**JJI Evidence-based Nebraska Logic Model Training Session**

**March 29, 2023**

**Program Name:  Diversion Programs**

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| **Program Goal** | **Inputs** | **Outputs** | **Outcomes** |
| **Activities** | **Participants** | **Short-term** | **Medium-term** | **Long-term** |
| Keep youth from entering deeper into the systemHold youth accountable for actionsEngage youth in opportunities for behavior change | -Program Staff-Funding-Parents/Guardians or Caretakers-Youth-Commitment from system stakeholders (County Attorney, Commissioners, Law Enforcement)-Community Partnerships (formal- service providers)-Community Partnerships (informal- faith based, friend networks, mentors) -Curriculum | -Referrals into the program-Program intake-Program screening/assessment-Referrals to other resources-Scheduled meetings with diversion officer-Teaching required classes (staff or partners)-Writing and submitting reports to County Attorney, Funder, etc.-Meetings with partners; Reviewing information and reports-Case Closure-Youth and Family feedback surveys | Law EnforcementCounty AttorneyPartner Agencies (Formal and informal)Youth/ ParentsYouth Supports or MentorsBehavioral Health SupportsSchool Supports and AdministratorsProgram Staff and Administrators | # of referrals# accepted into the program# of intakes completed#of classes conducted# of Partner referrals# of discharges\*All broken down by race, ethnicity, gender, location (i.e town, zipcode, neighborhood, etc.) and offense | # of successful completions (must define program success)# of unsuccessful completions (must define unsuccessful)# referred back to juvenile court#of partnerships created# of partnerships maintained# of youth who indicated a positive experience in the program# of parents who indicated a positive experience with the program# of youth who indicated a negative experience with the program# of parents who indicated a negative experience with the program. # of youth connected to positive supports in the community. \*All broken down by race, ethnicity, gender, location, (i.e town, zipcode, neighborhood, etc.) offense | Youth has no further law violations X years post program discharge(this could also be measured at other system points such as adjudication, detention, etc)Youth graduates from high schoolAssessment indicates reduced risk in high domain area(s)Youth maintains mentor relationship X time past dischargeYouth maintains connection to prosocial activity X time past discharge\*All broken down by race, ethnicity, gender, location (i.e town, zipcode, neighborhood, etc.) and offense |
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**Program Name:  Truancy**

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| **Program Goal** | **Inputs** | **Outputs** | **Outcomes** |
| **Activities** | **Participants** | **Short-term** | **Medium-term** | **Long-term** |
| Improve attendanceBuild youth/family relationships with school | -Staff-School staff-Communication processes-Youth-Parent, Guardian or Caretaker-Extended family-Friends/Mentors-Reliable transportation -Formal Community Partners-Informal Community Partners-Incentives-Curriculum | -Generate warning letter-Program intake-Program Assessment-Develop case plan-Send attendance assessments-Check school policies to implement program-Monitor attendance ongoing-Getting permission to check attendance-Mandatory study halls-Calling home in morning/wake up call-Pick youth up for school-Meet with youth in morning to have a good start to day-Getting youth in the door-Giving incentives-Working with youth to build schedule-Create Interlocal agreements  | -Staff-Family-Youth-Administration-Attendance Staff (unless they give you access)-Parents (permission to check attendance)-School personnel-Schools |  # of referrals# accepted into the program# of intakes completed#of classes conducted# of Partner referrals# of days attending school# of days of in school/out of school suspension# of discharges\*All broken down by race, ethnicity, gender, location (i.e town, zipcode, neighborhood, etc.) and absence type | # of successful completions (must define program success)# of unsuccessful completions (must define unsuccessful)% improvement in grades# of barriers removed for attendance# of youth who indicate more attachment to school# of parents who indicate improved attitude toward school attendance% decrease in suspensions and expulsions\*All broken down by race, ethnicity, gender, location (i.e town, zipcode, neighborhood, etc.) and absence type | - Number and percent who graduate from school-School policy changes\*All broken down by race, ethnicity, gender, location (i.e town, zipcode, neighborhood, etc.) and absence type |
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