSA's go through this process add your own tools, resources, and tricks to this toolkit. Remember to utilize community assets, remain flexible and stay grounded in data and community relationships. This will surely result in positive outcomes for your agency, the youth and families they serve, and the community.

CATS Planning Toolbox

Tools

Step 1: Planning Preparation

- CATS Readiness Questionnaire
- CATS Planning Timeline Starter

Step 2: Listening

- Sample Survey
- Stakeholder Mapping
- Sample Flier
- CATS Meeting Flier
- Community Meeting PowerPoint
- Risk and Protective Factors Handout
- Meeting Sign-In Sheet
- Community Meeting Evaluation

Step 3: Exploring Data and Identifying Priorities

- Community Meeting PowerPoint
- Community Meeting Facilitator's Agenda
- Data Mapping
- Pilot Site Data Dashboard
- Community Meeting Evaluation

Step 4: Action Planning

- Service Map
- CATS Action Planning Worksheet
- Strategy Formulation Worksheet
- CATS Program Descriptions
- CATS Program Resource Guide

Step 5: Submitting Your CATS Plan

Step 6: Ongoing Partnership and Implementation

CATS Readiness Questionnaire Tool

As you prepare for your CATS process, the following questions walk through core considerations that will assist your CATS facilitator(s) in determining the appropriate strategy for implementing each step. This assessment is intended to serve as a guide for an internal conversation among your agency and any support persons as you prepare for the CATS plan. You will not need to submit it to OJA. Each step will contain instructions for using these questions to determine what the CATS process will look like in your catchment area.

Person(s) Completing the Checklist:

Date of Completion:

Youth Service Agency(ies):

Geographic Area (include counties and major towns/cities):

Reviewing Community Realities and Agency Effort

Geography and Demographics

1. Describe the urban versus rural make-up of the catchment area.
2. Are services currently reaching all parts of the catchment area equitably?
3. How feasible is it for the full catchment area to come together?
4. Describe unique demographic and geographic components of the area that need to be considered in assessing need and planning for service delivery (e.g., highly remote areas, digital deserts, tribal lands).

Community Relationships and Collaboration

1. List current strategies under way to listen, build relationships, and collaborate with core stakeholders. Include the staff leading this connection/relationship.
 - a. Youth and Families
 - b. Courts and Law Enforcement
 - c. Community Leadership
 - d. Providers and Placements
 - e. Schools
 - f. Juvenile Service Unit(s) Staff
 - g. Cultural and Faith Partners
 - h. Other Government Agencies (Public Health, Workforce Development, etc.)
 - i. Business Community
 - j. Other
2. How would you describe the relationship (e.g., awareness, partnership, level of trust) between your agency and the catchment area?
3. Does the community have existing community collaborations (e.g., taskforces, provider meetings, interdisciplinary teams)? What is your agency's level of involvement in these boards?
4. What are the strengths that exist in your agency's relationships with stakeholders?
5. List one to three goals for increasing connection with the community. This could be a stakeholder group, desired partnership, or another way of connecting.
6. What might get in the way of developing a community-informed assessment and/or engaging the catchment area (e.g., distance, directed health measures, interpersonal/interagency dynamics, current or past events/community trauma)?

Data

1. How does your agency currently monitor youth/family need, service outputs, and youth/family outcomes?
2. Describe your agency's level of comfort with gathering, analyzing, applying, and tracking data.
3. What assistance, if any, is needed in gathering and reviewing data?

Facilitation of the Process

1. How comfortable is your agency with assessment processes?
2. What makes your agency most apprehensive about this process?
3. Where could you access assistance to feel more comfortable with the above listed areas of apprehension (e.g., internal staff, community champion or partner, OAYS, OJA, peer agency, other)?

CATS Plan Timeline Starter Tool

This timeline is for a standard CATS process. It contains some of the most common steps. ***It will need to be individualized to your catchment area.*** Add steps and dates for your catchment area’s unique plan. Remember, your plan may change along the way, so revisit the timeline regularly.

Step 1: Preparation		
Step	When	Progress
Convene planning team.		
Complete Readiness Questionnaire.		
Identify and get commitment of facilitator(s).		
Identify and brief essential partners.		
Identify communication strategies.		
Inform the catchment area of the process.		
Step 2: Listening		
Step	When	Progress
Map out stakeholder groups and communication strategies.		
Create listening materials (e.g., survey, focus group questions, meeting agendas).		
Hold focus groups, surveys, listening sessions, etc.		
Compile results of meetings into themes.		
Reach out to missing voices.		
Step 3: Exploring Data and Identifying Priorities		
Step	When	Progress
Identify data needs based on themes from Step 2 themes.		
Collect data from appropriate sources.		
Lay out data into understandable format for the catchment area.		
Invite stakeholders to data discussions.		
Hold data discussions.		
Compile stakeholder data discussion into themes from Step 2.		
Prioritize needs.		
Step 4: Planning		
Step	When	Progress
Identify possible services or strategies for meeting the need.		
Share priorities and possible service strategies with stakeholders.		
Coordinate stakeholder meeting logistics.		
Engage stakeholders in service delivery plan.		
Compile action plan into the assessment.		

Step 5: Submit your Plan		
Step	When	Progress
Submit assessment to OJA, as directed.		
Share final plan with stakeholders.		
Thank stakeholders for their participation.		
Step 6: Ongoing Partnership and Implementation		
Step	When	Progress
Implement strategies for maintaining feedback loop with stakeholders.		
Regularly revisit data to gauge outcomes and adjust.		
Implement strategies for maintaining your relationship with stakeholders.		

Example: Stakeholder Survey

Community Feedback Form

Oklahoma Office of Juvenile Affairs (OJA) provides state funds to local areas for the prevention and diversion services to at-risk youth on an annual basis. To make sure this funding is linked to data and community need, youth-serving agencies must complete a needs assessment. As part of the assessment, youth-serving agencies must gather feedback from community members.

All stakeholders are invited to participate. This includes family members, young people, court professionals, school staff, juvenile justice staff, youth programs, community leaders/members, mental health providers, tribal leaders and organizations, faith-based organizations, law enforcement, and interested community members. **Basically, everyone is welcome to participate.** Your answers will be anonymous and combined with all other answers. Results will be shared ENTER WHEN/HOW RESULTS WILL BE SHARED.

SHARE ABOUT ANY VIRTUAL OR IN-PERSON EVENTS HERE. These are open to all interested community members. If you would like to receive information about these meetings, contact *ENTER FACILITATOR(S) NAME AND CONTACT INFORMATION.*

Thank you for your time in completing and sharing the feedback form with others.

1. What is your interest in increasing services for youth? (Select all that apply.)

- Family member
- Young adult
- Judge, attorney, or court staff
- Juvenile justice staff
- School staff
- Community program
- Cultural-specific program
- Interested community member
- Mental health provider
- Tribal leaders or organization
- Faith-based organization
- Child welfare caseworker
- Law enforcement
- Other (Please specify.): _____

2. Do you have direct experience in juvenile justice or prevention services (e.g., probation, diversion, therapy, detention)?

- Self
- Family member
- Victim
- Professional
- No direct experience

3. Risk factors are dynamics that increase the risk for a young person to become involved in delinquent behavior. Several risk factors are listed in the following table. Which three risk factors are common among youth?

Risk Factors	
Community/School Risk Factors	Family/Peer Risk Factors
Availability of alcohol and drugs	Family history (low literacy rate, use of drugs/alcohol, babies born with fetal alcohol syndrome)
Neighborhood physical condition (poor housing conditions, vandalism)	
Community instability (low home ownership, children moving often)	Economic struggles (families living in poverty, high number of families on food stamps or free/reduced-
Availability of firearms	

Risk Factors	
Community/School Risk Factors	Family/Peer Risk Factors
	price lunch, high number of families without health insurance)
Low community attachment (low involvement in community activities/groups)	Family management (children without supervision, lack of parental involvement in school)
Community crime rates	Child victimization/maltreatment (child abuse and neglect, unpaid child support, social services reports)
Academic failure (below grade level in reading, math, and science)	
Negative attitude toward school (high absences or truancy, suspensions/expulsion)	Family conflict (domestic violence, arrests, divorce)
Inadequate school climate (violence/crime at school, physical decay of school grounds)	Peer influence (peer drug or alcohol use, violent friends)
School dropout	Gang involvement

4. Protective factors insulate youth from delinquent behavior and support them in becoming a contributing community member.

Community/School Protective Factors	Family/Peer/Individual Protective Factors
Caring, supporting adults (positive relationships with coaches, mentors, or teachers, involvement in groups, organizations, faith-based community, strong neighborhoods)	Effective parenting (parents involved in school, clear rules, and consequences)
	Positive bonding (commitment to parents and family)
Opportunity for participation (volunteer programs, sports, scouts, 4-H, afterschool-related activities)	Involvement with positive peers
High expectations of youth (scholarships, value/promote education, and achievement)	Social competence (youth with a driver's license, youth employment, life skills)
Safe community	Positive temperament
Positive school environment (low teacher turnover, active PTA, safe, caring school)	Commitment to school and community (involvement in faith-based activities or community programs)
Clear standards/rules for appropriate behavior	Self-esteem

5. From the above table, what three protective factors are most available to youth?
6. From the above table what three protective factors are most needed in your community?
7. What program, service, activity, or resource is most needed in your community to prevent youth from delinquent behavior or to shorten involvement in services?
8. Describe any barriers to accessing resources for youth and family.
9. Is there anything else you'd like to share?

CATS

Community Action with Targeted Solutions

Stephens County Community Partners Needed For Prevention Board

When:

Tuesday, March 12, 2019

Two session: 9:00-11:30 am or 4:00-6:30pm

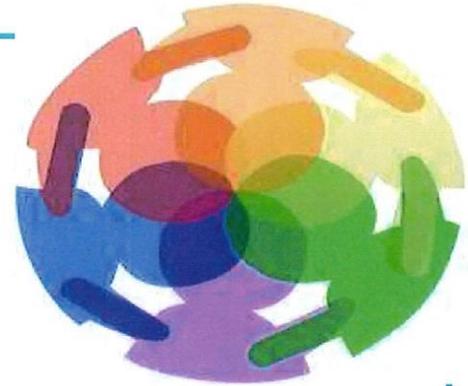
Red River Technology Center – Auditorium

3300 W. Bois D'Arc Duncan, OK 73534

Who: Family Members, Young People, Judges, Court Staff, Juvenile Justice staff, School Leadership, Cultural Specific Programs, Community Leaders, Mental Health Providers, Tribal Leaders & Organizations, Mentoring Programs, Faith-Based Community, Attorneys, Child Welfare, Law Enforcement

What: Collaborate with diverse team of community stakeholders at three on-site meetings to assess community needs, leverage existing resources, & develop a comprehensive plan to prevent delinquency in Stephens County.

How: OJA has requested technical assistance from *Center for Coordinated Assistance to States (CCAS)*. CCAS provides juvenile justice related training and technical assistance to states and local areas on behalf of the federal *Office of Juvenile Justice Delinquency and Prevention (OJJDP)*.



CATS

Community Support Project

- ◆ *Collaborate with Community Members*
 - ◆ *Explore Data*
 - ◆ *Prioritize Needs*
- ◆ *Develop Plan with Targeted Solutions*
- ◆ *Execute and Evaluate Plan*
- ◆ *Strengthen Community*



For more information, contact
Amanda (Leonhart) McClain,
Project Director at

(405) 990-5734 or

Amanda.McClain@oja.ok.gov

OKLAHOMA OFFICE OF JUVENILE AFFAIRS Community Action with Targeted Solutions (CATS) Community Support Project

Oklahoma Office of Juvenile Affairs (OJA) provides state funds to local catchment areas for the provision of prevention and diversion services to at-risk youth on an annual basis. Since the closure of Youth Services for Stephens County, it has become apparent that the affected areas (Stephens, Cotton, and Jefferson Counties) need and deserve juvenile prevention and diversion services.

Given the unique circumstances within Stephens, Jefferson, and Cotton counties, the Center for Coordinated Assistance to States (CCAS) is positioned to assist OJA in developing a Comprehensive Strategies model for use throughout the state as each area develops a unique plan for serving youth involved and at-risk of involvement in juvenile justice in their area.

The planning process focuses on bringing local stakeholders together to:

- Develop commitment of community leaders to a multidisciplinary approach to prevention, diversion, intervention, and re-entry for youth involved in and at-risk of juvenile justice involvement;
- Engage community members in formulating long-term community juvenile justice strategies;
- Explore data (tangible and contextual) to inform planning on the protective and risk factors;
- Identify the providers, clarify the roles of each partner in the provision of services;
- leverage existing resources;
- Determine priority areas for focusing services, programing, and partnership, and;
- Establish methods for tracking and measuring outcomes of supported items.

Partners

The reality for young people, their families, and the programs that serve them varies from area to area. To ensure that each plan reflects this reality, involvement of a range of partners impacted by or working within the juvenile justice system is essential.

Process

OJA has requested technical assistance from Center for Coordinated Assistance to States (CCAS). CCAS provides juvenile justice related training and technical assistance to states and local areas on behalf of the federal Office of Juvenile Justice Delinquency and Prevention. CCAS, in partnership with local partners and OJA, seeks to:

- Assist in recruitment and orientation of a diverse group of stakeholders,
- Facilitate three on-site meetings with local stakeholders to determine needs, priorities, and programming/services,
- Gather and review data to inform local selection of priorities and programmatic, prevention, and community strategies; and
- Package the plan and process for review, finalization, and implementation by local stakeholders.

Protective and Risk Factor Tool

Protective Factors	
Protective Factors	Indicators of Influence
Community Factors	
Presence of caring, supporting adults	Availability of caring, supportive adults in the community, availability of supportive neighbors in the community, positive relationships with adults outside of the community, active neighborhood associations
Opportunities for participation	Community service opportunities and volunteerism, meaningful ways for youth to participate in community activities, availability of pro-social activities
High expectations of youth	Scholarships, incentive programs for graduating high school, public education campaign
Safe environment	Community safety
School Factors:	
Caring and support	Low teacher turnover rate, high teacher morale, active PTA in school district, parental support for school, safe and caring school environment, caring adults (e.g., mentors, peer support, coaches, school social workers)
High expectations	School achievement, youth who go to college, availability of scholarships
Clear standards and rules for appropriate behavior	Adherences to school policies and rules
Youth participation, involvement, and responsibility in school	Student involvement in class activities and policies, youth involvement in extra-curricular activities, school clubs and organizations
Family Factors	
Effective parenting	Parental care and delivery, youth reports of family love and support, parents' clear rules and consequences, necessary immunizations received
Positive bonding	Attachment and commitment to parents and family
Peer Factors	
Involvement with positive peer group activities and norms	Participation in pro-social activities, maintain positive friendships
Individual Factors	
Social competencies	Self-efficacy, youth with driver's licenses and incident rates, youth employment, conflict resolution skills, life skills
Positive temperament	Pro-social orientation
Commitment to school and community	Religious involvement, planning to go to college
Self-esteem	Feelings of self-worth

Risk Factors	
Risk Factors	Indicators of Influence
Community Risk Factors	
Availability of alcohol and drugs	High alcoholic beverage sales by location, trends in exposure to drug use, perceived availability of drugs
Availability of firearms	Firearms in the home, firearms sales
Community crime	High number of weapons-related charges, high violent crime rate, high number of arrests for driving under the influence, high number of adult drug/alcohol-related arrests, high adult property crime arrests, high murder rate, high volume of gang-related activity reported by law enforcement
Social and physical disorder	High number of hate crimes, poor external housing conditions, vandalism, condemned buildings
Community instability	Low home ownership rates, high number of rental occupied housing, high number of property vacancies, high number of children moving
Low community attachment	Low number of population voting in congressional and presidential elections
Economic deprivation	Children/families living below poverty level, high number of single parent household families, high number of food stamp program recipients, high number of youth eligible for free or reduced-price lunch program, high unemployment rate, high number of individuals without health insurance, and high number of children without health insurance.
School Risk Factors	
Academic failure	Student reading, math, and/or science proficiency below the national average
Negative attitude toward school	Chronic absenteeism, high rate of truancy/dropouts, high rate of suspensions/expulsions
Inadequate school climate	High rates of violence/crime on school grounds, physical decay of school
School dropout	Event dropout, status dropout
Family Risk Factors	
Family history of problem behavior	Low rate of literacy, pregnant mothers using drugs/alcohol, babies born with fetal alcohol syndrome
Family management problems	Children without adult supervision, lack of parental involvement in school
Child victimization and maltreatment	Reported child abuse and neglect cases, unpaid child support, requests for social service intervention
Family conflict	Domestic violence (arrests, 911 calls), divorce, intimate murders
Peer Risk Factors	
Gang involvement	Gang activity participation, police reports of youth gang activity, perceived peer gang involvement
Peer alcohol, drug use, and delinquency	Reported use of alcohol and drugs by friends, violent friends

Example: Meeting Evaluation

Community Planning Meetings
ENTER DATE
Stakeholder Listening Session Evaluation

Please take a few minutes to share your feedback on today's meeting. Your thoughts will make future meetings stronger.

1. Which meeting did you attend? (Use if more than one session was offered.)
2. What is your interest in increasing services for youth? (Circle all that apply.)
 - Family member
 - Interested community member
 - Young adult
 - Mental health provider
 - Judge, attorney, or court staff
 - Tribal leaders or organization
 - Juvenile justice staff
 - Faith-based organization
 - School staff
 - Child welfare caseworker
 - Community program
 - Law enforcement
 - Cultural-specific program
 - Other (Please specify.): _____
3. Do you have direct experience in juvenile justice or prevention services (e.g., probation, diversion, therapy, detention)?
 - Self
 - Victim
 - Family member
 - No direct experience
4. Please rate the following about the most recent meeting you attended.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The meeting was a good use of my time.					
I see a need for this project in my area.					
Facilitators were prepared and responsive.					
I felt like my opinions were heard.					
The meeting helped me understand the CATS process.					
The length of the meeting was appropriate.					
Location and meeting space promoted discussion.					

5. What aspects of the meeting were most useful and why?
6. To what extent do you plan to be involved in the ongoing CATS project?
7. How should the voices of community members not in the room today be gathered? Please share any connections or contacts that should be made.
8. From your perspective, what are the top two risk factors for youth committing delinquent behavior in your community?
9. From your perspective, what are the top two protective factors against youth committing delinquent behavior in your community?
10. Is there anything else you'd like to share?

Example: Data Dashboards



CATS

Community Action with Targeted Solutions

SOMEWHERE COUNTY DATA DASHBOARD: POVERTY

COMMUNITY DESCRIPTION ¹	INCOME ²
Population (2018): 6,183 <ul style="list-style-type: none"> Under age 5: 5.3% Under age 18: 22.3% Education: Persons age 25+ years (2013-17): <ul style="list-style-type: none"> High School diploma or higher 82.2% Bachelor's degree or higher: 12.5% Employment (2013-17): <ul style="list-style-type: none"> In the labor force (age 16+): 49.6% Persons w/out health insurance (under age 65): 20%	Median Household Income: \$44,900 <ul style="list-style-type: none"> Low-Income: \$35,920 Very Low-Income: \$29,550 Owner-occupied housing (2013-17): 71.9% ¹ <p><i>Definitions:</i> Low-Income - Families whose incomes do not exceed 80% of the median family income for the area. Very Low-Income - Families whose incomes do not exceed 50% of the median family income for the area.</p>

Population				
Youth Age 10-18	2014	2015	2016	2017
All	944	929	891	877
White	694	678	660	650
Black	20	18	18	20
American Indian	91	81	68	69
Latinx	139	152	145	138
Male	490	480	455	441
Female	460	456	444	443



CATS

Community Action with Targeted Solutions

Demographics

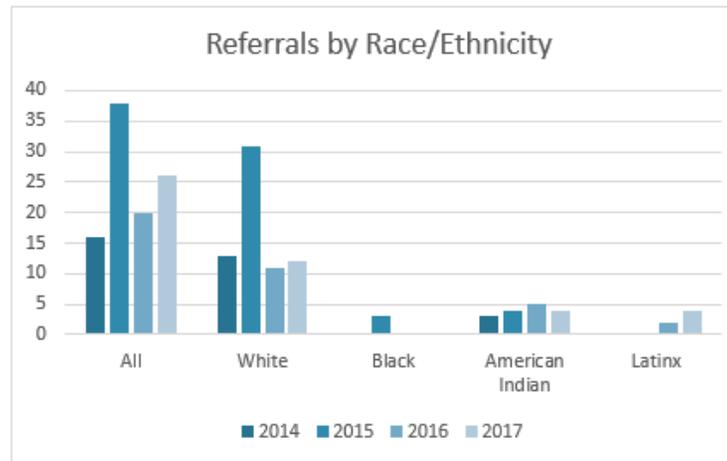
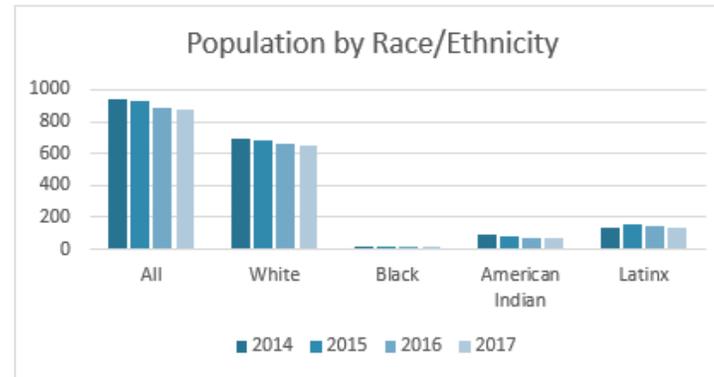
Population				
Youth Age 10-18	2014	2015	2016	2017
All	944	929	891	877
White	694	678	660	650
Black	20	18	18	20
American Indian	91	81	68	69
Latinx	139	152	145	138

Referrals – by Race/Ethnicity				
Year	2014	2015	2016	2017
All	16	38	20	26
White	13	31	11	12
Black	0	3	0	0
American Indian	3	4	5	4
Latinx	0	0	2	4

Referrals by Race/Ethnicity per 100 Youth				
Year	2014	2015	2016	2017
All	1.7	4.1	2.2	3.0
White	1.9	4.6	1.7	1.8
Black	0.0	16.7	0.0	0.0
American Indian	3.3	4.9	7.4	5.8
Latinx	0.0	0.0	1.4	2.9

³ JOTS Data – provided by OJA

SOMEWHERE COUNTY DATA DASHBOARD: REFERRAL³



Offense by Category (2014-17) - Per 1000 Youth

Crimes Against Persons				
Category/Class/Offense	2014	2015	2016	2017
Total Crimes Against Persons	2.1	5.4	2.2	2.3
Felony	0.0	3.2	0.0	0.0
Misdemeanor	2.1	2.2	2.2	2.3
Total Crimes Against Persons - Sex Crimes	0.0	1.1	0.0	0.0
Felony	0.0	1.1	0.0	0.0
Misdemeanor	0.0	0.0	0.0	0.0
Crimes Against Property				
Category/Class/Offense	2014	2015	2016	2017
Total Crimes Against Property	5.3	15.1	7.9	4.6
Felony	5.3	6.5	2.2	1.1
Misdemeanor	0.0	8.6	5.6	3.4
Drug/Alcohol - Possession				
Category/Class/Offense	2014	2015	2016	2017
Total Drug/Alcohol - Distribution/Sale	0.0	1.1	0.0	1.1
Felony	0.0	0.0	0.0	1.1
Misdemeanor	0.0	1.1	0.0	0.0
Drug/Alcohol - Distribution				
Category/Class/Offense	2014	2015	2016	2017
Total Drug/Alcohol - Possession of	5.3	14.0	11.2	13.7
Felony	1.1	0.0	0.0	2.3
Misdemeanor	4.2	14.0	11.2	11.4
Public Order/Decency				
Category/Class/Offense	2014	2015	2016	2017
Total Public Order/Public Decency	1.1	2.2	1.1	2.3
Felony	1.1	0.0	0.0	0.0
Misdemeanor	0.0	2.2	1.1	2.3
Status Offenses				
Category/Class/Offense	2014	2015	2016	2017
Total Status Offenses	0.0	1.1	0.0	2.7
Runaway	0.0	1.1	0.0	2.7
Weapons				
Category/Class/Offense	2014	2015	2016	2017
Total Weapons - Possession of	1.1	1.1	0.0	0.0
Felony	0.0	1.1	0.0	0.0
Misdemeanor	1.1	0.0	0.0	0.0
Total Weapons - Use of	1.1	0.0	0.0	0.0
Misdemeanor	1.1	0.0	0.0	0.0

Service Mapping Tool

Use this tool to explore service options for each prioritized need. This mapping should help identify which services meet the need and are practical for your YSA and catchment area. If you are including stakeholders in service selection, consider completing this prior to your meeting with them and sharing it as a tool for discussion, service selection, and action planning. Complete a map for each priority need. You may not have five options or need to complete the map if existing services are simply being continued.

Need:					
Possible Service or Intervention	Option 1	Option 2	Option 3	Option 4	Option 5
Description					
Is this a new or existing service?					
Where should the service be located?					
What training is required for staff?					
What costs are associated with intervention?					
How many youth or families could be served?					
Could it be used throughout the catchment area?					
What, if any, MOUs, contracts, or information-sharing agreements are needed?					
What policies, procedures, and processes will need to be developed?					
How can we track outputs, outcomes, and impacts of this service?					
What barriers to implementation exist?					
Does the program reach an underserved population or area of the catchment area?					
Notes					

Need:

Service/Intervention 1:

Task	When	Lead	Resources Needed	Indicators to Be Measured	Partners	Status	Notes

Service/Intervention 2:

Task	When	Lead	Resources Needed	Indicators to Be Measured	Partners	Status	Notes

Service/Intervention 3:

Task	When	Lead	Resources Needed	Indicators to Be Measured	Partners	Status	Notes

Strategy Formulation Tool

Goal Statement: _____

Priority/Topic/Impact Area: _____

Prepared by: _____

Objective Specific, measurable, action oriented, realistic, time limited (Be thoughtful about how to reach the objective.)	Owner/ Responsible Person	Schedule		Who Else to Involve if Needed?	Support and Resources Needed	Indicators to Track and Outcome Measure(s) (How will I know when this task is done?)
		Start Date	End Date			

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