



Revised 3-9-2024

Tribal Youth Resource Center

Juvenile Healing to Wellness Court (JHWC) Strategic Planning Template [Name of X JHWC]



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I. What is a Juvenile Healing to Wellness (JHW) Court (JHWC) vs. a JHW Program?

A Juvenile Healing to Wellness (JHW) “Court” is a new therapeutic court docket structured following the Tribal Key Components. A JHW “Program only” is not part of the tribal court¹ and is a separate tribal program using a certain subset of the Tribal Key Components.

FIGURE 1
JUVENILE HEALING TO WELLNESS COURT VS. PROGRAM

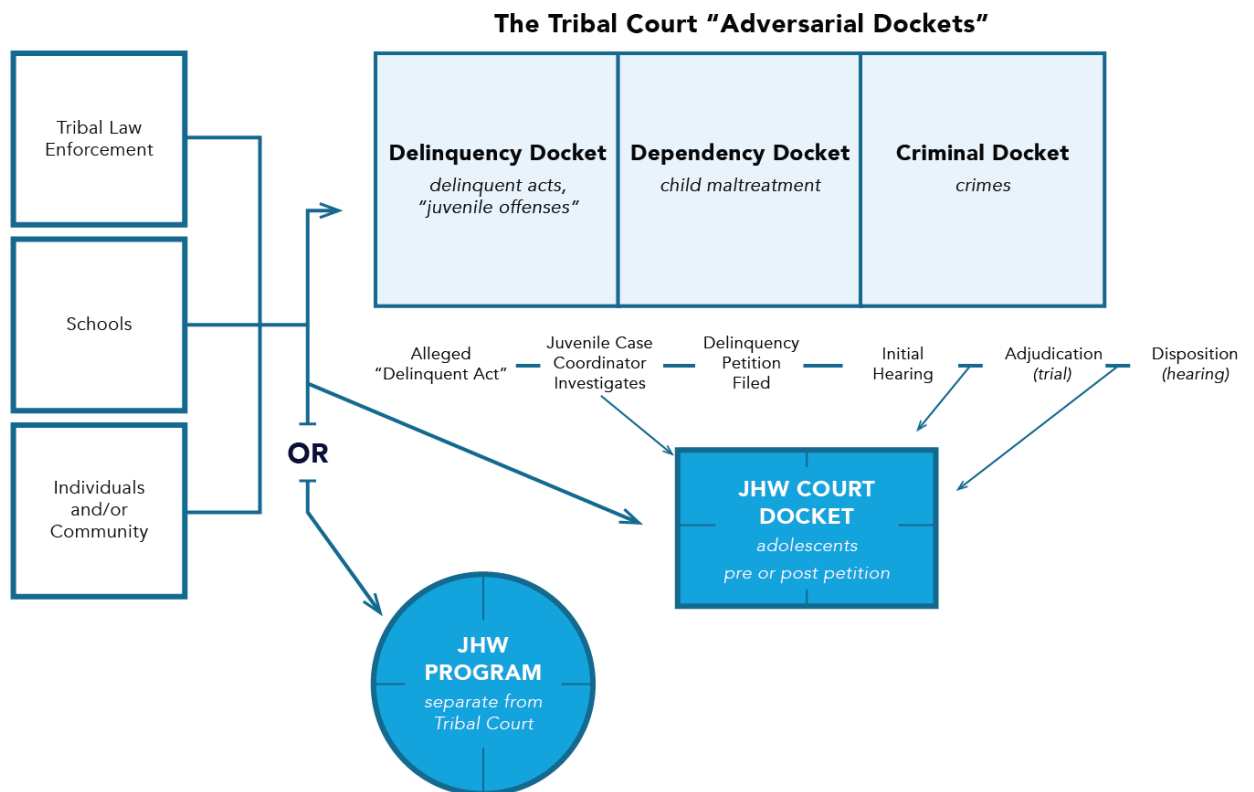
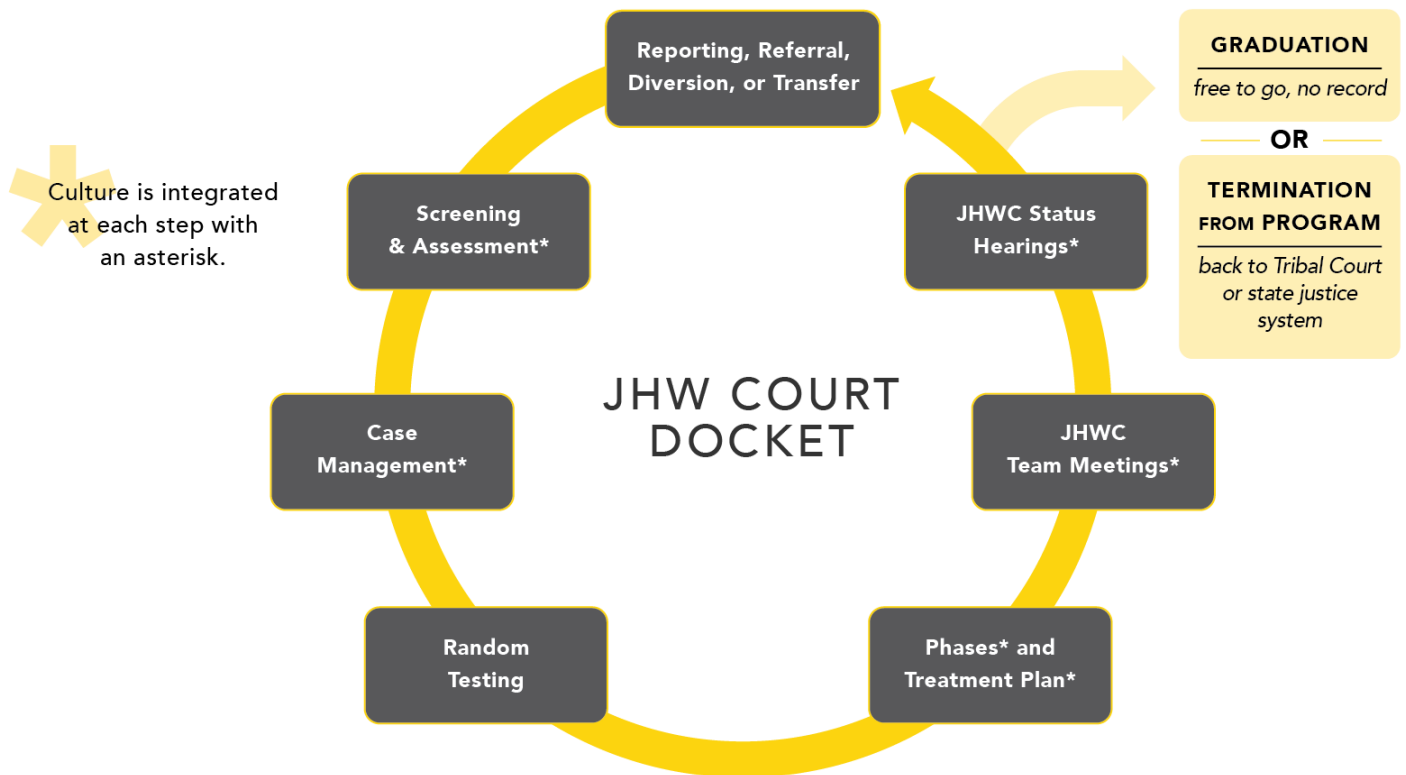




FIGURE 2
KEY COMPONENTS OF A JUVENILE HEALING TO WELLNESS COURT DOCKET



A JHWC team that follows the Tribal Key Components will create the above iterative process. Culture may be integrated throughout the process and may take the form of, but is not limited to, the following:

- Restorative Practices
- Elders and Mentors
- Tribal History
- Cultural Education
- Cultural Activities and Skills Building
- Workshops on Historical and Intergenerational Trauma



- Native Support Groups
- Culturally Adapted Evidence-based Practices and Treatment (counseling, groups, and workbooks)



Key Component #1 – Individual and Community Healing Focus

Tribal Healing to Wellness Court (HTWC) brings together alcohol and drug treatment, community healing resources, and the tribal justice process by using a team approach to achieve the physical and spiritual healing of the individual participant, and to promote Native nation building and the well-being of the community.

Key Component #2 – Referral Points and Legal Process

Participants enter HTWC through various referral points and legal processes that promote tribal sovereignty and the participant's due (fair) process rights.

Key Component #3 – Screening and Eligibility

Eligible court-involved substance-abusing parents, guardians, juveniles and adults are identified early through legal and clinical screening for eligibility and are promptly placed into the HTWC.

Key Component #4 – Treatment and Rehabilitation

HTWC provides access to holistic, structured, and phased alcohol and drug abuse treatment and rehabilitation services that incorporate culture and tradition.

Key Component #5 – Intensive Supervision

HTWC participants are monitored through intensive supervision that includes frequent and random testing for alcohol and drug use, while participants and their families benefit from effective team-based case management.

Key Component #6 – Incentives and Sanctions

Progressive rewards (or incentives) and consequences (or sanctions) are used to encourage participant compliance with the HTWC requirements.



Key Component #7 – Judicial Interaction

Ongoing involvement of a HTWC judge with the HTWC team and staffing, and ongoing HTWC judge interaction with each participant are essential.

Key Component #8 – Monitoring and Evaluation

Process measurement, performance measurement, and evaluation are tools used to monitor and evaluate the achievement of program goals, identify needed improvements to the HTWC and to the tribal court process, determine participant progress, and provide information to governing bodies, interested community groups, and funding sources.

Key Component #9 – Continuing Interdisciplinary and Community Education

Continuing interdisciplinary and community education promote effective HTWC planning, implementation, and operation.

Key Component #10 – Team Interaction

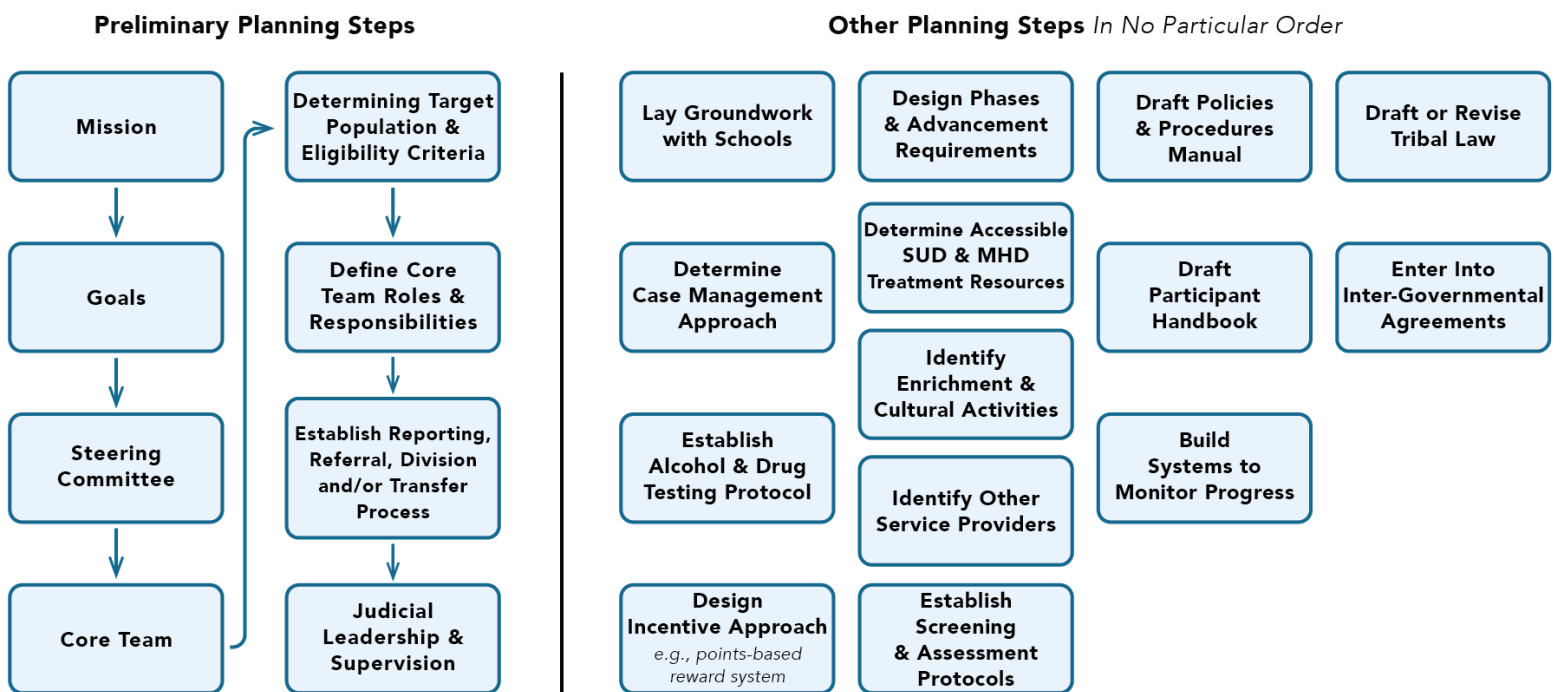
The development and maintenance of ongoing commitments, communication, coordination, and cooperation among HTWC team members, service providers and payers, the community and relevant organizations, including the use of formal written procedures and agreements, are critical for HTWC success.



III. The JHWC Planning Map

The blocks to the left of the line are the preliminary steps for planning a JHWC. The blocks to the right of the line (in no particular order) are the steps for planning to implement a JHWC. Your grant narrative's goals and objectives may further only some of these blocks. You may be in the initial planning stages or you may be planning for implementation. Your JHWC team will decide the order and scope of what you will build under the current grant (which blocks to work on and in what order).ⁱⁱⁱ

FIGURE 3
THE JUVENILE HEALING TO WELLNESS COURT **PLANNING MAP**





IV. Getting Started

A. Define the problem

You will need to get a clear picture of how substance use is impacting Native/Tribal youth, their families, the tribal justice system and your community. This will require gathering and reviewing certain types of data. Please allow several weeks to track down the available data. Also, please see “Tips for Tracking Down Data” below. The data you gather will help you to:

- Make informed decisions about targeting, program development, and resource allocation
- Build community support for the program
- Prepare proposals to funders (who ask for problem statements and data)

Tips for Tracking Down Data

- Go directly to the schools, courts, probation, and law enforcement, and ask for help.
- Use data gathered in past initiatives by the Tribe, federal or state governments, tribal programs, nonprofits, and/or local colleges and universities, in their research, studies, reports, strategic planning, etc.
- If you have trouble finding current data, do not give up! Get started with whatever figures you can get your hands on (even if they are partial or old).



Table 1 - Arrest and Court Data

Arrest and Court Data (petitions, arrests, violations of probation, etc.)	Year	Total Number	Comments
Alcohol Possession			
Drug Possession			
Trafficking (sales of small amounts)			
Theft w/alcohol or drug involvement			
Other related to substance use, e.g., Driving under the influence			
Violation of probation (for what reasons?)			

Estimate the number of new cases that you could consider for your JHWC:



Table 2 - Substance and Treatment Data

Substance Abuse Treatment Referrals for 202____		
Total number of youth referred to treatment		Number of available slots/spaces in adolescent-specific services for residential treatment:
Number of youth referred to treatment who have dropped out or failed		Number of available slots/spaces in adolescent-specific services for outpatient treatment
Number of youth referred to treatment who have not participated		What Indian Health Services are available?
Number of youth who have been referred and have received treatment more than once		What tribal department/program services are available?
Other (describe)		What other or private services are available?

Describe your issues with waiting lists, lack of resources and funding:

Write a statement describing the problem in your community (cite the statistics):

Describe how this problem will be impacted by your JHWC:



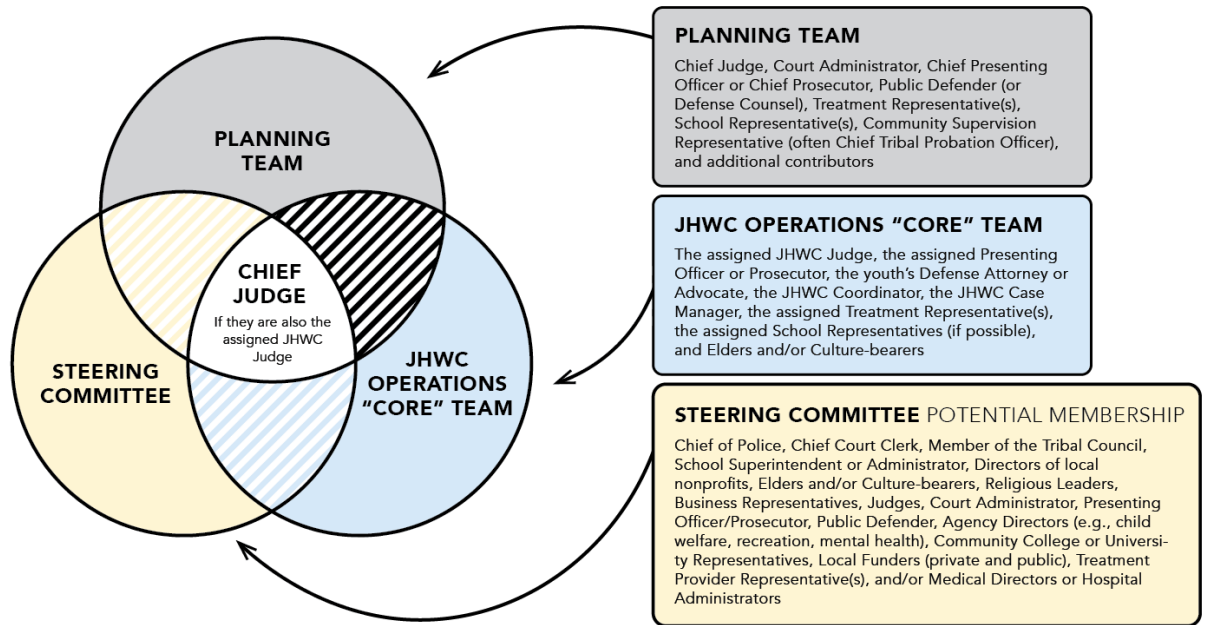
B. Assemble the planning team (may also be the operations team)

In the ideal situation tribal leaders, judges, and department heads would have started exploring and planning for a JHWC before seeking funding for it. However, in most cases, tribal planners and grant writers have sought, and the Tribe has received, an award of the funding first. Alternatively, perhaps there was an original planning group, but there has been turnover, such that the current department heads and staff are starting from square one. There are three overlapping groups of people that may be involved in planning and implementing a JHWC. This includes the original planning team, the steering committee, and the operations team (the JHWC team or “core team”). For many tribes the planning and operations team are made up of the same people. For a more detailed description of the steering committee, see page 38. For a more detailed description of the operations/core team, see page 16. Typically the Chief Judge and tribal department heads sit on the steering committee and the assigned JHWC judge and line staff serve on the operations/core team. Often a Chief Judge will facilitate the work of the planning team. The steering committee selects a chairperson to facilitate its work. The operations team (core team) is usually facilitated by the JHW Coordinator. Whomever facilitates, they will need to learn about the JHW Court and JHW Program models, the building blocks in the JHWC Planning Map, and be thoughtful about how they guide their teams in their planning.



FIGURE 4
TEAM MEMBERSHIP

Including the Planning Team, Steering Committee,
and the Juvenile Healing to Wellness Court Operations Team



The Planning Team

The planning team lays the groundwork for good working relationships among tribal and other departments, programs, and service providers – so that later the court and these entities will be able to provide a seamless continuum of services for youth and their families. The best way to build such relationships is to identify all the entities the court will depend on and then engage them in the planning process. You may anticipate conflicts among departments, programs and other service providers, which may be resolved productively through dialog and negotiation. An effective JHWC will not be possible where a single person or department takes on all the work of planning.

At minimum the planning team should include 8-12 people:

- Judge
- Court Administrator
- Prosecutor/Presenting Officer
- Public Defender/Advocate (or Defense Counsel)



- Treatment Representative
- School Representative
- Community Supervision Representative (often Tribal Probation)
- Additional contributors (other people essential to the planning process, e.g., a university professor with relevant expertise, an evaluator, etc.)

List the groups and people who will be essential to the success of your planning process.



Table 3 – JHWC Planning Team

Agency or Organization	Representative	What they can contribute	Team Member (TM) or Additional Contributor (AC)



The Operations Team (JHWC Team or “Core Team”)

If there has been substantial turnover in team members between the original round and the current round of planning, be sure to orient new team members with respect to the prior decisions about the JHWC and the reasons for those decisions. Typically the JHWC team is made up of the line staff who will be providing the actual services, the case managers/probation officers, the clinicians in the treatment provider’s department, and in some cases, the attorneys assigned by their parent departments. You will also need to make certain that new members have been oriented to “What you need to know to plan your JHWC,” and the “Fundamental Topics.”^{iv}

The work of the JHWC Operations Team (core team) is typically facilitated by the JHWC Coordinator. This person will need to learn about the JHWC model and the JHWC Planning Map in order to successfully guide the JHWC team in its planning and operations.

Table 4 – JHWC Operations Team

Role	People Filling Role	Training and Orientation Needed
Judge		
Prosecutors/Presenting Officers		
Defense Attorneys/Advocates		
Coordinator		
Treatment Representative		
School Representative		
Probation Representatives/ Case Manager		
Elders and/or Culture Bearers		



C. Establish and clarify roles and responsibilities of the Operations Team

The success of a JHWC depends on day-to-day collaboration among professionals and paraprofessionals from a range of disciplines who may not be used to working as part of an inter-departmental team (a.k.a., a “multi-disciplinary team”). You will minimize some common frustrations of team work and amplify its benefits by clarifying each team member’s role and ensuring that it complements the roles of other members. A written description of each role also serves as a job description to orient new members.

Set out below are the descriptions of the role and responsibilities of seven team members (Judge, Prosecutor/Presenting Officer, Defense Attorney/Advocate, Coordinator, Treatment Representative, School Representative, and Probation Representative/Case Manager). Use these descriptions as a starting point to clarify roles for your operations team. Modify each description as needed for your jurisdiction’s unique situation. Allow 10 minutes for each team member to silently review the “Role of ...” description for their profession and to consider the questions posed below each box. Then allow each team member five minutes to briefly describe their role to the group and raise questions that need to be resolved. Record decisions made by the team about revisions to the roles.



The Role of the Judge

- Serve as team leader
- Hold team accountable to each other, participants/families, community, funders
- Serve as adult role model for youth
- Recognize and build on strengths of youth, families and community
- Engage youth and hold them accountable through clear expectations and incentives
- Promote and attend activities and functions
- Educate, empower, support and communicate with families
- Engage parents and hold them accountable for supervising youth and following court guidelines
- Identify resources for funding, activities, and community service
- Involve community in graduation
- Garner support from law enforcement

Ethical considerations

- Decorum and impartiality
- Judicial bias and prejudice
- Ex parte communication
- Protection of confidentiality
- Extra judicial activities

Discussion Questions:

1. Are there things that are unclear about my role? If so, what needs to be resolved?
2. What questions do I need to ask the team in order to clarify the role?



The Role of the Prosecutor/Presenting Officer

- Participate in team meetings and staffings
- Participate in court proceedings
- Make referrals
- Educate other staff in the Tribal Prosecutor or Presenting Officer's office about the JHWC and encourage referrals
- Liaison with law enforcement
- Ensure candidates meet eligibility/suitability requirements
- Make determinations about new juvenile offenses or crimes committed while the youth is in the JHWC, e.g., ignore, dismiss, adjudication
- Provide the voice of the victims and community safety interests
- Liaison with adult courts as needed – e.g., when parents are involved with the criminal justice system
- Market the JHWC

Ethical considerations:

- "Competent representation" – knowledge of JHWC model, substance use/abuse issues, and treatment options
- Diligence – prosecutorial discretion and timing (window of opportunity)
- Communication – victims, Prosecutor's/Presenting Officer's office
- Confidentiality

Discussion Questions:

1. Are there things that are unclear about my role? If so, what needs to be resolved?
2. What questions do I need to ask the team in order to clarify the role?



The Role of the Defense Attorney/Advocate

- Participate in team meetings and staffings
- Participate in court proceedings
- Encourage and support JHWC participants
- Guard rights and interests of youth in the JHWC
- In the referral process, provide youth with adequate advice to help youth make a reasonable decision to participate
- Assist youth to understand the waivers he or she is asked to sign
- Safeguard boundaries of confidentiality
- Advocate for clients – make sure the team has a factual basis for decisions, that procedures are followed, and that the alcohol and drug testing protocols are followed
- Ensure that incentives and sanctions are fair and consistent, of appropriate intensity, based on factual information, and that the client has input during the process

Ethical considerations:

- Rules of professional conduct/standards
- Confidentiality/waivers
- Advocating for client's rights within the context of the JHWC team

Discussion Questions:

1. Are there things that are unclear about my role? If so, what needs to be resolved?
2. What questions do I need to ask the team in order to clarify the role?



The Role of the Coordinator

- Seek funding (grants and donations)
- Prepare and maintain budget
- Build partnerships with referral sources
- Ensure that all candidates are screened
- Orient new participants and families
- Provide team management functions: coordinate training, oversee staffings, keep records
- Establish and maintain community partnerships
- Market the JHWC and educate stakeholders
- Ensure that data collection and reporting requirements are being met
- Ensure that the team receives comprehensive training (e.g., cross-training between treatment and justice professionals)

Ethical considerations:

- Full or part-time coordinator
- Time, expertise, authority and resources of person in coordinator's role
- If part-time coordinator, which tasks will be delegated to other team members?

Discussion Questions:

1. Are there things that are unclear about my role? If so, what needs to be resolved?
2. What questions do I need to ask the team in order to clarify the role?
3. What challenges do I need to pose to the team in order to ensure that we establish realistic role parameters (e.g., overload of tasks, task-sharing with other team members, time allocated to the role)?



The Role of the Treatment Representative

- Provide expertise to the team on treatment issues that arise in staffing
- Recommend and provide input on the therapeutic appropriateness of incentives and sanctions
- Assess treatment needs
- Seek treatment related services
- Report on youth progress in treatment
- Provide guidance on the refinement of JHWC phases and practices
- Provide feedback and input on the trauma-informed approach of JHWC practices and programs
- Recommend program activities that are therapeutically appropriate
- Ensure that treatment services are developmentally and culturally appropriate and gender specific
- Recommend treatment modalities that are evidence-based (and culturally adapted)
- Cross-train justice staff on treatment terminology, ethics and practice

Ethical considerations:

What might these be?

Discussion Questions:

1. Are there things that are unclear about my role? If so, what needs to be resolved?
2. What questions do I need to ask the team in order to clarify the role?
3. What challenges do I need to address with the team in order to ensure that we establish realistic role parameters (e.g., gaps in treatment resources, balancing treatment needs with justice-related issues, health care coverage and payment for services)?



The Role of the School Representative

- Provide training for school personnel, teachers, school counselors, school principal(s), district administrator – overview of JHWC, their role in the JHWC, and benefits of school involvement
- Establish lines of communication between school(s) and the JHWC (including a process for getting regular reports on grades and attendance)
- Participate in staffings and hearings as available
- Promote partnerships between schools and the JHWC
- Seek school resources for youth and program services and activities
- Interpret education records from schools and provide recommendations for strengthening each youth's education/vocation plan
- Advocate for individual youth (e.g., to help get IEPs, assignment to a guidance counselor, and tutoring services)
- Assist in developing a waiver for release of confidential school information
- Advocate for school policy that promotes retention of participants in education programs
- Train JHWC team about education and school issues

Ethical considerations:

What might these be?

Discussion Questions:

1. Are there things that are unclear about my role? If so, what needs to be resolved?
2. What questions do I need to ask the team in order to clarify the role?
3. What challenges do I need to address with the team in order to ensure that we establish realistic role parameters (e.g., school policies on suspension and expulsion, coordination among many schools, and time available for school personnel to participate fully on operations team)?



The Role of the Probation Representative (or Case Manager*)

- Serve as coordinator (optional)
- Make home, school and office visits
- Conduct curfew checks
- Report observations to the team
- Refer youth and families to services
- Monitor referral compliance and progress
- Conduct periodic random alcohol and drug tests
- Manage referral process
- Serve as a liaison between team, the court and the probation (case management) staff
- Educate probation staff (case manager) about the JHWC

*Note that if the Tribe uses Wraparound Case Management, these duties may be more extensive.

Ethical considerations:

What might these be?

Discussion Questions:

1. Are there things that are unclear about my role? If so, what needs to be resolved?
2. What questions do I need to ask the team in order to clarify the role?
3. What challenges do I need to address with the team in order to ensure that we establish realistic role parameters (e.g., managing JHWC cases along with regular probation (case manager) case load)



D. Define "success," and write a mission statement

A mission statement is a concise description of what you intend to do and why. Your mission statement will help your team stay focused. To craft a clear, inspiring mission statement, consider your best hopes for your youth and for your JHWC and the difference it could make in your community. To connect your team with these hopes, the following brainstorming exercise will help you think about what you would like to accomplish. It will generate the raw material that you will shape into your mission statement.

Imagine that three years from now, a reporter from your Tribal Newspaper calls to ask:

- How has your JHWC made a difference in your community?
- What has it accomplished?
- Has it been successful?
- What would you want to be able to say to this reporter? What would need to happen for us to consider our JHWC a “success”?

Brainstorm for ten minutes, or until you run out of ideas.

Ground Rules for Brainstorming

- Do not criticize or discuss others’ ideas. Instead, use their ideas as a springboard for new ideas of your own.
- Assign a recorder to list the ideas on sticky notes. Separate items so that you can tape each one under the appropriate category. Some items may fit in more than one place. If so, copy them and put them in both places.
- If you are missing ideas under any of the categories, take a few minutes to brainstorm further, focusing on just that category.
- Be sure to take a picture of your categorized sticky notes at the end of the activity!

When you are done with your brainstorm, examine your list and sort the ideas into four categories to get the “raw material” for your mission statement:



- What was done
- Who was helped
- Methods used
- Impact it had

Next, drawing on the ideas you have generated under each category, work together to discuss the following questions.

Discussion Questions:

1. What is our purpose?
2. Who is our broad target population?
3. How will we accomplish our purpose?
4. Why are we doing this (what is the expected outcome)?

Record your work below. Your answers to these questions will become the components of your mission statement.

Sample mission statement

The mission of the X Juvenile Healing to Wellness Court is to reduce Native/Tribal youth crime, and alcohol and drug use by providing both therapeutic and cultural interventions, with judicial supervision of youth and families, thereby improving youth and family functioning and community safety.



What is our purpose?

Sample mission statement

The mission of the X Juvenile Healing to Wellness Court is to reduce Native/Tribal youth crime, and alcohol and drug use by providing both therapeutic and cultural interventions, with judicial supervision of youth and families, thereby improving youth and family functioning and community safety.

Who is our broad target population (Later on you will get more specific, for now you can be more general)?



Sample mission statement

The mission of the X Juvenile Healing to Wellness Court is to reduce Native/Tribal youth crime, and alcohol and drug use by providing both therapeutic and cultural interventions, with judicial supervision of youth and families, thereby improving youth and family functioning and community safety.

How will we accomplish our purpose?

Sample mission statement

The mission of the X Juvenile Healing to Wellness Court is to reduce Native/Tribal youth crime, and alcohol and drug use by providing both therapeutic and cultural interventions, with judicial supervision of youth and families, thereby improving youth and family functioning and community safety.



Why are we doing this (What is the expected outcome)?

Sample mission statement

The mission of the X Juvenile Healing to Wellness Court is to reduce Native/Tribal youth crime, and alcohol and drug use by providing both therapeutic and cultural interventions, with judicial supervision of youth and families, thereby improving youth and family functioning and community safety.

Now combine your answers to the four questions above to create a mission statement for your JHWC.

Our mission is:



E. Develop goals for the JHWC

Your mission statement has captured “the big picture” of your JHWC. Now it is time to begin filling in the details. In this step you will return to the question: “How do you define success?” This time, you will draw on the results of your brainstorm to develop the JHWC goals that directly support your mission. A goal is simply a broad statement of something you want to accomplish.

Then you will take a closer look at your goals, classifying them as either process or outcome goals. A process goal is something you plan to do, for example, “admit the first JHWC participant.” An outcome goal is an impact you want to make as a result of the things you do, for example “reduce substance use.”

Typically, after defining your process and outcome goals you would begin to build a “logic model” for your JHWC. We provide a sample JHWC logic model in Appendix A for you to review. A logic model provides a graphical depiction of the logical relationship between the resources, activities, outputs and outcomes of the JHWC. Here, we will only ask you to create a list of your long-term (outcome) goals. Another way to think of this is to create a list of the long-term impacts that you want to make as the result of the things you do.

Review the picture of your sticky notes from your brainstorming session. Circle all the items that are goals for your JHWC. Now review the items you have marked as goals, and label each with either a “P” for “Process” or an “O” for “Outcome.”



Table 5 – Examples of Process and Outcome Goals for a JHWC

Examples of “Process” Goals	Examples of “Outcome” Goals
<ul style="list-style-type: none"> •Reach capacity (admit youth until we are full) •Retain youth and families in the JHWC •Graduate youth •Provide the programs and services that are identified in the phases and case management plans •Serve the defined target population 	<ul style="list-style-type: none"> •Increase the number of Native/Tribal youth who remain alcohol and drug-free •Reduce the number of alcohol and/or drug-involved Native/Tribal youth in the state and tribal juvenile and criminal justice systems •Increase the number of Native/Tribal youth graduating from high-school or receiving GEDs •Increase the number of Native/Tribal youth living in stable living conditions •Increase the number of Native/Tribal youth engaged in alcohol and/or drug-free pro-social activity, including cultural activities •Increase the number of Native/Tribal youth participating in job training or employed •Increase Native/Tribal youth and family functioning

Next write your goals in the charts below. Review both lists to eliminate repetition and refine the wording until the team agrees on both categories of goals.



Our “Process” Goals are:

1	
2	
3	
4	
5	
6	
7	
8	



Our “Outcome” Goals are:

1	
2	
3	
4	
5	
6	
7	
8	



F. Map your planning process

Before you dive into the actual planning of your court, it is a good idea to take some time to “plan for planning” – to look through the this strategic planning template, organize your work, set starting dates and deadlines for completion of tasks, decide when your team will meet and who will be responsible for what.

The questions below will lead you through the decisions necessary to map out your planning process. Record your decisions in the chart below. Once you have completed your chart, you will have a bird’s eye view of the work that lies ahead. You will also have a way to track your progress.

There are three options for scheduling your team’s planning meetings: (1) a few multi-day retreats where you can work through the entire process; (2) shorter meetings at a regular time each week or month; or (3) some combination of these two with regular meetings supplemented by an occasional retreat – or an initial retreat to get started, followed by regular weekly meetings.

Example of a Planning Graphic and a Timeline and Background

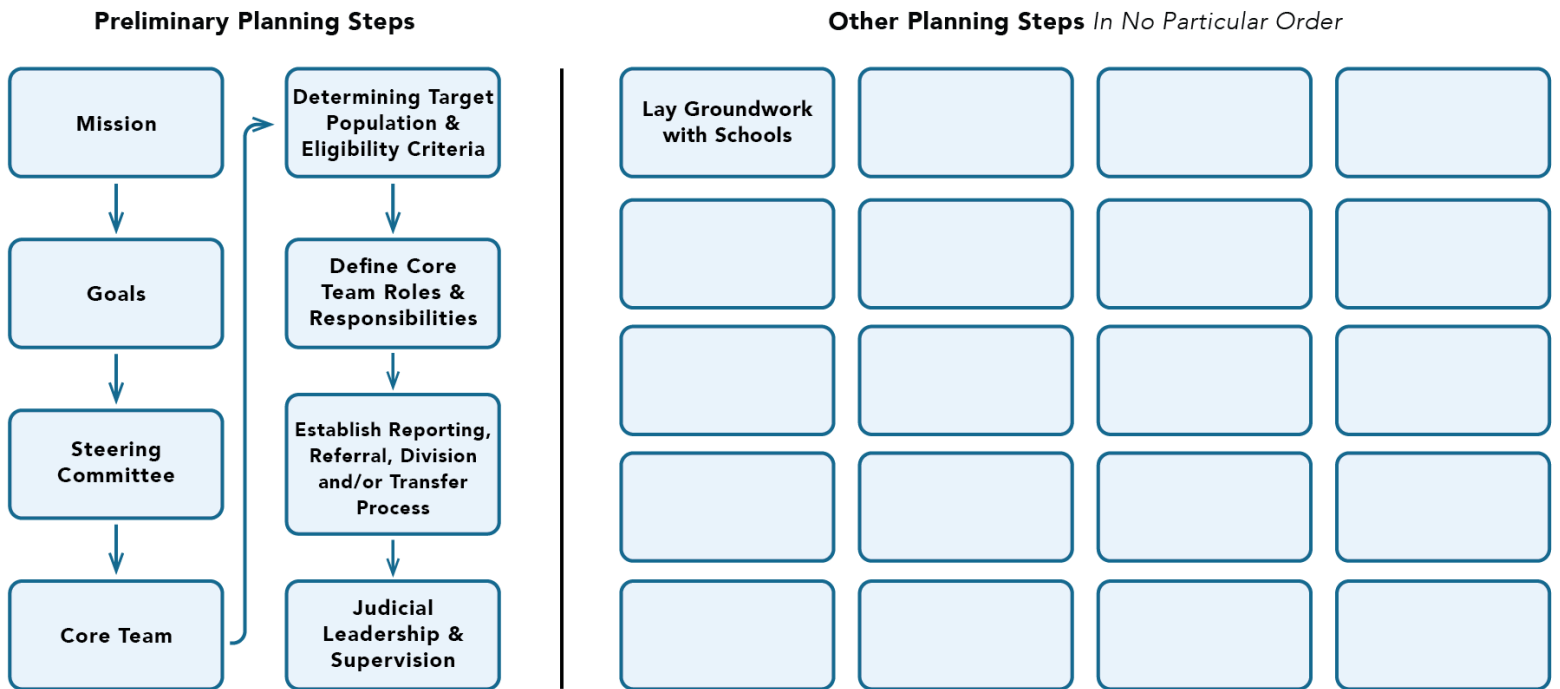
Over the past couple of months, the X Tribe’s JHWC team has completed the initial steps of planning a JHWC. At their last meeting they invited a professor from the local college to give a presentation on “Adolescent Development.” In the process of assembling their planning team and talking informally with others at their agencies, they have already garnered a lot of community support for planning and implementing at JHWC.

At today’s two-hour meeting, the JHWC team will “map the planning process.” At the beginning of the meeting, the team agrees that their goal is to begin a pilot JHWC in eight months. First, they lay out the steps and create a wall graphic that illustrates the order in which they will address the steps. They develop their wall graphic by writing out each step and topic on an index card and taping these to the wall.

After creating their wall graphic they moved to develop their timeline. They decided to hold two retreats, each lasting two days: one retreat early in the process, and another in seven months, just prior to the start-up date. In-between the retreats they will meet twice a month for two hours at a time.



FIGURE 5
THE PROCESS OF PLANNING



Consider the following discussion questions in doing your planning:

1. What is the endpoint for our planning?
2. By what date do we want to complete the planning process?
3. What is the time frame for completing each step?
4. Which steps will be done by the whole team? Which steps will be taken on by individuals or a subcommittee, and brought back to the full team for discussion and decisions?
5. Who will guide the planning team through each step?
6. At what points (and for what steps) will we bring in people who have special expertise?
7. Is our team more likely to be able to meet frequently for short periods of time (weekly one-hour meetings) or less often but for longer periods of time (bi-monthly 2-3 hour meetings).



Complete your Planning Timeline below:

	Month 1	Month 2	Month 3	Month 4	Month 5
Meeting 1					
Between Meetings					
Meeting 2					
Between Meetings					

	Month 6	Month 7	Month 8	Month 9	Month 10
Meeting 1					
Between Meetings					
Meeting 2					
Between Meetings					



	Month 11	Month 12			
Meeting 1					
Between Meetings					
Meeting 2					
Between Meetings		PILOT BEGINS			



G. Recruit a steering committee

An effective steering committee is made up of key leaders in the community – people who are in a position to leverage resources, enlist the cooperation of other agencies, influence policy-making, and build community awareness of your work. If you get the buy-in of these leaders early on and consult them throughout your planning process, they will be more likely to “own” the final JHWC design and, once the court is operating, to advocate for its continuation.

Discuss among your planning team exactly how you would like the steering committee to support your work. Draft a policy statement that describes its purpose, how often it will meet, and what you expect from members. It is likely that several members of your planning team, including the judge, will also serve on the steering committee. A steering committee often elects a chairperson. However, early on a Chief Judge or other leader is likely to facilitate recruitment and the work of the steering committee. See the list of ideas for people you might want to consider as steering committee members in the box below. In the chart below, spell out the unique role of each member. Each member will need a clear purpose with specific tasks and responsibilities. Because these leaders may belong to numerous boards and committees, you might consider looking for an existing group with a related focus that would be willing to add your JHWC work. Try to keep the committee to a manageable size (~10-15).

We recommend that you begin to recruit your steering committee early in your process because these stakeholders can help you assess and obtain resources as well as develop your JHWC.

Sample Tasks for a Steering Committee

- Identify potential funders and/or funding streams
- Make introductions to decision-makers and potential funders
- Make available resources from their own organizations
- Provide information about their area of expertise
- Remove organizational, political and policy barriers to planning and implementation
- Attend designated planning meetings based on their area of expertise or representation
- Champion the JHWC in their respective organizations and in the community



People to Consider for Your Steering Committee

- Chief of Police
- Chief Court Clerk
- Member of the Tribal Council
- School Superintendent or Administrator
- Directors of local nonprofits
- Elders and/or Culture Bearers
- Religious Leaders
- Business Representatives
- Judges
- Court Administrator
- Prosecutor/Presenting Officer
- Public Defender/Advocate or Defense Attorney
- Tribal Department Directors (e.g., Behavioral Health, Education, etc.)
- Community college or university representatives
- Local funders – private and public
- Treatment provider representatives
- Medical directors or hospital administrators

Discussion Questions:

1. What is the purpose of the steering committee?
2. What are the general roles and expectations of members?
3. How frequently will they meet?



Based on your answers above, draft a description of the steering committee that can be given to prospective members. Write a one-page concise description of your JHWC to give to your prospective steering committee members along with your description of the steering committee. Create an agenda for your first steering committee meeting. Engage your committee members from the start by asking them for their perspectives and input and by giving them meaningful roles in the process. Have the group brainstorm a list of the ways they can contribute to both the planning and implementation of the JHWC. Engage them in a discussion about the historical barriers to helping justice involved young people with substance use problems stay in school and in the community. Provide an overview of your planning process to date.

Your Prospective JHWC Steering Committee Members

Prospective member, and the agency or organization they represent	Role on the steering committee (what would this person contribute?)	Contact Information	JHWC team member assigned to make contact



H. Define a target population and set eligibility criteria

Early in your planning, think about which youth you want to reach. Then, define the characteristics that set them apart from the total population of potentially justice-involved youth. Design a way to bring the youth you want to reach into your JHWC. The average size of a Juvenile Drug Court is 15-20 youth. Tribal JHWCs tend to have smaller cohorts.

Those persons, entities, and/or government officials that report, refer, or divert to your JHWC can do an initial “vetting,” of potentially eligible youth, if you provide them with a general description of the youth characteristics you are looking for. The pool of youth who fit these general characteristics will make up what is referred to in the state systems as the “target population.”

The more clearly you define the population of youth that may be eligible for your JHWC, the more likely it will be that you get appropriate referrals and/or diversions. At the same time, a clearly defined target population will make it more likely that the JHWC will maintain its focus on the community problems that were identified by the stakeholders at the outset of your planning process. This, in turn, increases the JHWC’s chances of achieving its goals.

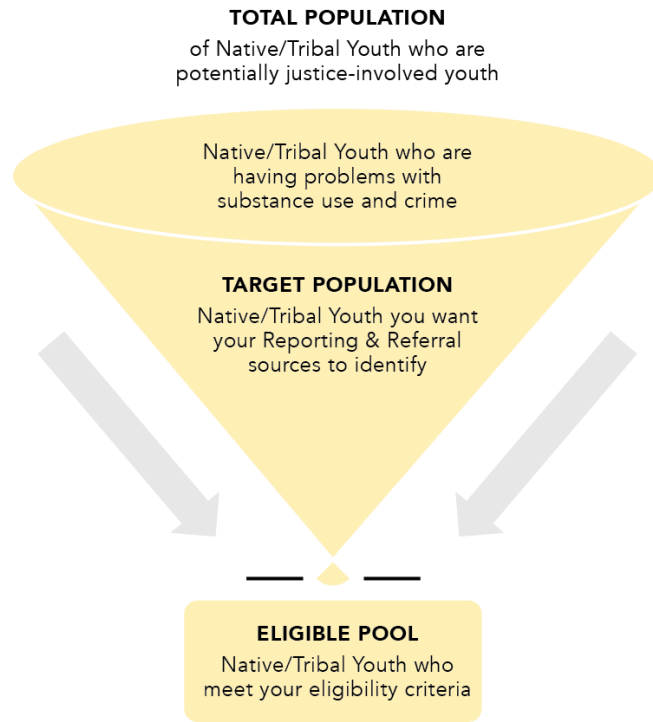
However, even with a clearly defined target population, your reporting and referral sources will not have access to a lot of the information necessary to identify exactly the youth you might be looking for. For example, they might not know whether a youth had a history of serious offenses, the severity of the substance-use problem, or whether the youth’s parents would be willing and able to participate. So, after a youth from the target population has been reported or referred to the JHWC, the JHWC team will need to screen for these additional, harder-to-identify characteristics. To do this, they will need a set of “eligibility criteria” that they can apply as they screen youth reported or referred to the JHWC.

There are two kinds of eligibility criteria: “Qualifiers” (factors that must be present for the youth to be accepted into the JHWC) and “Disqualifiers” (factors that would automatically eliminate a youth from participation in the JHWC. See the box below for examples).

Here you will define your target population and set the eligibility criteria. It may help to visualize your work as a “funnel,” broad at the top and narrowing towards the bottom. Above the funnel is the total population of youth who are potentially justice-involved youth. At the entrance to the funnel is the population of youth having problems with substance use/abuse and juvenile offenses/crimes. Midway through the funnel are the youth who make up your target population, the youth you want reporting and referral sources to identify. At the bottom is an even smaller group of youth from the target population who meet your eligibility criteria.



FIGURE 6
FUNNEL OF NATIVE/TRIBAL YOUTH



Your job is to, first, get a picture of the youth at the top of the funnel – where they are in the justice system, and how many of them there are. Then, working from that information, you will decide who gets from the top of the funnel to the bottom. Keep in mind the potential for disproportionality and work to avoid it (e.g., historically, Black and Brown people have been less likely to be found “eligible” to participate in state drug court programs, resulting in their being processed in the regular criminal court and ending up in prison instead).

Before you finalize your target population, you will do a “reality check,” asking yourselves whether your Tribe/community actually has the resources to serve the youth you have identified, considering both their characteristics and their numbers.

As you consider the size of your cohort, we recommend that you start your pilot JHWC with a small number of participants, for example 8-12 youth, until you refine your JHWC.

We want to caution you about “widening the net.” By this we mean, pulling in lower risk youth in order to get your JHWC numbers higher. As we have noted, a JHW Court, is an intensive intervention most appropriate to higher risk and need youth. For youth who can be served within the structure of traditional probation, by other tribal departments, community-based programs and/or treatment, the JHWC is an ineffective use of resources and may not benefit low risk youth as intended.



Because these decisions about targeting and eligibility are so fundamental to setting the direction of your JHWC, it's important to involve stakeholders in making these decisions. You might want to include stakeholders in this meeting, or you could invite them to a follow-up session where you can present your work and get their feedback.

As a team, discuss which youth could be best served by a JHWC. Record your decisions in the chart below. Consider all the factors listed in the left-hand column. Add others you think of.

Table 6 – Which Native/Tribal Youth Could be Best Served by the JHWC?

Age	
Court Status (from informal investigation/intake/supervision (pre-hearing or pre-trial) to petitions being filed in court, to court disposition, probation, and/or diversion orders)	
Gender	
Severity of drug-use problem (experimentation through addiction)	
History of substance-abuse treatment (from no prior treatment to extensive treatment)	
Previous involvement in the tribal or state justice system (1 st offense, more offenses)	
Other	

Now, it is time for a reality check. Discuss these following questions and write a description of your target population.

Discussion Questions:

1. Do we have treatment providers who can work with the youth we have included in our target population?
2. Are there enough treatment slots available?



Example:

X JHWC

- 12-16 years of age
- No prior or current violent sexual offenses
- Adjudicated youth who have violated probation by substance use
- Youth with second time substance use offenses

The “Target Population” for our JHWC is:



Next, define your “eligibility criteria” – the criteria to be used by the JHWC team to screen each youth referred to the JHWC. List both “qualifiers”(the factors that must be present for a youth to enter your JHWC) and the “disqualifiers” (the factors that will automatically prohibit a youth from entering your JHWC). If your funder(s) restricts which youth you may serve, be sure to take these restrictions into account (e.g., no “violent offenders”). Select youth based on objective criteria whenever possible. Be careful that you do not have criteria that might rule out youth most in need of the JHWC.

Table 7 – Example 1 - Eligibility Criteria

Examples of Eligibility Criteria	
Qualifiers	Disqualifiers
Ages 14-16	Sex offenders
Alcohol and drug screen shows substance abuse or a higher level of use	Drug distribution

Table 8 – Example 2 – Eligibility Criteria

Examples of Eligibility Criteria	
Qualifiers	Disqualifiers
Ages 14-18	Low Risk Youth
Alcohol and drug screen shows substance abuse or a higher level of use	



Our Eligibility Criteria:

Eligibility Criteria for Our JHWC	
Qualifiers	Disqualifiers



V. Year 1 Action Planning (including S.M.A.R.T. Goals and Objectives)

Project Goals and Objectives

Development of SMART Goals and Objectives: Research shows that specific and challenging goals lead to better performance.⁹ In this section, you will be creating SMART goals to help you obtain your desired results. Using the SMART goals process will aid in establishing clear goals and objectives that will benefit the JHWC and ultimately the entire tribal community.

Note that your SMART Goals can be different from the goals in your Logic Model. The SMART Goals tend to be those found in your grant narrative and may involve preliminary tasks. The goals in your logic model include your long-term JHWC goals. See the JHWC Logic Model in Appendix A for further explanation.

Setting S.M.A.R.T. Goals

A SMART goal is defined as one that is specific, measurable, achievable, realistic and time-bound. Below is a definition of each of the SMART goal criteria.

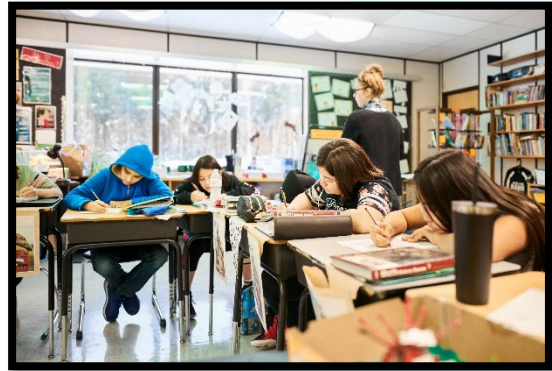
Specific	<ul style="list-style-type: none">Your goal should be as specific as possible. Your goal will state the What, How often or how much, Where will it take place, and Who it will impact.
Measurable	<ul style="list-style-type: none">Your goal should highlight how you will measure your progress. Measurement will give you specific feedback and hold you accountable.
Achievable	<ul style="list-style-type: none">Goals should push you, but it is important that they are achievable.
Realistic	<ul style="list-style-type: none">Your goal and timeframe must be realistic for the intent of your desired result.
Time-bound	<ul style="list-style-type: none">A SMART goal has a timeframe listed which helps with accountability and motivation.



S.M.A.R.T. Goal Guidance

SAMPLE GOAL: Increase referrals from the local school district.

SAMPLE SMART GOAL: Increase Tribal and local county school referrals from 4 to 7 (75% Increase) in Year 2 to support meeting the needs of Tribal youth.



For each goal in your grant:

1. Transcribe goals from your narrative, previous unattained goals, or new goals you have for this round of funding (see Tip below if going beyond narrative goals).
2. Assess whether your goals are crafted in a way that is specific, measurable, achievable, realistic, and time-bound. If they are, please fill them in the final goal below.
3. If your goals would benefit from some additional editing, please use the list below to answer the questions for each letter of the S.M.A.R.T. acronym.



Current goal (example): *Develop holistic and culturally-focused JHWC activities to support JHWC participants.*

Specific – What will the goal accomplish? How, why, and by who will it be accomplished?

Measurable – How will you quantify and measure whether or not the goal has been reached or progress is made?

Achievable – Do you have the necessary knowledge, skills, abilities, and resources to accomplish this goal? Are your goals attainable?

Realistic – Considers constraints such as resources, personnel, cost, and time. Is your goal realistic within these contexts?

Time-bound – When will you attain this goal? What is the deadline?

SMART Goal 1 (example): *Within 12 months, develop cultural education, mentoring, and/or other cultural activities for JHWC participants, consistent with individualized case management and treatment plans, and integrated into the JHWC phases.*

→TIP- Your team already has written goals and objectives in the approved and funded grant narrative. Please note your team will use those as you move through the S.M.A.R.T. process. This is an opportunity to clarify your written project goals. Your goals may already be clear- if you develop new or different goals you may need to visit with your OJJDP Program Specialist regarding any significant change in scope of your project.

Developing Supportive Objectives

Objectives are focused, measurable, and support the long-range goals your team has set forth. It is important to set out clear objectives to support your goals. Think of objectives as the smaller steps that are needed to reach each goal. Setting clear objectives can support the team as you gauge timelines and identify actions needed to make progress. An example goal with supporting objectives is included below to help you get started.

Project Goal 1: *Example: Within 12 months, develop cultural education, mentoring, and/or other cultural activities for JHWC participants, consistent with individualized case management and treatment plans, and integrated into the JHWC phases.*



Objectives to Support Reaching Project Goal

<p>Objective 1a</p>	<p><i>Example: Within 60-90 days, convene members of the JHWC steering committee to begin discussions of existing programming that could benefit Project Goal 1.</i></p>
<p>Objective 1b</p>	<p><i>Example: Within 90-120 days, encourage staff and partners to participate in training and other planning activities to evaluate available programs/activities.</i></p>
<p>Objective 1c</p>	<p><i>Example: Develop team planning timeline and engage project staff and partners in ongoing planning and development.</i></p>



Project Goal 2: *Example: Within 12 months of enhancement funding, hire or train our JHWC Coordinator to maintain contact with JHWC youth and their families.*

Objectives to Support Reaching Project Goal

Objective 2a

Example: Within 90 days, ensure that project budget is cleared to allow for the hiring of staff.

Objective 2b

Example: Develop/update job listing description.

Project Goal 3: *Within 18 months, establish an online case management system for JHWC participants and maintain ongoing data collection and entry to track and report on case progress.*

Objectives to Support Reaching Project Goal

Objective 3a

Example: Review current case management system capabilities and assess data collection, entry, and communication needs for JHWC.

Objective 3b

Example: Consider budget and approvals necessary to purchase software for data collection system.

Objective 3c

Example: Review software options and select an appropriate case management system.



Tribal Youth Resource Center

CTAS PA8 Action Planning Template

Tribal Juvenile Healing to Wellness Court

Project Name:	
Grant Award Number:	
General Project Description:	
Mission Statement:	
Project Goal 1:	
Objectives to support reaching project goal.	
Objective 1a	
Objective 1b	
Objective 1c	



Project Goal 2:	
Objectives to support reaching project goal.	
Objective 2a	
Objective 2b	
Objective 2c	

Project Goal 3:	
Objectives to support reaching project goal.	
Objective 3a	
Objective 3b	
Objective 3c	



Year 1 Activities Action Plan, Additional Resources, and Training and Technical Assistance Requests

There are a number of activities that may contribute to the overall development of your JHWC. The activities listed below are suggested activities. These activities are drawn from recommended practices for Tribal Healing to Wellness Courts, the Juvenile Drug Treatment Court Guidelines and treatment of juveniles in a court-based setting.

The suggested “Year 1 Activities Action Plan” is provided as a resource. Your JHWC team, with guidance from your steering committee, should determine the specific activities, tasks and timelines. There are also a number of other activities or benchmarks that may be selected or developed. Please refer back to your grant narrative’s proposed goals and objectives. Teams should review the suggested activities and set out a clear plan that encompasses the overall mission of the locally developed Juvenile Healing to Wellness Court.

- Starting a Juvenile Drug Court, A Planning Guide, (2014)
<https://ojjdp.ojp.gov/library/publications/starting-juvenile-drug-court-planning-guide>
- Tribal Juvenile Healing to Wellness Court Handbook- Practical Planning and Suggested Tools, OJJDP Tribal Training and Technical Assistance, (2017)
https://www.tribalyouthprogram.org/media/filer_public/ae/87/ae87b60b-c1c3-408d-9d00-38f5cff0b23e/jh2w_court_handbook.pdf
- Tribal Healing to Wellness Courts, the Key Components, 2nd ed., (2014), Tribal Law and Policy Institute
<http://wellnesscourts.org/files/Tribal%20Healing%20to%20Wellness%20Courts%20The%20Key%20Components.pdf>
- Office of Juvenile Justice and Delinquency Prevention, Juvenile Drug Treatment Court Guidelines
<https://ojjdp.ojp.gov/programs/juvenile-drug-treatment-court-guidelines>
- Practical Tips to Help Juvenile Drug Court Teams Implement the 16 Strategies in Practice, National Council of Juvenile and Family Court Judges, (2014) <https://www.ncjfcj.org/publications/practical-tips-to-help-juvenile-drug-court-teams-implement-the-16-strategies-in-practice/>
- Individualizing Responses to Motivate Behavior Change in Youth: A Four-Pronged Approach, National Council of Juvenile and Family Court Judges, (2019)
<https://www.ncjfcj.org/publications/individualizing-responses-to-motivate-behavior-change-in-youth-a-four-pronged-approach/>

Please submit any training and/or technical assistance requests through the TYRC website at:

<https://www.tribalyouth.org>

(click on the top right corner “Request Training and Technical Assistance”)



Suggested Year 1 Activities Action Plan			
Suggested Activities/Benchmark	Tasks to Meet Benchmark	Lead/Team Responsible	Status
1. Assemble the JHWC planning team/core team			
2. Review existing data and define the problem			
3. Draft the JHWC Mission Statement			
4. Draft the JHWC Goals			
5. Map JHWC Planning Process			
6. Assemble JHWC steering committee			
7. Gain leadership and community support			
8. Hire staff and identify the JHWC core team members and define their roles and responsibilities			
9. Determine the JHWC Target Population			
10. Determine the JHWC Eligibility Criteria			
11. Develop the JHWC Entry Process (reporting, referral, diversion, and/or transfer)			



12. Develop the JHWC Screening and Assessment Process			
13. Develop JHWC Alcohol and Drug Testing Protocol			
14. Develop JHWC Phase Structure			
15. Design JHWC Incentives and Sanctions Structure and Protocols			
16. Determine Case Management Approach and Supervision Processes			
17. Select Treatment Providers			
18. Negotiate and enter into service provider partnerships (MOAs/MOUs/Letter Agreements), and negotiate and execute contracts			
19. Establish process for case staffing and reporting			
20. Establish process for JHWC Status Hearings and for acknowledging participant progress			
21. Develop Forms for Consent and Waiver Re: Participant Confidentiality			



22. Develop/reform Tribal law to support Tribal Juvenile Court and JHWC functions			
23. Develop the JHWC Policies and Procedures Manual			
24. Develop the JHWC Participant Handbook			
25. Develop the JHWC data management system and process			
26. Participate in supportive training and technical assistance			
27. Submit all required OJJDP Reports			



Appendices

Appendix A - JHWC Logic Model

Appendix B - How Cases Move from a Tribal Court's Adversarial Dockets to a JHWC Docket

Appendix C - How the JHWC Docket Works

Appendix D - How Youth Move from State Systems to the Tribe's Juvenile Court or JHWC Docket



Appendix A
Sample JHWC Logic Model



Logic Models, Goals, JHWC Activities, and Data

The logic model is a tool to plan, implement, and evaluate your JHWC. A logic model is a systematic representation of relationships between resources, activities, and desired changes or results. Logic models provide a unified method to link a problem with associated goals, objectives, program activities, outputs, and outcomes. See Table 9 below defining the concepts and terms in a logic model. See Table 10 for an example of a JHWC Logic Model.

The problems facing a Native/Tribal community might involve alcohol and/or drug involved youth who find themselves in the tribal and/or state juvenile justice systems for law violations. Native/Tribal youth may also have substance use disorders and criminal behavior. If we unpack this, there might be numerous sub-problems, including mental health conditions, trauma exposure, low self-esteem, poor life skills, educational challenges, family challenges, environmental risks, and/or financial challenges.

As a result, a given JHWC might have objectives to address these problems/subproblems, including the desire to:

- (1) work across tribal (including across tribal departments), state, and local systems to provide coordinated care to reduce the number or proportion of youth in the tribal and state juvenile justice systems;
- (2) implement adolescent substance abuse treatment modalities that have been shown to work with Native youth;
- (3) use tribal/community resources for successful youth transition into adulthood;
- (4) Increase youth and family making healthy lifestyle choices;
- (5) use cultural education, Native language, and participation in cultural events and activities to promote a healthy Native/Tribal identity; and
- (6) cultivate continuous JHWC program and individual accountability.

At the strategic planning stage, JHWC teams may want to review the ideal “outcomes” for JHWCs, which are just the short-term (during and at the completion of the program) and long-term goals (some period of time after program completion) - for an individual participant - of an idealized JHWC. Also, JHWC teams may find the “activities” useful, as the list of activities is basically a “To-do list” for implementing a JHWC. If your team is missing some of these activities, your JHWC is probably missing some of the Tribal Key Components in its operations. This may inform the need for further or targeted funding, hiring/contracting, training, technical assistance, etc.



If you look at the “outputs” and “outcomes” columns in Table 10, you will see examples of what categories of data to collect to measure whether you are successfully engaging in the core JHWC activities (“process evaluation”) and whether you are achieving your short- and long- term goals (“outcome evaluation”).

Please note that each JHWC program is expected to tailor its logic model (e.g., to modify or add to the goals) given available and accessible resources, Tribal law, values, and ways of life, and as envisioned by the JHWC steering committee and team, consistent with the Tribal Key Components and the Juvenile Drug Treatment Court Guidelines. A good starting point for the JHWC team would be to review the goals in Table 10 below to see whether your JHWC program wishes to adopt them wholesale (or just some of them), add to them, and/or modify them.

Note that OJJDP Provides Certain Mandatory and Some Discretionary “Performance Measures”

Twice a year, OJJDP will ask you to report on “Performance Measures” for Tribal Healing to Wellness Courts, and to collect and report on data using the following specific measures (OJJDP calls them “Output Measures”):

Some measures are mandatory and some you select from a list

Use the following link to obtain the “OJJDP Tribal Healing to Wellness Courts Performance Measures Grid” and to see the specific measure, definitions, and the types of data that you are required to (or may select to) report:

<https://ojjdp.ojp.gov/funding/grant-performance-measurement/legacy-performance-measures/typ/htw/pmg/pdf>

There are three categories of Performance Measures. The following are examples of some “mandatory” measures in each category:

(1) Planning Period Performance Measures

- Example: Were planning activities conducted for this award during the reporting period? Yes or No
- Example: Identify if any OJJDP-funded tribal meetings were attended during the reporting period
- Example: Number of partnerships developed during the reporting period
- Example: Identify the planning documents that were developed during the reporting period
- Example: Number of people trained during the reporting period

(2) Program-Related Performance Measures

- Example: Number of program youth served during the reporting period

(3) Target Behavior Performance Measures

- Example: Substance Use (short term) (The number and percent of program youth who have exhibited a decrease in substance use during the reporting period)

Table 9 – Logic Model^{vi}

Date	
Desired Result	State precisely what the program or initiative hopes to achieve. The result statement should reflect the purpose of the federal award and the Office of Juvenile Justice and Delinquency Prevention’s vision to support a nation where children are free from crime and violence and encounter a just and beneficial juvenile justice system.
Goals	Goal 1: Goals define how you know you have achieved your desired outcomes or the future condition your program or initiative hopes to achieve. The goals should align with your stated desired result and demonstrate how you intend to meet the purpose of the federal award. You may include an unlimited number of goals.

Inputs	Activities	Outputs		Outcomes	
			Short-term	Intermediate	Long-term
<ul style="list-style-type: none"> Inputs describe the resources needed to implement a program’s activities successfully. 	<ul style="list-style-type: none"> Activities describe the actions needed to achieve a program’s goals and objectives. 	<ul style="list-style-type: none"> Outputs identify what happens from a program’s intended activity. Outputs are generally represented as a number, such as the number of people trained. 	<ul style="list-style-type: none"> Outcomes describe the results of an activity, program, or initiative. Short-term outcomes reflect the immediate result of an activity, such as a change in knowledge, or change in practice. 	<ul style="list-style-type: none"> Intermediate outcomes reflect the result that occurs after achieving the short-term outcome, such as a change in behavior or implementation of a new system. 	<ul style="list-style-type: none"> Long-term outcomes demonstrate the ultimate change in a population or system the activity, program, or initiative hopes to achieve, such as decreased youth recidivism or decreased child victimization.



Table 10 - Sample Juvenile Healing to Wellness Court Logic Model

The following goals, objectives, key activities, and measures are based on the Integrated JDC/RF* Drug Court Logic Model, and modified for Juvenile Healing to Wellness Courts (JHWCs).^{vii}

Date	
Desired Result	The desired result is to: (1) increase Tribal youth and family functioning; (2) treat and support Tribal youth with substance use disorders and criminal behavior; (3) increase the number of Tribal youth, who are both alcohol and drug- and crime-free; and (4) promote a healthy transition to adulthood – through therapeutic interventions and intensive judicial supervision of Tribal youth and families, with community partnerships that maintain a robust referral network and program sustainability.
Goals	<p>Goal 1: increase the number of Tribal youth who remain alcohol and drug-free.</p> <p>Goal 2: reduce the number of alcohol and/or drug-involved Tribal youth in the state and tribal juvenile and criminal justice systems.</p> <p>Goal 3: increase the number of Tribal youth graduating from high-school or receiving GEDs.</p> <p>Goal 4: increase the number of Tribal youth living in stable living conditions.</p> <p>Goal 5: increase the number of Tribal youth engaged in alcohol and/or drug-free pro-social activity, including cultural activities.</p> <p>Goal 6: increase the number of Tribal youth participating in job training or employed.</p> <p>Goal 7: increase Tribal youth and family functioning.</p>



Inputs	Activities	Outputs		Outcomes	
			Short-term (during and at completion of program)	Intermediate	Long-term (6 months post-program completion)
<ul style="list-style-type: none"> • Youth • Family (including Extended Family) • Community • School(s) • Tribal/public resources • Tribal Court (Judge, Coordinator, etc.) • Probation • Case Management • Treatment • Law Enforcement • Culture Bearers and Cultural Events, and Activities • Other Pro-social Activities • Mentors • Grant funds • JHWC Training • JHWC Technical assistance 	<p>(1) Community engagement and collaborative partnership;</p> <p>(2) Judicial leadership aligned with the Key Components of Tribal Healing to Wellness Courts and the Juvenile Drug Court 16 Strategies in Practice;</p> <p>(3) Collaborative leadership and structured teamwork;</p> <p>(4) Defined eligibility criteria;</p> <p>(5) Balance confidentiality procedures and collaboration;</p> <p>(6) Comprehensive screening and ongoing assessment;</p> <p>(7) Strengths-based care coordination;</p> <p>(8) Individualized evidence-based treatment services;</p> <p>(9) Services appropriate to youths' gender, culture, and development;</p>	<ul style="list-style-type: none"> • Community partnerships formed and active (number or percentage) • JHWC staff trained in JHWC and Juvenile Drug Court processes and procedures (number or percentage) • Staff certified in conducting full bio/psycho/social/ clinical assessments (number or percentage) • Participation of judge in JHWC judicial activities (number or percentage) • Data are/are not shared among involved partners • Screenings, by screening tool (number or percentage) • Assessments, by assessment tool (number or percentage) • Staff meeting and clinical staffing composition 	<p>Goal 1/Measure(s):</p> <p>1. Number or percentage of Tribal youth successfully completing treatment; and</p> <p>2. Number or percentage of Tribal youth exhibiting a reduction in alcohol and drug use during and at the completion of the program.</p> <p>Goal 2/Measure(s):</p> <p>1. Number or percentage of Tribal youth remaining crime-free and arrest-free in the state juvenile and criminal justice systems, during and at completion of the program;</p> <p>2. Number or percentage of Tribal youth without probation violations in the state juvenile and criminal justice systems during and at the completion of the program;</p>	<ul style="list-style-type: none"> • Intermediate outcomes reflect the result that occurs after achieving the short-term outcome, such as a change in behavior or implementation of a new system. 	<p>Goal 1/Measure(s):</p> <p>Number or percentage of Tribal youth who remain alcohol and drug free.</p> <p>Goal 2/Measure(s):</p> <p>1. Number or percentage of Tribal youth who remain crime and arrest free in the state juvenile and criminal justice systems;</p> <p>2. Number or percentage of Tribal youth without probation violations in the state juvenile and criminal justice systems; and</p>



Inputs	Activities	Outputs	Short-term Outcomes (during and at completion of program)	Intermediate Outcomes	Long-term Outcomes (6 months post-program completion)
	<p>(10) Engage family in all program components; (11) Regular, random alcohol and drug testing; (12) Strength-based incentives and sanctions; (13) Program monitoring and evaluation; (14) Educational linkages; (15) Successful initiation, engagement and completion of treatment; and (16) Implement community transition plan.</p>	<ul style="list-style-type: none"> • Youth with individualized treatment plans (number or percentage) • Average length of time from referral to initiation/engagement Treatment plans with family involvement (number or percentage) • Alcohol and drug screenings and % negative (number) • Youth referred to and enrolled in JHWC (number) • Youth initiating and engaging in treatment (number or percentage) • Youth in detention and days in detention (number or percentage) • Youth referred to and involved in community/cultural programs (number or percentage) • Prosocial activities provided to youth, parents, caregivers, and families, including culture (number) 	<p>3. Number or percentage of Tribal youth graduating from the JHWC.</p> <p>Goal 3/Measure(s): Number or percentage of Tribal youth in educational programs during and at completion of the program.</p> <p>Goal 4/Measure(s): Number or percentage of Tribal youth living in stable living conditions during and at completion of program.</p> <p>Goal 5/Measure(s): 1. Number or percentage of Tribal youth engaged in an alcohol and drug free prosocial activity during and at completion of the program; and 2. Number or percentage of Tribal youth engaged in cultural activities during and at completion of the program.</p>		<p>3. Number or percentage of alcohol and/or drug involved Tribal youth in the state juvenile and criminal justice systems.</p> <p>Goal 3/Measure(s): Number or percentage of Tribal youth graduating from high-school or receiving GEDs.</p> <p>Goal 4/Measure(s): Number or percentage of Tribal youth living in stable living conditions.</p> <p>Goal 5/Measure(s): 1. Number or percentage of Tribal youth engaged in an alcohol and drug free prosocial activity; and 2. Number or percentage of Tribal youth engaged in cultural activities.</p>



Inputs	Activities	Outputs	Short-term Outcomes (during and at completion of program)	Intermediate Outcomes	Long-term Outcomes (6 months post-program completion)
			<p>Goal 6/Measure(s): 1. Number or percentage of Tribal youth in job training during and at completion of the program; and</p> <p>2. Number or percentage of Tribal youth employed during and at completion of the program.</p> <p>Goal 7/Measure(s): Number or percentage of Tribal youth and families with improved family cohesion, home functioning, and communication during and at completion of the program.</p>		<p>Goal 6/Measure(s): Number or percentage of Tribal youth employed.</p> <p>Goal 7/Measure(s): Number or percentage of Tribal youth and families with improved family cohesion, home functioning, and communication.</p>



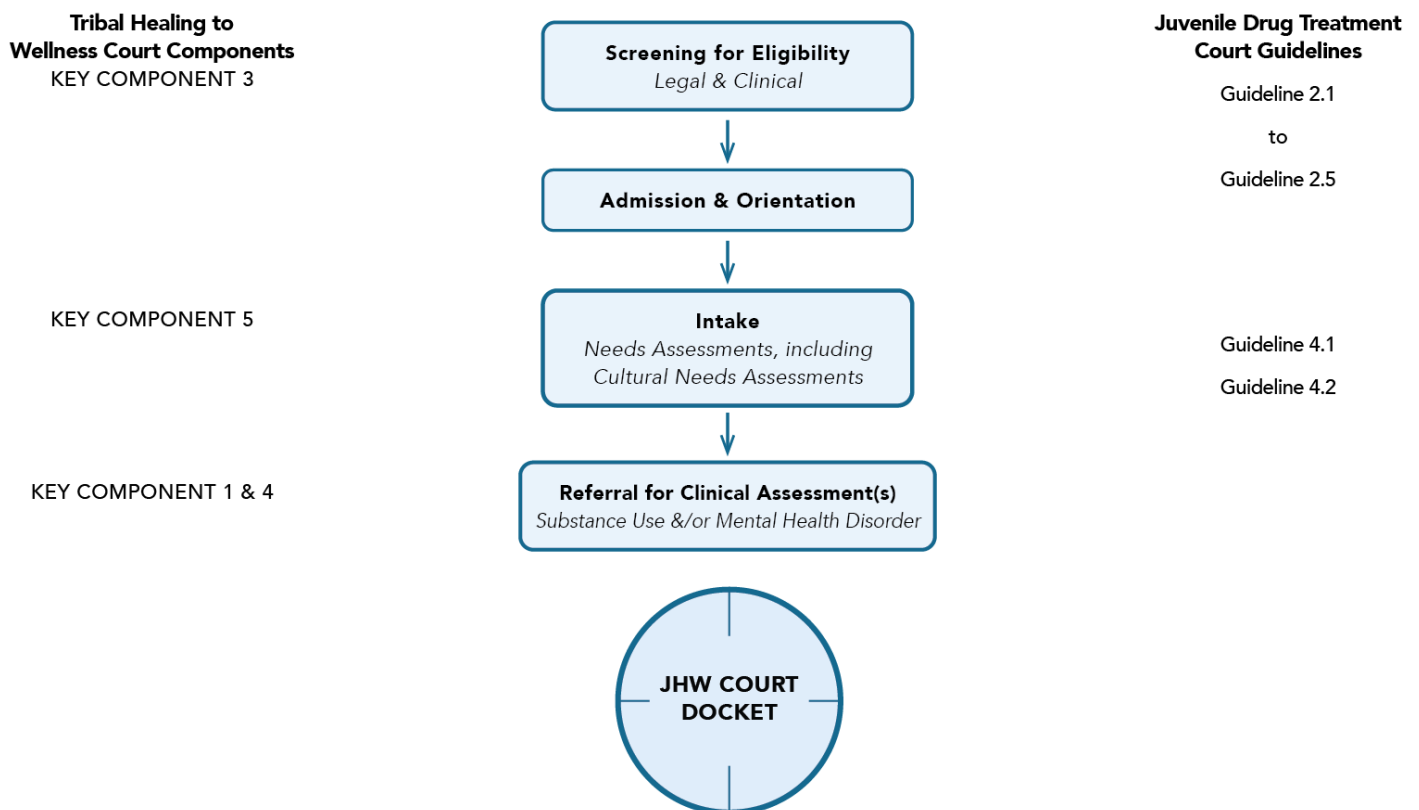
Appendix B
How Cases Move from a Tribal Court's Adversarial Dockets to a
JHWC Docket



How do cases move from a Tribal Court's more adversarial dockets to a JHWC docket?

Youth may be reported, referred, or diverted (court ordered) to the JHWC. They must be screened to be legally (no violent offenders) and clinically (have a substance use issue) eligible. The JHWC team decides who will be admitted and orient them to the JHWC. Once admitted, the youth and their family are engaged in an intake process to identify what they need and to develop a case management plan. If needed, a youth may be referred for further substance use and/or mental health assessment(s). If needed, a youth and their family member(s) may be engaged in safety planning. A youth and their family may also be engaged in cultural needs assessment(s).

FIGURE 7
SCREENING, ASSESSMENT, & INITIAL PROCESSES





Appendix C

How the JHWC Docket Works



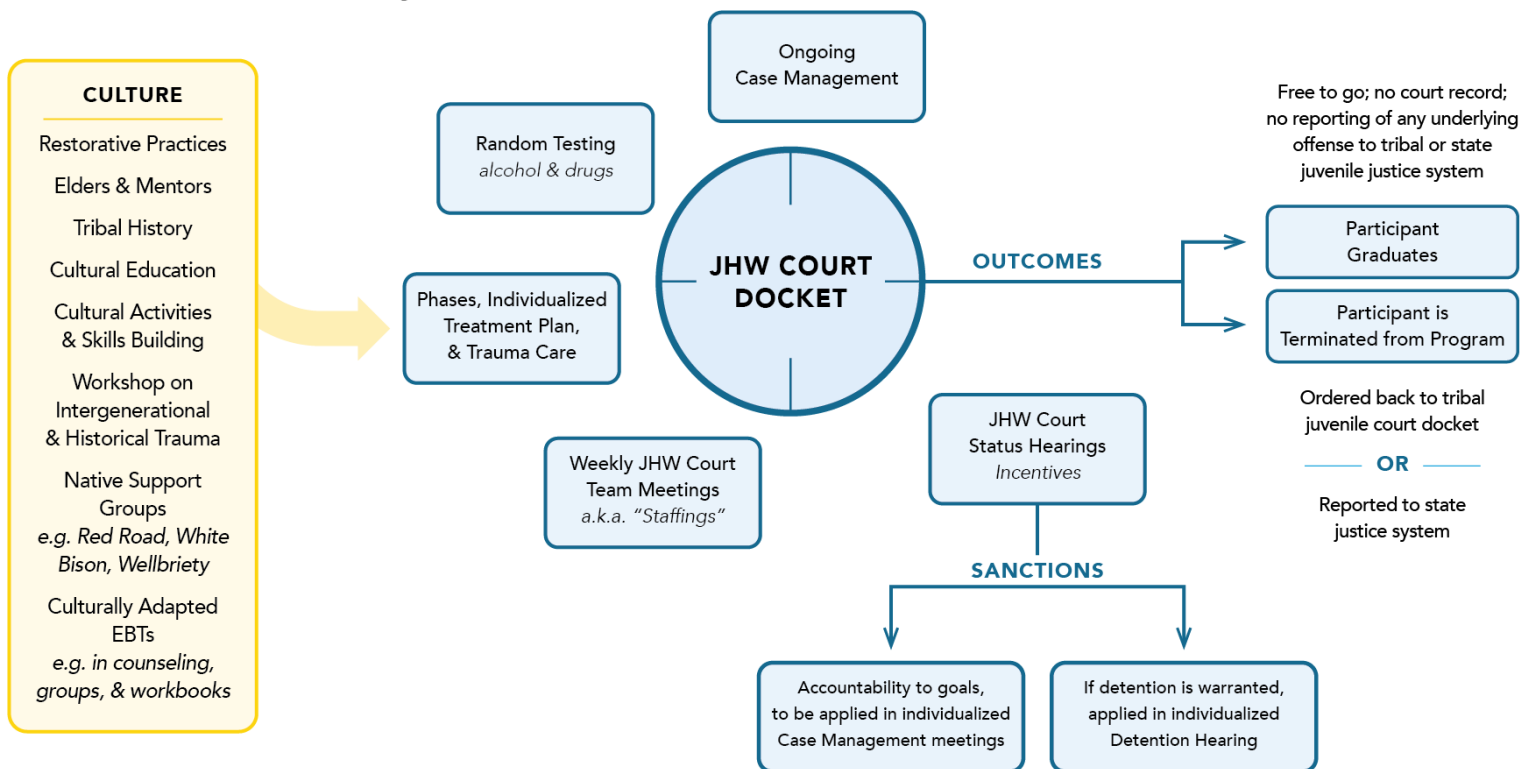
How does the JHWC Docket work?

In the figure below, go around the circle from top to left to bottom to right. The JHWC process begins with case management planning and services. It includes random alcohol and drug testing. It moves a youth through an “individualized phased plan,” which may include a combination of treatment, trauma care, cultural and other types of educational supports and activities for youth, and also support groups. A hallmark of an optimal JHWC is that the phases include a combination of all of these elements: treatment (individual and family counselling, groups, and workbooks), plus support groups, plus other needed services (education, healthcare, transportation, etc.), plus enrichment activities (e.g., sports, tutoring, music lessons, job counseling, mentoring, etc.), plus the integration of culture throughout). Also included is a therapeutic court process to recognize and reinforce a youth’s progress through the phases and to identify and meet their needs. This consists of recurring JHWC Status Hearings and pre-hearing JHWC team meetings (sometimes called “staffings”), where the JHWC team meets to track the progress (or not) of a youth, and to work with the JHWC judge to determine what incentives will be applied to the youth. Alternatively, the JHWC team and judge may decide that accountability measures are in order (e.g., that the youth will not receive an incentive) and the youth will be required to review how his or her conduct is impacting his or her long-term goals with the Case Manager. JHWC Status Hearings are typically hearings where the JHWC judge, the JHWC team and all the youth in the JHWC gather to hand out and receive acknowledgement and incentives for their progress through the phases. Public shaming, or the application of sanctions within a JHWC hearing where a cohort of participants is present, is no longer consider a best practice for adolescents in a JHWC (as is the standard practice in an adult HTWC). For those Tribes/Tribal Courts still using detention as a sanction (also, no longer considered a best practice), the Indian Civil Rights Act (ICRA) and notions of fair process (due process), require a separate hearing with the individual youth and his advocate to determine whether any short-term detention may be ordered. A youth who successfully completes the phases of the JHWC, graduates from the program. They are free to go. There is no permanent court record. They is no reporting of any underlying offense to the tribal or state court systems. A youth who does not complete the phases of the JHWC, or who drops out, may be terminated from program. Depending on how the given tribe’s law is written and how the JHWC program is set up (including the provisions of any inter-governmental agreements), the youth may then be referred back to the Tribal Court or reported to the state system on the original petition or charges. A youth’s participation in the JHWC is often considered to be a “diversion” from the standard tribal or state court process.



Figure 13 – Juvenile Healing to Wellness (JHW) Court Docket

FIGURE 8
JUVENILE HEALING TO WELLNESS (JHW) COURT DOCKET
As Part of Tribal Court System





Appendix D

How Youth Move from State Systems to the Tribe's Juvenile Court or JHWC Dockets



If a Tribe is working with the state (or a subdivision like a county), how are youth and/or their cases moved from the state's systems to the Tribe's Juvenile Court or JHWC Docket?

Tribes and Tribal Courts may have informal or formal agreements with state agencies and/or courts (or those of the counties) to move eligible youth from the state system to either the Tribal Court's Juvenile Court (the more adversarial docket) and/or directly to the Tribal Court's Juvenile Healing to Wellness Court (the therapeutic docket). This may be done by referral, transfer or diversion (by court order). Formal tribe-state agreements are called Memorandums of Understanding (MOUs) or Memorandums of Agreement (MOAs). These are negotiated and the terms vary accordingly. The most formal type of agreement is where a tribe and state (or state agencies or a municipality, like a county) form a "Joint Jurisdiction Healing to Wellness Court." In a Joint Jurisdiction JHWC, the Tribe and the state/county cooperate the Juvenile Healing to Wellness Court docket, with two JHWC judges presiding (one from the Tribe and one from the state/county) and with a combined JHWC team (with tribal and state/county staff). These tend to require an MOA between the tribal and state/county governments. A less formal agreement, often via an MOU, is an agreement where the state or county to divert youth to a JHWC or JHW Program. These agreements set out which types of youth and what types of "offenses" qualify to be referred, transferred, and/or diverted to the Tribal Court or JHWC.

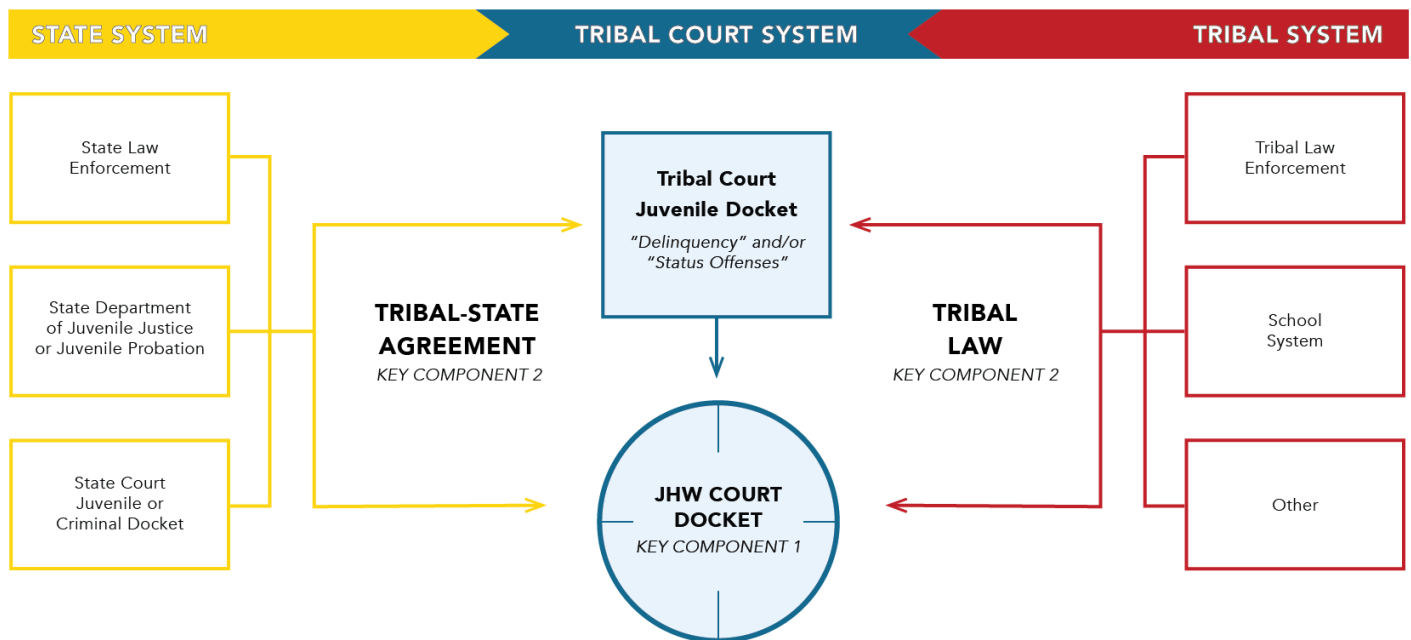
Another important way that youth may come into either the Tribal Juvenile Court and/or the JHWC docket, is under tribal law, specifically as set out in a tribal juvenile statute (code). These are sometimes called "Juvenile Codes" or "Children's Codes." Some tribal codes provide for referrals and/or diversions from the Tribal Juvenile Court docket to the Tribe's JHWC docket. Other tribal code provisions require that a youth charged with certain defined "offenses" may be considered for referral and/or diversion to the Tribe's JHWC docket, thus putting their original tribal court proceeding on hold to see if the youth will successfully complete the JHWC requirements.

Tribes in Public Law 280 states, where most Native/Tribal youth start out in the state's juvenile justice system, may want to consider drafting or reforming their tribal Juvenile Codes to directly intake Tribal youth into the tribal justice system. See the Bureau of Indian Affairs's Model Indian Juvenile Code (2016).^{viii}



Figure 14 – Reports, Referrals, Transfers, and/or Diversions to Tribal Court/Juvenile Healing to Wellness (JHW) Court Docket

FIGURE 9
REPORTS, REFERRALS, TRANSFERS AND/OR DIVERSIONS
How Native/Tribal Youth Move from State to Tribe, and/or within the Tribe





End Notes

ⁱ Drug Courts are designed to work with “moderate to high risk youth.” If your team is planning a JHW Program, please use the JHW Program Strategic Planning Template.

ⁱⁱ Taken from the Tribal Law and Policy Institute’s “Tribal Healing to Wellness Courts: The Key Components,” 2nd Edition (May 2014).

ⁱⁱⁱ For a comprehensive guide to planning a juvenile drug court, see the National Council of Juvenile and Family Court Judge’s (NCJFCJ), “Starting a Juvenile Drug Court, A Planning Guide” (2014), available at:

<https://ojjdp.ojp.gov/library/publications/starting-juvenile-drug-court-planning-guide>

See also, the Office of Juvenile Justice and Delinquency Prevention’s (OJJDP), “Juvenile Drug Treatment Court Guidelines” (2016), available at:

<https://ojjdp.ojp.gov/programs/juvenile-drug-treatment-court-guidelines>

See also, the “Tribal Juvenile Healing to Wellness Court Handbook” (2017), available at:

https://www.tribalyouth.org/wp-content/uploads/2021/08/JH2W_Handbook_Final.pdf

Finally, for judges and the judicial perspective, see the National Drug Court Institute’s (NDCI), “The Drug Court Judicial Benchbook” (2017), available at:

https://ntcrc.org/wp-content/uploads/2021/10/The_Drug_Court_Judicial_Benchbook_2017.pdf

^{iv} See the National Council of Juvenile and Family Court Judge’s (NCJFCJ), “Starting a Juvenile Drug Court, A Planning Guide” (2014), 9-54 (“9 Fundamental Topics – What You Need to Know for Planning Your JDC”), available at:

<https://ojjdp.ojp.gov/library/publications/starting-juvenile-drug-court-planning-guide>

^v Locke, E. A. (1968). Toward a theory of task motivation and incentives. *Organizational Behavior and Human Performance*, 3(2), 157-189. doi:10.1016/0030-5073(68)90004-4

^{vi} Taken and modified from the OJJDP Applicant/Program Logic Model template. Available at:

<https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/media/document/Logic-Model-Template-508.pdf>

^{vii} See Greene, et al, “The Process of Integrating Practices: The Juvenile Drug Court and Reclaiming Futures Logic Model (2013). Available at:

https://ndcrc.org/wp-content/uploads/2021/08/DCRVOLUME10-2_Process_of_Integrating_Practices_JDC_and_Reclaiming_Futures_Logic_Model.pdf

The logic model can also be found in the National Council of Juvenile and Family Court Judges’ guide: “Starting a Juvenile Drug Court, A Planning Guide” (2014), p. 210. Available at:

<https://www.ncjfcj.org/publications/starting-a-juvenile-drug-court-a-planning-guide/>

^{viii} Model Indian Juvenile Code (2016) available at:

https://www.bia.gov/sites/default/files/dup/assets/as-ia/raca/pdf/Model%20Indian%20Juvenile%20Code_OJS_BIA.pdf