Planning & Implementation Guide

Second Chance Act
Comprehensive Community-Based Adult Reentry Program Utilizing Mentors

DESCRIPTION

This Planning & Implementation Guide and is intended for recipients of the Second Chance Act Comprehensive Community-Based Adult Reentry Program Utilizing Mentors grants administered by the U.S. Department of Justice's Bureau of Justice Assistance. Grantees will complete this guide in partnership with the technical assistance provider from the National Reentry Resource Center over the course of their grant.

About the Planning & Implementation Guide

The National Reentry Resource Center (NRRC) has prepared this Planning & Implementation Guide (P&I Guide) to support grantees in developing and refining a reentry program that uses mentoring to support successful reentry and help reduce recidivism. The guide is not intended to serve as a step-by-step blueprint, but rather to cultivate discussion on best practices, identify considerations for your collaborative effort, and help you work through key decisions and implementation challenges.

This guide was developed as a tool for grantees, but it also serves as an important tool for your NRRC technical assistance provider ("TA provider") to understand the status and progress of your project, the types of challenges you are encountering, and the ways your TA provider might be helpful to you in making your project successful.

You and your TA provider will use your responses to the self-assessment to collaboratively develop priorities for technical assistance.

Any questions about this guide should be directed to your TA provider.

Contents of the Guide

The guide is divided into six sections, each with assessment questions, exercises, and discussion prompts. The self-assessment questions and exercises are built on evidence-based principles and emerging practices. You will be prompted to write short responses, attach relevant documents, and/or complete exercises for each section. Your answers will provide insight into your program's strengths and identify areas for improvement. As you work through the sections, take note of the corresponding supporting resources in Appendix B, as they contain suggestions for further reading and provide access to important resources and tools. Your TA provider may also send you additional information on specific topics to complement certain sections. If you need additional information or resources on a topic, please reach out to your TA provider.

TA Provider Contact Information	
Name:	
Phone:	
Email:	

Contents

SECTION 1: GETTING STARTED AND IDENTIFYING GOALS

Although your TA provider has read the project narrative that you submitted in response to the SCA solicitation, there may have been updates or developments since you submitted your original application. This exercise is intended to give your TA provider a sense of your current project goals and your initial technical assistance needs.

Please provide the following documents, if available, to your TA provider at your earliest convenience:
- ☐ Memoranda of understanding (MOUs) and information-sharing agreements
- ☐ Logic model
- ☐ Program flow chart/process map
- ☐ Intake/enrollment forms and participant orientation materials
- ☐ Mentor training manual/orientation handbook
- ☐ Program policy and procedure manual
- ☐ Screening and assessment tools

EXERCISE 1: GRANTEE BASIC INFORMATION

Lead Agency *(Who applied for the grant?)*				
Primary Agency *(Who is managing the day-to-day operations of the grant program?)*				
Project Name				
Primary Point(s) of Contact	Name:		Name:	
	Title/Role:		Title/Role:	
	Agency:		Agency:	
	Email:		Email:	
	Phone:		Phone:	

	Correctional Agency *(e.g., Louisiana Department of Public Safety & Corrections)*	Facility Name *(e.g., Hunt Correctional Center)*	Facility Type *(e.g., state men's prison)*
Correctional Partner			

EXERCISE 2: IDENTIFYING PROGRAM GOALS AND OBJECTIVES

List the goals of your program. These goals should clearly and concisely articulate what your program is seeking to achieve. They should represent the purpose of your program and its long-term aims. The goals should be broad and drive how you formulate or refine other aspects of your program, including the services you plan to provide, the objectives you seek to meet, and the outcomes you plan to measure. Use these goals to guide your approach to service delivery and employee and volunteer recruitment and training.

Note: For this exercise, you may pull program goals from the proposal you submitted. However, those program goals may have changed or may need to be refined.

> *Example 1: Improve relationships between incarcerated parents and their children.*
> *Example 2: Improve employment outcomes for men returning from incarceration.*
> *Example 3: Support people returning from incarceration to build positive, prosocial relationships.*

Goals

EXERCISE 3: PARTNER AGENCY INVENTORY

Your grant program will need to partner with other agencies for participant recruitment and referrals for additional services. Please name each agency the program currently partners or plans to partner with, the role the agency will play in the program or the support it will offer to program participants, and your strategy for communication and continued collaboration with the agency.

Agency	Role in Program/Support Offered
Example: ABC Housing Agency	*Provide housing and homelessness services for participants through referrals from program staff.*
How often and by what method(s) do you plan to communicate with this partner, including sharing data?	*An MOU will be established with ABC Housing Agency. Case managers will coordinate with ABC staff as needed for case planning and ABC staff will attend a monthly partners meeting. Outcome data on participants referred to ABC will be emailed to the program coordinator each quarter.*
How often and by what method(s) do you plan to communicate with this partner, including sharing data?	
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SECTION 2: DEFINING OR REFINING YOUR TARGET POPULATION

It is important to have defined criteria to describe your target population, as your grant award is a limited resource. You want to ensure that your grant project serves those who are most likely to benefit from it. Having clearly defined criteria helps to determine what information you will need to obtain through screening, assessment, referral, or other processes to determine program eligibility, and will increase the likelihood that referrals will be good matches. *Note: Eligibility criteria should be related to this specific program (not the entire agency or other programs within the agency).*

EXERCISE 4: DEFINING OR REFINING ELIGIBILITY CRITERIA

Eligibility Criteria	Qualifying Characteristics *(Who qualifies for this program?)*	Why were these qualifying characteristics chosen?	When and how are these characteristics determined?
Example: *Risk of Reoffending*	People assessed as having a moderate to high risk for recidivism	*It is best practice to focus reentry services on those assessed to have higher criminogenic risk and need.*	*The LSI-R tool is administered within 48 hours of intake by corrections staff who are trained on its use.*
Risk of Reoffending *(E.g., medium to high risk)*			
Age/Sex/Gender			
Education *(E.g., 9th-grade reading and math level)*			
Time until Release *(E.g., 18 months)*			
Supervision Status at Release *(E.g., released on parole)*			
Release Location *(E.g., released to ABC County)*			
Other (please specify):			
Please specify any exclusionary criteria and why those criteria were chosen:			

EXERCISE 5: DESCRIBING YOUR TARGET POPULATION

Questions	Responses
A. What is your target number of people to serve with this program? How did you arrive at that target number?	
B. Do you know the racial/ethnic composition of the population from which your program's population is drawn (e.g., jail or prison)? If so, please describe.	
C. Do you know if the jail/prison population's racial/ethnic composition matches the racial/ethnic composition of your target population? If so, please describe.	

EXERCISE 6: CRIMINOGENIC RISK AND NEEDS ASSESSMENT TOOL

Use the table below to describe the risk and needs assessment tool you (and/or your correctional partner) use.

Criminogenic Risk and Needs Assessment	
(If your agency currently administers or is planning to administer its own risk and needs assessment, skip to question F.)	
A. If your organization does not administer a risk and needs assessment, do you receive the results of any partner agencies or corrections departments that do utilize risk and needs assessments? If so, specify the partner that administers the assessment.	
B. Specify the name of the assessment tool the partner agency uses.	
C. How is assessment information shared with your agency (e.g., electronic files, hard copy files)? Specify who at each agency is responsible for sending and receiving the information, respectively.	
D. Do any of your staff receive training on the assessment tool? If yes, specify which staff positions receive the training and who administers the training.	
E. Explain how the results of the assessments are used in the program.	
F. *Do you currently use a validated risk and needs assessment that will be implemented in this project? If yes, name it here.*	
G. *Has the risk and needs assessment been validated on your population or just by the assessment developer? If it has been validated on your population, when did this validation take place?*	
H. *If you do not currently use a validated risk and needs assessment, do you plan to implement one in the future?*	
I. *If you currently use a risk and needs assessment, who administers it? If you are planning to implement one, who would administer it?*	
J. *When is the risk and needs assessment administered? If you are planning to implement one, when would it be administered?*	
K. *How is the information recorded and stored (electronically, paper files, electronic health record, etc.)?*	

EXERCISE 7: BEHAVIORAL HEALTH AND OTHER SCREENING AND ASSESSMENT TOOLS

Use the table below to describe the mental health and substance use screening and/or assessment tools you (and/or your correctional partner) use.

	Mental Health Screening and/or Assessment Tool	Substance Use Screening and/or Assessment Tool
A. Name of assessment tool (specify year/generation):		
B. When is the assessment first administered?		
C. Who administers the assessment initially?		
D. How are the assessment results recorded and stored (electronic database, electronic spreadsheet, paper files, etc.)?		
E. Which partners have access to the results?		
F. Do they receive this information automatically or is it available upon request?		
G. How are the assessment results used?		
H. When is the tool re-administered and by whom?		
I. How are staff trained on the tool? (E.g., agency that created the tool provides training)		
J. How often do staff receive booster trainings on how to administer the tool?		
K. Please list any additional screening or assessment tools that are used and describe how the results are used:		

EXERCISE 8: PARTICIPANT RECRUITMENT STRATEGY

Describe your program's strategy for recruiting participants and the role of any of your partners, including corrections, in the recruitment process. Specify the point at which potential participants first learn about the program, how it is presented to them, etc.

EXERCISE 9: PARTICIPANT INTAKE, ENROLLMENT, AND ORIENTATION

Describe the process of enrolling and orienting new participants in the program. Explain how potential participants are screened, what role the correctional partner plays in screening, what role program staff play in the process, and which eligibility criteria, if any, each partner screens for. If participants are referred to the program, indicate who is referring and describe the referral process. Indicate whether your program includes an orientation session, individual interviews, etc., and specify at what point a potential participant is considered enrolled in the program. For the purposes of this exercise, enrollment is the point at which your program officially considers someone to be a participant, such as when a person has completed a minimum level of participation or committed to complete specific activities or services.

Example 1: A participant is enrolled in the program when he/she has completed intake forms AND has been interviewed by a case manager.
Example 2: A participant has enrolled in the program when he/she has signed a commitment to participate form AND attended the first workshop.

A. Describe the intake, enrollment, and orientation process.	
B. At what point do you consider someone enrolled in the program?	

SECTION 3: SERVICE PROVISION AND SUPPORT

Taking stock of the services and resources your program provides can help you not only assess your current capacity but also develop a strategy for addressing any service gaps. Conducting an inventory of services and supports can also help you anticipate challenges that may arise when trying to address the range of needs that participants may have.

EXERCISE 10: SERVICE INVENTORY

Provide an inventory of your program's services, including interventions and methods. For example, the service could be an evidence-based curriculum such as Thinking for a Change or cognitive-behavioral therapy or it could encompass other support services such as transportation, housing subsidies, or a GED class.

Service Provided to Program Participants	Curriculum Name (if applicable)	Before release, after release, or both?	Service Delivery Method (e.g., one-on-one, group setting)	Name of Service Provider	In House, Contracted, or Referral	Additional Eligibility Criteria Specific to This Service	Funded by this grant program? (y/n)	Funded in any part by Medicaid? (y/n)
Example: Parenting workshops	Parenting Inside Out	Before release	Group	Parenting Workshops Inc.	Contracted	Must be a parent or serve in a parenting role	Yes	No

EXERCISE 11: REENTRY CASE PLANNING

A. Specify which organization and staff positions take the lead on developing participants' reentry case plans.	
B. At what point in the program does reentry case planning begin?	
C. Describe who else is involved in developing and reviewing the reentry case plan aside from the lead case manager and the participants.	

EXERCISE 12: CONNECTIONS TO HEALTH CARE COVERAGE AND OTHER BENEFITS

A. Do you enroll people in health care coverage, including Medicaid? If yes, please describe the enrollment process.	
B. Do you enroll people in Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI)? If yes, please describe the enrollment process.	
C. Do you identify program participants who are veterans and connect them to Veterans Affairs (VA) health care and other benefits and resources (e.g., Veterans Justice Outreach, Health Care for Reentry Veterans, and Veterans Reentry Search Service)? If yes, please describe how.	

EXERCISE 13: HOUSING AND HOMELESSENESS

A. Do you assess participants for homelessness?	☐ Yes ☐ No
B. Do you ask participants to establish a post-release housing plan?	☐ Yes ☐ No
C. Using the grid below, list any housing partners you may have and briefly describe the services they provide.	

Name of Partner	Signed MOU? Yes/No	Type of Housing Service (Please select all that apply.)				
		Housing Referral	Housing Subsidy	Direct Housing Services	Housing Supportive Services/Homelessness Prevention	Other

EXERCISE 14: TRAUMA-INFORMED SUPPORT

Many people have experienced traumatic events in their life, and incarceration itself can be a form of trauma. Being prepared to address trauma can help support a person's successful reentry. Trauma-informed practices may include administering intake screenings that are designed to identify trauma survivors, cultivating environments that are welcoming, partnering with mental health providers and specialists, training staff to be sensitive and aware of signs of trauma, and creating opportunities and spaces for participants to discuss their responses to trauma.[1]

Describe how the program will incorporate trauma-informed support.

EXERCISE 15: PROGRAM ENGAGEMENT AND EVIDENCE-BASED SUPPORT

A. On average, how long do you expect participants to be enrolled in the program and receiving services?	
B. What are your ideas for strategies that might enhance program enrollment, engagement, completion, and outcomes for racial and ethnic minorities?	
C. What services do you provide that tailor to specific needs such as gender, culture, developmental or cognitive abilities, etc.?	
D. Have any parts of the program been assessed for fidelity to evidence-based practices?	

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[1] National Center on Domestic Violence, Trauma & Mental Health. "Creating Trauma-Informed Services Tipsheet Series." Accessed January 13, 2017. http://www.nationalcenterdvtraumamh.org/publications-products/creating-trauma-informed-services-tipsheet-series-for-advocates/.

SECTION 4: MENTORING SERVICES

Every step in the mentoring process should be clearly laid out, from recruitment to the closure of the mentoring relationship. Establishing clear policies, procedures, and guidelines and sharing those with staff, mentors, and participants holds everyone involved accountable. For each of the following exercises, consider the goals of your program and how mentoring can help to achieve those goals. Think about how each of the following exercise topics will be customized to assist in the achievement of your goals and meeting the needs of your target population. Please attach any relevant materials such as training manuals, screening and matching forms, policy and procedure manuals, etc. If such materials have not been developed, please describe your current plan for documenting these mentoring practices and procedures.

EXERCISE 16: MENTORING MODEL

A. Mentoring model checklist (select all that apply to your mentoring program)	☐ One-on-one mentoring (one mentor meets with one participant at a time) ☐ Paid mentors (full- or part-time employees) ☐ Group mentoring (one mentor meets with multiple participants at a time) ☐ Providing stipends for mentors ☐ Team mentoring (multiple mentors meet with one or more participants at a time) ☐ Volunteer mentors ☐ Peer mentoring (mentors have had past criminal justice involvement) ☐ Pre-release mentoring ☐ Virtual mentoring (phone, online) ☐ Post-release mentoring ☐ Other:
B. Describe how the above selected mentoring model(s) will work. *For example, if you selected "pre-release mentoring", specify if all mentoring relationships will begin before release or if only certain mentors will go in before release and additional matches will be made after release. Explain how the different models you have selected will support each other.*	

EXERCISE 17: MENTOR-PARTICIPANT RELATIONSHIP AND EXPECTATIONS

Describe the expectations for the mentor and participant, including the time commitment, training requirements, etc. Specify whether these expectations are documented and in what program materials they are documented. Some expectations may be the same for both the mentor and the participant.

Mentor Expectations	Participant Expectations

A. Describe the eligibility requirements for mentors. *Consider how different factors like age, gender, past criminal justice involvement, education, employment, and others may contribute to the needs of your target population. Specify whether these requirements are documented and in what program materials they are documented.*	
B. Describe your plans for recruiting and identifying potential mentors. *Include how this process will be monitored and who will be responsible for ensuring its progress. Specify whether this strategy is documented and in what program materials it is documented.*	
C. Describe your process for screening and interviewing potential mentors. *Specify who conducts interviews, what materials are used, who makes the final decision, and state whether this process is documented and in what program materials it is documented.*	

EXERCISE 19: MENTOR TRAINING

Describe the process for onboarding and training mentors once they have been recruited. Include plans for providing ongoing training and development. If mentors are hired employees, specify what training all employees receive and what training is specific to their role in this program. Specify whether these processes are documented and in what program materials they are documented. Explain how the following elements are incorporated into your onboarding and training process (you may also attach and refer to the relevant section of a program or training manual):

- Minimum 2-hour pre-match, in-person training
- Plan/schedule for ongoing trainings
- Program requirements (match length, contact frequency, protocols for missing or being late, match closures, logging contact)
- Mentor's goals and expectations for the participant and the relationship
- Mentor's obligations and appropriate roles
- Ethical and safety issues relating to the mentoring relationship
- Relationship development and maintenance
- Support sources for mentors
- Effective closure of the mentoring relationship

- Correctional agency's/facilities' relevant policies and procedures
- Criminal justice system (specific focus on institutional and community corrections and reentry)
- Unique issues pertaining to people involved with the criminal justice system
- Interpersonal communication skills
- Criminogenic needs, their relationship to the likelihood of recidivism, and strategies that mentors can use to help monitor and address them as needed
- Roles and responsibilities of partners/stakeholders involved in the reentry process
- Awareness of and sensitivity to victim-related issues

Mentor Onboarding and Training Strategy and Processes

EXERCISE 20: MENTOR-PARTICIPANT MATCHING

Describe the process for matching mentors to participants and what materials will be used to assist the matching process such as a matching form, interests inventory, etc., as well as any matching activities such as interviews and events where participants can meet potential mentors. Include how many participants will be assigned to each mentor and if and how any of the following characteristics will be considered in matching mentors to participants:

- Age
- Sex/gender
- Faith
- Hobbies/interests
- Location

- Occupation
- Race/ethnicity
- Recovery history
- Past criminal justice involvement

Describe the mentor-participant matching process. Specify whether this process is documented and in what program materials it is documented.

EXERCISE 21: MONITORING AND SUPPORT

Describe your strategy for monitoring and providing ongoing support to mentors. Note how often mentors meet with the mentoring coordinator, if a schedule for ongoing trainings has been developed, and what other forms of support are provided, such as mentor peer support. Specify whether this process is documented and in what program materials it is documented.

EXERCISE 22: CLOSURE

Describe the program's process for closing out the mentor-participant relationship. Specify whether this process is documented and in what program materials it is documented.

SECTION 5: DATA COLLECTION, PERFORMANCE MEASUREMENT, AND PROGRAM EVALUATION

You will need to collect data for different purposes: to meet the requirements of your grant, to track participants' progress through the program and other grant project-related activities (e.g., program operations), to measure the grant project's performance on an ongoing basis and to determine whether the grant project is operating as intended and having the intended results (through process and outcome evaluations, respectively). It is important to understand the different uses of data early on during your planning to help you determine the best way to collect, manage, and analyze it.

This section will also help to define key performance measures including recidivism and successful program completion.

EXERCISE 23: DEVELOPING A DATA-COLLECTION STRATEGY

A. How do you currently collect the data you need for any relevant grant requirements (e.g., Performance Measurement Tool)? Specify the name of the databases/systems being used. If data is not currently collected, describe your plan to do so.	
B. How does the program currently store the following key data points: risk and needs assessment results, service plans, participation, successful and unsuccessful completions, and participant recidivism rates?	
C. How is the data that is collected shared among relevant agencies and partners?	
D. Do you track program enrollment, services provided, and program completion by race, ethnicity, sex/gender, and age? If so, when/where is this information collected and by whom?	

EXERCISE 24: DEFINING KEY PERFORMANCE MEASURES

This exercise will help to define key performance measures including recidivism and successful program completion. It is important to have a clear definition of successful completion of the program that is distinct from your measures of success (the outcomes you are hoping to achieve). The definitions below should help you understand recidivism and distinguish between "successful completion" and "measures of success."

- **Successful completion:** the minimum requirements that qualify someone as having participated fully in the program. This may be defined as going through specific programs/curricula, completing a percentage or a number of hours of programming, or compliance with the specialized case plan expectations for a set period of time. It is possible that supports and services will continue to be provided after someone completes the program based on the definition you develop, but this definition will serve as a clear cut-off for purposes of program evaluation.

  o *Example 1: Anyone who meets with their mentor at least once a month for a year.*
  o *Example 2: Anyone who meets with their mentor at least once a month for a year AND gains employment AND/OR enrolls in an educational program after release*

- **Measures of success:** the intended outcomes from successfully completing the program, such as recidivism reduction, gainful employment, reductions in technical violations, etc.

  o *Example 1: Participants who have gained employment and remained employed for one year without reconviction*
  o *Example 2: Participants who are visiting their children more often than they had prior to being incarcerated*

- **Recidivism:** a return to criminal activity after previous criminal involvement. There is no standard definition for recidivism. It is tracked differently in different jurisdictions, and states and localities calculate recidivism rates using varying methodologies.

  o *Example 1: Reconviction for a new offense within one year of release*
  o *Example 2: Re-incarceration for a new offense or technical violation within one year of completing the reentry program*

A. What are the minimum requirements a participant must meet to be reported as having "successfully completed" the program?	
B. What is your definition of recidivism (e.g., rearrest, reconviction, re-incarceration, etc.)?	
C. What is the tracking period for recidivism (e.g., one year, three years, five years) and when does it begin (e.g., release, program completion)?[2]	
D. How are you tracking participant recidivism rates?	
E. List any additional measures of success you intend to track.	

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[2] The tracking period must allow for uniform "time at risk to recidivate" for all participants tracked. For example, all participants have at least one year on probation or parole after completing the program or upon release from prison (for prison-based programs) when determining the one-year recidivism rate.

EXERCISE 25: DEFINING OUTCOMES AND SETTING TARGETS

At the beginning of the program, the planning team should determine clear definitions for each outcome and how they are verified and distribute that information to program staff and partners.

- How do you define the outcome?

  - **Example:** *Employment.* In this program, what does it mean to be employed? What is the threshold for defining a participant as employed? Different definitions of employment may include, but are not limited to, any combination of the following: being employed for a specific length of time, retaining a minimum number of scheduled hours each week, and earning a minimum specific wage.

- How do you verify the outcome?

  - **Example**: *Employment.* In this program, what documentation does a staff member need to determine that a participant is employed according to the program's definition of employment? Different forms of verification may include, but are not limited to, a paystub or an employment verification letter.

Outcome	Definition	Verification	Target
Example: Employment	*Employed for 30 days AND earning at least minimum wage AND scheduled to work a minimum of 20 hours per week*	*Paystub or employment verification letter*	*50 participants per year*

EXERCISE 26: PROGRAM EVALUATION

If you are planning to conduct an evaluation of your program, whether internally or through an independent evaluator, please respond to the following questions.	
A. Who is conducting the evaluation? What are you looking for in an evaluator if one has not been identified yet?	
B. What are the goals of the evaluation? What are you planning to measure in the evaluation beyond the PMT measures and other outcomes listed above?	
C. Are you using a comparison group to assess the success of the program? If so, what is the comparison group?	
D. With whom do you intend to share evaluation data?	
E. How often and by what method(s) do you plan to communicate with your evaluator?	
F. How will program evaluation data be used to inform program operations?	
G. When do you anticipate having a completed evaluation?	

SECTION 6: SUSTAINABILITY

This section focuses on strategies for achieving long-term sustainability for your program through focused efforts initiated at the beginning of the grant. Sustainability is difficult to achieve and made even more challenging if neglected until grant funding is coming to an end. Developing a sustainability plan at the onset is essential in laying the groundwork at each phase of the project to build a strong program that can continue after the SCA funding concludes. When planning for sustainability, consider how these key sustainability goals will factor into your strategy:

- All staff in the agency are aware of the program, its core components, and its target population.
- Stakeholders are meaningfully engaged in the project on a regular basis.
- A champion (not including program or agency staff) publicly advocates for the continuation of the program.
- Program leaders can articulately discuss the value of the program.
- Program leaders are able to tailor their message about the initiative to different audiences, considering their specific goals.
- The sustainability plan is informed by a diverse group of stakeholders.
- Additional funding streams are identified.
- Program and evaluation data are shared with stakeholders and tailored to their specific interests.

EXERCISE 27: PLANNING FOR PROGRAM SUSTAINABILITY

A. What goals does your program seek to achieve after the life of the grant?	
B. List the activities that will lead to meeting those goals after the life of the grant.	
C. List any funding sources available to sustain the program after the life of the grant, e.g., foundation, federal/state (such as Medicaid), or local funding, private donation, etc.	
D. List the key stakeholders and partners who will be involved in sustaining your program after the life of the grant.	
E. What measures are being taken to sustain interest from key stakeholders (e.g., newsletters, stakeholder meetings, media coverage)?	
F. How is your program tracking and sharing performance measures and program data with key stakeholders?	

A logic model demonstrates the causal relationships between goals, activities, and results. It is a useful tool to visualize the purpose and scope of proposed activities, including the resources needed and expected outcomes. If you have already completed a logic model for your program, please attach it to this guide. If not, please use the sample logic model below, which can be filled out with information from the previous sections of the guide. When noting outcomes, consider how you plan to measure those outcomes. Please note that goals and inputs/resources may correspond to multiple activities, outputs, and outcomes. For additional examples, templates, and information on developing a logic model please visit http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide.

Sample Logic Model						
Project Goals	Inputs/Resources (Existing & Grant-Funded)	Activities	Outputs/ Process Measures	Short-Term Outcomes	Long-Term Outcomes	Sustainability
Strengthen relationships between young fathers returning from incarceration and their children.	Grant funds for purchasing parenting curriculum and training case managers to facilitate it	DAD Fatherhood Workshops (12 sessions)	Number of people enrolled in workshops (target = 75/yr); Number of people completing all 12 sessions (target = 65/yr)	Participants report increased knowledge of parenting skills	Participants utilize parenting skills upon release and report stronger relationships with children.	Train multiple staff on curriculum and train at least one staff member as a trainer.
Improve prosocial connections to the community for young fathers returning from incarceration.	Mentoring coordinator (split funding between SCA grant and existing mentoring program) Pool of mentors from existing mentoring program	Mentor recruitment Mentor training Mentor-participant matching Mentor supervision & support	Number of mentors recruited (target = 30/yr) Number of participants matched to a mentor (target = 75/yr) Number of matches lasting one year (target = 75/yr)	Participants are more engaged in case management Participants are able to practice communication skills Participants show increased involvement in other program services	Participants avoid antisocial peers Reduced recidivism Participants volunteer to mentor future participants	Recruit people who have gone through the program to serve as mentors. Coordinate with other mentoring programs on training and support.

Logic Model Template (Add additional rows as needed.)						
Project Goals	Inputs/Resources (Existing & Grant-Funded)	Activities	Outputs/ Process Measures	Short-Term Outcomes	Long-Term Outcomes	Sustainability

Key Resource Centers and Clearinghouses

- National Center on Domestic Violence, Trauma, and Mental Health (http://www.nationalcenterdvtraumamh.org/)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- National Reentry Resource Center (https://csgjusticecenter.org/nrrc)
- National Registry of Evidence-Based Programs and Practices (http://www.nrepp.samhsa.gov/)

Screening, Assessment, and Risk-Needs-Responsivity

Screening and Assessment for Criminogenic Risk
- Desmarais, Sarah L., and Jay P. Singh. *Risk Assessment Instruments Validated and Implemented in Correctional Settings in the United States*. New York: The Council of State Governments Justice Center, 2013. https://csgjusticecenter.org/reentry/publications/risk-assessment-instruments-validated-and-implemented-in-correctional-settings-in-the-united-states/.
- "Three Things You Can Do to Prevent Bias in Risk Assessment." The Council of State Governments Justice Center. Last modified July 20, 2016. https://csgjusticecenter.org/jr/posts/three-things-you-can-do-to-prevent-bias-in-risk-assessment/.

Screening and Assessment for Substance Use, Mental Illnesses, and Co-occurring Substance Use and Mental Disorders
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