

{Insert Agency/County Name and Seal}

Thinking for a Change (T4C) Policies and Procedures Manual

Revised 8.12.19

Criminal Justice Coordinating Council Program Goals and Objectives

Goals:

1. Reduce felony commitments to DJJ and STP admissions in the target county.
2. Increase the use of evidence-based practices in Georgia's juvenile justice system by initiating community-based juvenile justice programs.
3. Reduce the recidivism rate of youth involved with Georgia's juvenile justice system.
4. Reduce annual secure detention rate of target county.
5. Reduce annual secure confinement rate of target county.
6. Demonstrate a cost-savings to Georgia citizens through provision of research-informed services to youth in juvenile justice system.

Performance Objectives:

1. The DAI and PDRA will be used on all youth considered for grant programming with all scores reported in JTS or the Juvenile Data Exchange (JDEX) when available. Additionally, when available, grantees are encouraged to use the Juvenile Needs Assessment (JNA) on all youth considered for grant funding.
2. All participants will score medium to high on the PDRA.
3. At least 75% of participants will complete program requirements.
4. At least 55% of youth completing services will not re-offend as calculated using the recidivism definition below:
A new charge (within three years of the initial post-adjudication community placement) which results in a juvenile court delinquency adjudication OR adult criminal court conviction.
5. Each project will report cost-savings per youth by calculating average cost to provide targeted intervention subtracted from average cost to detain youth.

Service Overview:

Thinking for a Change (T4C) is a cognitive-behavioral therapy (CBT) program that includes:

- Social Skills Development (lessons 2-5 and 11-15)
- Cognitive Restructuring (lessons 6-10)
- Problem-Solving Skills (lessons 16-24)

T4C combines cognitive restructuring theory and cognitive skills theory to help individuals take control of their lives by taking control of their thinking. The foundation of T4C is the utilization of CBT principles throughout the group sessions. There is an extensive body of research that shows cognitive-behavioral programming significantly reduces recidivism of offenders.

The program is divided into 25 lessons (each lasting approximately 1 to 2 hours), with the capacity to extend the program indefinitely. The curriculum is implemented with small groups of 8 to 12 participants. Each lesson teaches important social skills (such as active listening and asking appropriate questions) as well as more complex restructuring techniques (such as recognizing the types of thinking that get them into trouble and understanding the feelings of others). Most sessions include didactic instruction, role-play illustrations of concepts, a review of

previous lessons, and homework assignments in which participants practice the skills learned in the group lesson.

T4C is identified as a promising program at crimesolutions.gov. T4C is a closed group model.

Group Schedule:

{INSERT GROUP DAYS AND TIMES}

This program follows {INSERT COUNTY NAME} School System closings and calendar.

Programming is located at {INSERT ADDRESS}

Program Capacity:

Minimum of 8 youth, maximum of 12 youth with two facilitators present at all times.

Referrals:

This T4C program targets youth ages 11 to 17 years old who are at risk of being committed to DJJ custody due to consideration of felony commitment or STP admission, all youth who are at risk of receiving secure confinement or secure detention, or other court involved youth. All youth meeting the aforementioned criteria must also score moderate to high (2 or higher) on the Pre-Disposition Risk Assessment (PDRA) assessment tool. This population is commonly at risk of out-of-home placement due to antisocial or delinquent behaviors and/or youth involved with the juvenile justice system. All youth and families who enter the T4C Program shall be asked to sign an agreement or contract verifying their willingness to participate in the program and comply with all program requirements.

Priority Criteria:

- PDRA Score of 2 or higher
- At-Risk of Commitment to DJJ
- Consideration of STP Admission
- Consideration or Risk of Secure Confinement or Detention

Exclusionary Criteria:

- Youth who are actively suicidal, homicidal, or psychotic
- Youths whose psychiatric problems are the primary reason leading to referral, or who have severe and serious psychiatric problems. See Attachment A for additional information regarding referrals of youth with co-morbid psychiatric problems.
- Juvenile sex offenders (sex offending in the absence of other delinquent or antisocial behavior). See Attachment B for additional information regarding this referral criterion.
- Youth with moderate to severe difficulties with social communication, social interaction, and repetitive behaviors, which may be captured by a diagnosis of autism. See Attachment C for additional information regarding this referral criterion.

Referral Process:

Referrals are accepted by {AGENCY/COUNTY NAME} on youth who meet qualifying inclusion criteria noted above. Referral forms are submitted to {AGENCY/COUNTY NAME} along with supporting documentation. Referrals are logged in by {AGENCY/COUNTY NAME AND POSITION}. Once eligibility is determined, if the referral is accepted, the youth will be enrolled in the next available T4C cohort and the referral source will be informed. If the referral is not accepted, the referral source will be notified the reason of denial and document the rationale for denial in the system.

{AGENCY/COUNTY NAME} Primary T4C Referral Contact:

Name:

Telephone:

Email address:

Referral Procedures:

The purpose of this section is to detail the referral process so that all T4C staff and key stakeholders and referral agents understand how the process should work. Such understanding will assist staff to better serve the referring agencies.

1. *Notification of Openings:* The T4C Referral Contact will notify all eligible referral source contact persons of availability for referrals.
2. *Inquiries:* Any person interested in making a referral may contact the T4C Referral Contact to informally discuss whether a potential referral would be appropriate for T4C, and to determine the appropriate method for initiating and managing a formal referral.
3. *Determine appropriateness:* When either an inquiry or a formal referral is relayed to the T4C Referral Contact, case information will be reviewed to determine that the youth meets the inclusion criteria, and there are no known reasons for exclusion. T4C Referral Contact will confirm the youth is appropriate for T4C prior to accepting the youth into treatment. For youth not eligible for T4C, the T4C Referral Contact will offer assistance in finding other resources.
4. *Determine program availability:* The T4C Referral Contact will notify the referring agent if the program is immediately available or will project the time of program availability (e.g., next group start date). If T4C is not available within the 60-day time frame, the T4C Referral Contact will offer assistance in finding other resources for the youth and family referred.
5. *Family Engagement:* The referring agent will contact the family first to assure that the planned referral is acceptable to the youth's caretaker. If so, the referring agent will coordinate the first contact with the family. T4C staff will make first contact with the family to obtain initial consents, obtain baseline outcome data, discuss program policies, and answer any questions the youth and family may have prior to the first group session. All of this is done through a group orientation that is held prior to the cohort beginning.
6. *Consent for Treatment:* Upon initial contact, T4C staff will explain the program and seek consent for treatment from the primary caretaker(s). If a family is reluctant to consent for treatment, T4C staff will collaborate with the referring agent to engage the

caretaker(s). Only when all efforts by T4C staff to engage the caretaker(s) have been exhausted and the caregiver still refuses treatment, will the case not be opened for treatment.

7. *Treatment Initiation:* Upon completion of the consent for treatment, the youth and family will be assigned to a T4C group, and treatment can then be initiated with the next scheduled T4C cohort. The T4C Referral Contact will notify the referring agent that treatment has been initiated and keep them updated with the youth's status in the program.

Group Orientation:

Orientation provides a framework for success through the communication of expectations, norms and standards. Facilitators and staff should create a welcoming environment that builds a sense of community among the incoming class and connects youth and their caregivers to facilitators, staff and other students. The purpose of the Group Orientation is to prepare students to be successful through these cognitive-behavioral approaches. In orientation, youth will have the opportunity to engage with their facilitators on a one-on-one basis and facilitators in turn, will seek a commitment from the youth to engage in groups. Parents will have the opportunity to learn more about the program and how they can play an instrumental role in their child's success.

Youth and Parent Orientation:

Coordinator will meet with each youth and parent to review the Youth and Parent Orientation Manual. Both youth and parent/guardian must be present and sign applicable forms.

Student Orientation Packet:

- Informational letter that includes the group schedule
- T4C Youth and Parent Orientation Manual
- Informed Consent (youth and parent must sign)
- Pretest Assessment

Parent Orientation Packet:

- Informational letter that includes the group schedule
- T4C Youth and Parent Orientation Manual

Transportation Policy

A transportation roster and schedule will be sent to DJJ and the Transportation Service Worker (TSW) before the cohort begins. If transporters have any issues with the roster or schedule, they should contact the Program Contact for clarification. The roster is reoccurring unless changes have been submitted in a timely manner-at least 24 hours before the beginning of a session regarding pick up or at the beginning of a session regarding drop off. Schedule changes should be submitted in a timely manner to inform the TSW of any cancelled groups or new dates.

Transportation Rules:

1. No weapons of any sort or anything that could be used as a weapon (*ex: guns, knives, swords, ammunition, lighters*)
2. No tobacco, drugs, alcohol, or drug paraphernalia to include vapes
3. No inappropriate language or conversations (*ex: profanity, conversations with sexual, gang, or criminal content*)
4. No food or drinks to include candy
5. No inappropriate clothing (*clothing cannot be seen through, no tank tops, short shorts or skirts, no crop tops, no undergarments visible, no gang clothing, pants must always be worn at waist*)
6. No physical or verbal altercations
7. No sexual harassment
8. No disrespect of peers or authority figures
9. Seatbelts must always be worn, and youth must sit forward facing with no interaction with other vehicles or pedestrians
10. Youth must be picked up and dropped off at the address provided by the DJJ probation officer (*NO EXCEPTIONS*)
11. Youth must be prepared for pick up at assigned address (*van will not wait*)
12. Parent must notify DJJ group coordinator if they will not attend group or have alternative travel arrangements.

Violations:

- 1st violation: Verbal Warning
- 2nd violation: Written warning and apology letter
- 3rd violation: 1-day suspension from the van
- 4th violation: 3-day suspension from the van
- 5th violation: Suspension from the van indefinitely

At any time, the probation officer can determine a single violation be severe enough to suspend van privileges

If you are suspended off the van and fail to complete the program, a revocation of probation will be filed for you to return to court

Dress Code Policy:

{INSERT AGENCY/COUNTY NAME} has a required dress code policy for all youth receiving group services. If a youth comes to group violating any portion of the dress code, the youth will be asked to adhere to the dress code (e.g., change their shirt, remove certain items, or pull up pants). In the event the youth does not comply with the dress code, the youth will be asked to

leave the group and be counted absent for the day. Program staff will contact a parent or guardian in the event a youth is asked to leave the group.

{INSERT AGENCY/COUNTY NAME} prohibits clients from wearing "gang-related apparel." For this purpose, {INSERT AGENCY/COUNTY NAME} has defined "gang-related apparel" as any apparel that if worn or displayed during a group, could reasonably be determined to threaten the health and safety of the environment.

The items that are not allowed to be worn or in a youth's intermediate possession during a facilitated group include but are not limited to:

- Bandanas of any color
- Head coverings
- Pants worn below the waist
- Any item of clothing that is representative of gang involvement, profanity, alcohol, drugs, or weapons

Group Related Procedures:

Attendance Policy:

The {INSERT AGENCY/COUNTY NAME} T4C program requires that participants cannot have more than two (2) unexcused absences and no more than three (3) excused absences; an excused absence is any absence that is deemed excused by the JPO/Juvenile Court officer. Any participant who has missed more than two consecutive weeks (i.e., 4 consecutive sessions) of group shall be discharged as "unsuccessful" from the program. If the participant missed the four consecutive sessions due to circumstances outside their own volition, the participant may be re-enrolled in the program during the next group cycle.

Make-up Policy:

The {INSERT AGENCY/COUNTY NAME} T4C program requires that any sessions missed must be made up within one week of the originally scheduled session. In the event that a youth has to make up a session, DJJ/Juvenile Court transportation services will not be available; the parent or guardian will be responsible for dropping off or picking up the participant from make-up group session at the designated time.

Participation Policy:

The participation policy for the {INSERT AGENCY/COUNTY NAME} T4C program requires that each youth participate in all sessions. Participating in each group session is an important and required component in the T4C program. Please see the sanctions chart in the enrichment policy. Participation is characterized by the following:

- Showing mutual respect for others in group and appropriately interacting with other group members and group facilitators during each group session;

- Completing homework and/or assigned reading for each session and coming to group ready and willing to discuss homework with others in the group;
- Engaging and interacting during all group discussions;
- Asking questions when a participant doesn't understand an idea or concept discussed;
- Displaying a positive attitude towards the ideas, concepts, and others in group;
- Supporting and showing understanding to other members in the group;
- Taking ownership (not blaming) for actions and behavior;
- Seeing a view of others (no self-centered thinking);
- Being patient with others in group and acting in accordance with the Conduct and Behavioral Policy;
- Working with group facilitators and group members to meet each week's session objectives;
- Being an active listener when others are speaking;
- Promoting equal contribution from all participants; refraining from interrupting others;
- Participating in the ENTIRE group session;
- Maintaining the confidentiality of what others discuss in group. It is expected that all information shared in the group setting will be kept within the group, unless such information indicates possible harm to the individual or others;
- Staying for make-up sessions to make up group material from any absence;
- Showing respect for what is shared. All statements should be accepted as information for learning purposes. As such, participants should ensure that opinions and statements shared are constructive for the purpose of meeting the objectives of the lesson and content of the curriculum;
- Taking turns speaking and sharing. Participants need to speak one at a time, listen to what is being said, remain focused on the topic and subject matter, and provide opportunities for others to respond should there be a disagreement;
- Demonstrating no aggression or violence. Physical or verbal aggression and violence are not permitted and will not be tolerated. (Refer to Behavior and Sanction Policy)

Missing or Incomplete Homework Policy:

Homework is required to be completed in the {INSERT AGENCY/COUNTY NAME} T4C program; homework is an integral part of T4C, and completion of homework demonstrates graduated practice and skill attainment. Any participant who fails to complete homework for the third (3rd) time in group will be required to arrange to stay after group, during the session make-up period, and complete the required session homework. Any participant who fails to complete or makeup homework for the fourth time will be discharged unsuccessfully from the group.

- 1st incident- Participant is reminded about the importance of completing homework.
- 2nd incident- Verbal warning and discussion occurs with participant about a corrective action plan.

- 3rd incident- Participant required to attend make-up session group within the next 7 days to complete missing homework.
- 4th incident: Participant required to attend make-up session group to complete missing homework. Participant is discharged unsuccessfully if missing homework is not made up within 7 days.

Enrichment Policy:

The {INSERT AGENCY/COUNTY NAME} T4C program operates with a point system that rewards participants with positive points when they meet behavior and program expectations. When a participant violates any rule, they will be subject to sanctions. All sanctions and incentives will be documented and shared with parent and PO.

Sanctions:

	1 st offense	2 nd offense	3 rd offense	Final offense
Not completing homework	Remind about the importance of completing homework	Verbal reprimand and corrective action plan created	Attend make-up session to complete missing homework	Discharge if missing homework is not made up within 7 days
Constant Disrespect to facilitators	Verbal reprimand	Report to PO, letter of apology, and additional assignment	Conference	Discharge
Having contraband – gang paraphernalia, cigarettes/vaporizers, lighter, pocket knife etc.	Verbal reprimand	Report to PO	Conference	Discharge
Lack of participation	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Bullying others	Report to PO	Immediate suspension and conference	Discharge	
Not following directives	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Negative Talk/Glorification for crime	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Inappropriate/Lewd Comments	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Sexual Misconduct	Immediate suspension and conference	Discharge		

Leaving the classroom/session without permission	Verbal reprimand	Report to PO	Conference	Discharge
Leaving the building or grounds	Call 911 and conference	Call 911 and discharge		
Destruction of property	Report to PO and Charges filed by on-duty officer	Report to PO, charges filed by on-duty officer, and discharge		
Defacing of property	Report to PO and Charges filed by on-duty officer	Report to PO, charges filed by on-duty officer, and discharge		
Horseplay	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Side/cross conversations	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Sleeping in class (includes head down)	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Stealing	Report to PO and Charges filed by on-duty officer	Report to PO, charges filed by on-duty officer, and discharge		
Gang talk, signs, colors any gang violation	Report to PO and confiscate any paraphernalia	Conference and confiscate any paraphernalia, notify parents	Discharge	
Automatic Discharge	Physical fighting	Possession/under the influence of Drugs/alcohol	Possession of weapon	

Column A – represents the various behaviors of a youth enrolled in the T4C program. Note: depending on the offense, a stricter disciplinary action will be taken against the youth.

Column B-E – Highlights the sanction that youth will be given for certain offenses and which offense.

- Verbal Reprimand – Youth will be removed from group and made aware if the offense they committed. The youth will be advised that their classroom conduct/behavior must improve; otherwise additional disciplinary actions will be taken.
- Make up Homework – Missed homework assignments to be made up by youth.
- Additional Assignment – Youth will be given an additional assignment relevant to current week curriculum. (i.e. a thinking report)
- Letter of Apology – Depending on the severity of the offense, youth will be asked to write and read aloud their letter of apology expressing their remorse for the offense committed.

- Corrective Action Plan- Staff develops a plan with youth to improve performance in group for specific tasks such as homework completion, attendance, etc.
- Report to Probation Officer – Probation Officer will be notified of the offense.
- Conference - Based on the severity of the offense, youth will be suspended immediately, and a counsel will be requested by staff to discuss the offense committed by the youth and determine the disciplinary action to be taken. Conference attendees will be T4C staff, PO, youth, and parent.
- Immediate suspension – Based on the severity of the offense, youth is immediately suspended from group and staff meets to decide if youth will continue being enrolled in the T4C program or discharged.
- Discharge – Based on severity if the offense, youth is subject to immediate discharge from the T4C program.
- Call 911/charges filed by on-duty officer – Sheriff will be called and charges will be filed.

Incentives:

Point System: A point system is established for youth who are participating in the program. A chart will be set up in the classroom with a breakdown of daily points earned. A chart will also display the behaviors that will allow youth to earn points that will be accumulated for different rewards. One point will be assigned to each desirable behavior. The following are desirable behaviors for which youth will earn points:

- Daily attendance
- Completing homework
- Following the rules
- Completing the role-play

Treasure Box: When a youth gets 10 points, the youth is eligible to choose one reward from the treasure box. The treasure box will be open and therefore youth know exactly what they have to choose from. Youth can save up points and choose from the Bronze, Silver or Gold level. The treasure boxes will be available every three weeks.

- Bronze level – 10 points
- Silver level – 20 points
- Gold level – 30 points

Group Incentive: The group can collectively earn an incentive agreed upon by facilitators and group members for a specific desirable behavior (i.e. homework completion) completed for four consecutive groups. This means ALL group members must bring their homework completed to turn into facilitators for four consecutive groups. Facilitators will use the point system chart to show each group where all youth brought their completed homework. There are six opportunities for a group incentive to be earned. If the whole group does not bring their completed homework, the count starts over, and no incentive is given.

Successful Completion Policy

For a participant to successfully complete the {INSERT AGENCY/COUNTY NAME} T4C program, the participant must have participated in (or made up) 25 of the 25 group sessions and have successfully met at least 70% of the session objectives for each T4C session. Meeting the above requirements will result in a Certificate of Successful Completion being issued during the graduation ceremony. Any participant not meeting the criteria above for successful completion, but still enrolled in the program during the graduation ceremony, will be issued a Certificate of Attendance, which will indicate the participant attended XX out of 25 T4C group sessions and will not reference successful completion of the T4C program. A certificate of attendance will be reported to the Criminal Justice Coordinating Council (CJCC), grant funders, as “unsuccessful”, where as a certificate of successful completion will be reported to CJCC as “successful.”

T4C Session Learning Objectives Description:

Lesson 1: Introduction

1. Describe the 3 key parts of T4C.
2. Describe expectations for T4C.
3. Agree to group rules and norms to follow during T4C.

Lesson 2: Active Listening

1. Describe the importance of active listening in this group and in other social situations.
2. Perform the steps of active listening during the lesson.
3. Perform the steps of active listening in real life situations.

Lesson 3: Asking Questions

1. Describe the importance of asking questions.
2. Perform the steps of asking questions during the lesson.
3. Perform the steps of asking questions in real life situations.

Lesson 4: Giving Feedback

1. Describe the importance of giving feedback.
2. Perform the steps of giving feedback during the lesson.
3. Perform the steps of giving feedback in real life situations.

Lesson 5: Knowing Your Feelings

1. Describe the importance of knowing your feelings.
2. Perform the steps of knowing your feelings during the lesson.
3. Perform the steps of knowing your feelings in real life situations.

Lesson 6: Thinking Controls Our Behavior

1. Recognize how thoughts, feelings, attitudes, and beliefs lead to predictable patterns of behavior.
2. Practice "objective detachment" in observing and describing thoughts, feelings, attitudes, and beliefs.
3. Practice the three steps of cognitive self-change during the Lesson.
4. Apply the steps of cognitive self-change to real life situations.

Lesson 7: Pay Attention to Our Thinking

1. Use thinking reports to observe and report thoughts, feelings, attitudes, and beliefs.
2. Establish, as a group norm, an objective, non-argumentative frame of reference for each group member to examine his/her own and others' thoughts, feelings, attitudes, and beliefs, and behaviors.
3. Write a thinking report using a situation where have identified a time they had a conflict with another person.

Lesson 8: Recognize Risk

1. Identify thoughts, feelings, attitudes, and beliefs that have led to trouble in the past.
2. Use an objective point of view when describing the risk in thoughts and feelings.
3. Write a thinking report about a recent or past time when a rule was broken or someone else was hurt.

Lesson 9: Use New Thinking

1. Identify new thoughts, attitudes, and beliefs that will reduce the risk in old ways of thinking.
2. Continue to develop skills in observing thoughts, feelings, attitudes, and beliefs and in recognizing the risky thinking.
3. Practice using new thinking to reduce the risk of getting into trouble or hurting anyone.

Lesson 10: Thinking Check-in

1. Practice a thinking check-in to reinforce the 3 steps of cognitive self-change in his/her everyday life.
2. Continue to develop the skill of objective self-observation.

Lesson 11: Understanding the Feelings of Others

1. Describe the importance of understanding the feelings of others.
2. Perform the steps of understanding the feelings of others during the lesson.
3. Perform the steps of understanding the feelings of others in real life situations.

Lesson 12: Making a Complaint

1. Describe the importance of making a complaint.
2. Perform the steps of making a complaint during the lesson.

3. Perform the steps of making a complaint in real life situations.

Lesson 13: Apologizing

1. Describe the importance of apologizing.
2. Perform the steps of apologizing during the lesson.
3. Perform the steps of apologizing in real life situations.

Lesson 14: Responding to Anger

1. Describe the importance of responding to anger.
2. Perform the steps of responding to anger during the lesson.
3. Perform the steps of responding to anger in real life situations.

Lesson 15: Negotiating

1. Describe the importance of negotiating.
2. Perform the steps of negotiating during the lesson.
3. Perform the steps of negotiating in real life situations.

Lesson 16: Introduction to Problem Solving

1. As a result of this lesson the group members will be able to answer questions that help them apply the problem-solving skills to a situation.

Lesson 17: Stop and Think

1. Identify specific warning signs: physical reactions, risk thoughts and risk feelings that a problem situation.
2. Intervene in internal experiences to begin to use thinking skills to reduce risky reactions.

Lesson 18: State the Problem

1. Identify a warning sign experienced in a problem situation.
2. Describe problem situations objectively.
3. Identify how physical reactions, risk thoughts, and risk feelings create a risk of their reacting impulsively to make the problem worse.

Lesson 19: Set a Goal and Gather Information

1. Develop positive and realistic goal statements.
2. Identify reasons to consider other people's thoughts and feelings.
3. Better determine the thoughts and feelings of others.
4. Differentiate between facts and opinions.

Lesson 20: Practice Problem Solving Skills 1 – 3

1. Demonstrate the lesson's problem-solving skills (stop and think, state the problem, set a goal and gather information.)

Lesson 21: Think of Choices and Consequences

1. Generate multiple possible actions in problem situations.
2. Identify possible consequences of the choices generated.
3. Choose an action based on consequences and goals.
4. Identify thoughts that support chosen actions.

Lesson 22: Make a Plan

1. Following this lesson, group members will apply the lesson's problem-solving skill and make a plan for a real life situation.

Lesson 23: Do and Evaluate

1. Demonstrate the steps for "do it" and then use questions to evaluate what happened.
2. Using the answers to evaluation questions, decide what needs to be done next.

Lesson 24: Problem Solving – Application

1. Following this lesson, the group members will be able to apply all 6 problem solving skills to real life problems.

Lesson 25: Next Steps

1. Celebrate their successful completion of the T4C program. (Aftercare is an option for group members/agencies).
2. Develop a personal plan for making the skills they have learned part of their life.

Quality Assurance

The Juvenile Justice Incentive Grant quality assurance component is designed to support implementation efforts and to ensure accurate replication and service delivery. Quality assurance serves to improve outcomes, evidence-based practices and ensures program fidelity. Programs are successful because of the deliberate interventions, support and commitment to quality assurance that is provided by staff, managers, facilitators and administrators.

Quality assurance is a system by which we can verify that we are delivering Evidence-based programming (EBP) the way they are intended to be done and the way the research has shown to be effective. EBP allows us to bring more science into our work and gives us a framework to which we use real data and proven research to drive our decision making as we progress as an organization, all within the context that we are operating with taxpayer dollars. Our organization is committed to assuring fidelity adherence to optimize the results we seek.

There is another benefit to fidelity adherence with EBP, in that, if we systematically follow the EBP precisely with rigorous quality assurance, but see poor outcomes, in a data driven fashion, we can objectively look at the program. We may do everything the way it was supposed to be done according to the science, but nonetheless, the data proves otherwise. If we do not operate within these specific guidelines set forth by T4C there can be no way to measure success or failure of the programs with confidence.

Process:

{INSERT AGENCY/COUNTY NAME}'s quality assurance strategies include two important activities: monitoring, auditing and professional consultation. Monitoring is observing, detecting, and recording the operation of the program with instruments designed to assess its functions for the purpose of supervision and oversight. Auditing is the examination and verification of program implementation to assure correctness according to program design and procedures. Both events occur on an established schedule that meets staff development objectives and agency goals.

Monitoring:

- a. Facilitator Observation: Facilitators are observed for at least two-three classes per session. Facilitators are observed by Clinicians trained in the curriculum. The observations are done using standardized forms that are shared with both the facilitators and {INSERT AGENCY/COUNTY NAME}.
- b. Pre and Post Tests: Pre and post tests are used to measure progress as the youth progress through the group programs. Raw data is calculated and stored as a measure of youth progress.
- c. Qualitative Surveys: Youth are given surveys at the end of group programming to gain insight into their experience, how the project has impacted them personally and ways to improve the program for youth that are participating.

Auditing:

A quality assurance audit is a process conducted internally that helps ensure {INSERT AGENCY/COUNTY NAME} is following procedures set forth for the Juvenile Justice Incentive Grant Project. The objective is to draw attention to needed improvements and to ensure grant regulations are in compliance. The successful quality audit focuses on the needs of {INSERT AGENCY/COUNTY NAME} in an effort to consistently improve practices to best serve our clients and the general {INSERT AGENCY/COUNTY NAME} community.

Records Maintenance and Reporting:

{INSERT AGENCY/COUNTY NAME} will maintain a case record for each youth accepted. This record shall include, but is not limited to, the following:

1. Referral form
2. Intake form

3. Full PDRA
4. Additional assessments (risk, needs, responsivity)
5. Consent forms (parent, transportation, etc.)
6. Pre/post Tests
7. Homework
 - a. Social Skills: Homework sheets (lessons 2-5, 11-15)
 - b. Cognitive Self-Change: Thinking Reports (lessons 6-10)
 - c. Problem Solving: Homework sheets (lessons 16-24)
8. Attendance
9. Participation /case notes
10. Enrichment Tracking sheet
11. Sanctions issued
12. Discharge summary

Outcome Reporting Requirements:

Each case closure will be staffed monthly with members of the Juvenile Court. Sharing key case-level and program level outcomes with the appropriate stakeholders promotes active stakeholder engagement for program support and ongoing problem-solving. At least annually, the T4C program will be reviewed for purposes for identifying status of adherence, program-level goals, strengths, identified barriers to program success, and interventions for ongoing program improvement. A summary of the program review will be reported to all key stakeholders in the {INSERT AGENCY/COUNTY NAME}.