
Restorative Justice Inventory: An Organizational Assessment for Juvenile Justice Agencies



MONOGRAPH

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Balanced and Restorative Justice Project

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Office of Juvenile Justice and Delinquency Prevention

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) was established by the President and Congress through the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, Public Law 93-415, as amended. Located within the Office of Justice Programs of the U.S. Department of Justice, OJJDP's goal is to provide national leadership in addressing the issues of juvenile delinquency and improving juvenile justice.

OJJDP sponsors a broad array of research, program, and training initiatives to improve the juvenile justice system as a whole, as well as to benefit individual youth-serving agencies. These initiatives are carried out by seven components within OJJDP, described below.

Research and Program Development Division

develops knowledge on national trends in juvenile delinquency; supports a program for data collection and information sharing that incorporates elements of statistical and systems development; identifies how delinquency develops and the best methods for its prevention, intervention, and treatment; and analyzes practices and trends in the juvenile justice system.

Training and Technical Assistance Division

provides juvenile justice training and technical assistance to Federal, State, and local governments; law enforcement, judiciary, and corrections personnel; and private agencies, educational institutions, and community organizations.

Special Emphasis Division provides discretionary funds to public and private agencies, organizations, and individuals to replicate tested approaches to delinquency prevention, treatment, and control in such pertinent areas as chronic juvenile offenders, community-based sanctions, and the disproportionate representation of minorities in the juvenile justice system.

State Relations and Assistance Division supports collaborative efforts by States to carry out the mandates of the JJDP Act by providing formula grant funds to States; furnishing technical assistance to States, local governments, and private agencies, and monitoring State compliance with the JJDP Act.

Information Dissemination Unit produces and distributes information resources on juvenile justice research, training, and programs and coordinates the Office's program planning and competitive award

activities. Information that meets the needs of juvenile justice professionals and policymakers is provided through print and online publications, videotapes, CD-ROM's electronic listservs, and the Office's Web site. As part of the program planning and award process, IDU develops priorities, publishes solicitations and application kits for funding opportunities, and facilitates the peer review process for discretionary funding awards.

Concentration of Federal Efforts Program

promotes interagency cooperation and coordination among Federal agencies with responsibilities in the area of juvenile justice. The Program primarily carries out this responsibility through the Coordinating Council on Juvenile Justice and Delinquency Prevention, an independent body within the executive branch that was established by Congress through the JJDP Act.

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The mission of OJJDP is to provide national leadership, coordination, and resources to prevent and respond to juvenile offending and child victimization. OJJDP accomplishes its mission by supporting States, local communities, and tribal jurisdictions in their efforts to develop and implement effective, multidisciplinary prevention and intervention programs and improve the capacity of the juvenile justice system to protect public safety, hold offenders accountable, and provide treatment and rehabilitative services tailored to the needs of individual juveniles and their families.

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DRAFT MONOGRAPH

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About the Balanced and Restorative Justice Project

In 1993 the Balanced and Restorative Justice Project began as a national initiative of the Office of Juvenile Justice and Delinquency Prevention through a grant to Florida Atlantic University. A partnership arrangement with the Center for Restorative Justice and Mediation was developed in 1994 through a subcontract with the University of Minnesota. The goals of the project are to provide training and technical assistance and to develop a variety of written materials to inform policy and practice pertinent to the balanced approach mission and restorative justice.

Restorative Justice Inventory: An Organizational Assessment for Juvenile Justice Agencies is part of a series of policy and practice monographs and training materials. Other publications in the series include:

- ❑ *Balanced and Restorative Justice for Juveniles: A Framework for Juvenile Justice in the 21st Century* (1997). Available through the Balanced and Restorative Justice Project.
- ❑ *Balanced and Restorative Justice Program Summary* (1995). Available through the National Criminal Justice Reference Service.
- ❑ *Balanced and Restorative Justice Project Curriculum Guide* (forthcoming, summer 2000). Published for OJJDP by the Balanced and Restorative Justice Project.
- ❑ *Conferences, Circles, Boards, and Mediations: Restorative Justice and Citizen Involvement in the Response to Youth Crime* (2000), Summer. Forthcoming and draft copy available through the Balanced and Restorative Justice Project.
- ❑ *Guide for Implementing the Balanced and Restorative Justice Model* (1998). Available through the National Criminal Justice Reference Service.
- ❑ *Restorative Juvenile Justice Policy Development and Implementation Assessment: A National Survey of States* (1999). Forthcoming and draft copy available through the Balanced and Restorative Justice Project.
- ❑ *Engaging the Community in Response to Youth Crime: A Restorative Justice Approach* (2000). Forthcoming and draft copy available through the Balanced and Restorative Justice Project.
- ❑ *Building Relationships Developing Competency” Toward a Restorative Approach to Offender Reintegration in a Balanced Juvenile Justice System* (2000). Forthcoming and draft copy available through the Balanced and Restorative Justice Project.
- ❑ *Victim Involvement in the Juvenile Court: Judges’ Perspectives on the Role of a Key Stakeholder in Restorative Justice* (2000). Forthcoming and draft copy available through the Balanced and Restorative Justice Project

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Balanced and Restorative Justice: An Overview

Balanced and restorative justice (BARJ) is a new framework for juvenile justice reform that seeks to engage citizens and community groups both as recipients of juvenile justice services and as resources to a more effective response to youth crime.¹ To do this, the balanced approach mission attempts to ensure that juvenile justice intervention is focused on basic community needs and expectations. Communities expect justice systems to improve public safety, sanction juvenile crime, and habilitate and reintegrate offenders. True balance is achieved when juvenile justice professionals consider all three of these goals in each case and when a juvenile justice system allocates its resources equally to meeting each need.

Restorative justice is a new way of thinking about and responding to crime. It emphasizes one fundamental fact: crime damages people, communities, and relationships. If crime is about harm, then the justice process should emphasize repairing that harm. As a vision for systemic juvenile justice reform, restorative justice suggests that the response to youth crime must also strike a balance among the needs of victims, offenders, and communities and that each should be actively involved to the greatest extent possible in the justice process. Restorative justice builds on traditional positive community values and on some of the most effective sanctioning practices, including victim-offender mediation, various community decision-making or conferencing processes (e.g., reparative boards, family group conferencing, and circle sentencing), restorative community service, restitution, victim and community impact statements, and victim awareness panels.

What is most new and most important about restorative justice is a set of principles that redefine the way justice systems address public safety, sanctioning, and rehabilitative objectives. Specifically, when crime is understood as harm and justice as repair or healing, and when the importance of active participation of victims and community members in the response to crime is emphasized, these basic community needs are understood and addressed as follows:

Accountability. Traditionally, accountability has been viewed as compliance with program rules or as “taking one’s punishment.” However, offenders are sanctioned most

effectively when they take responsibility for their crimes and for the harm caused to victims, when offenders make amends by restoring losses, and when communities and victims take active roles in the sanctioning process.

Competency. Most rehabilitative efforts in juvenile justice today are still centered on fairly isolated treatment programs that are not well accepted by the public. A balanced and restorative justice approach to offender reintegration suggests that rehabilitation is best accomplished when offenders build competencies and strengthen relationships with law-abiding adults, which increase their ability to become contributing members of their communities.

Public Safety. Although locked facilities must be part of any public safety strategy, safe communities require more than incapacitation. Because public safety is best ensured when communities become more capable of preventing crime and monitoring offenders and at-risk youth, a balanced strategy cultivates new relationships between juvenile justice professionals and schools, employers, and other community groups. An asset-oriented focus ensures that offenders' time under supervision in the community is structured around work, education, and service. It also establishes a new role for juvenile justice professionals as resources in prevention and positive youth development.

Today, when a crime is committed, most juvenile justice professionals are primarily concerned with three questions: who did it, what laws were broken, and what should be done to punish or treat the offender? Although questions of guilt, lawbreaking, and appropriate intervention are certainly vital to prosecutors, these questions alone may lead to a limited range of interventions based solely on treatment and punishment:

Treatment and punishment standing alone are not capable of meeting the intertwined needs of the community, victim, offender, and family. For the vast majority of the citizenry, juvenile justice is an esoteric system wrapped in a riddle. Support comes from understanding, understanding from involvement and participation. Community involvement and active participation in the working of a juvenile court is a reasoned response. . . (currently) community members are not solicited for input or asked for their resourcefulness in assisting the system to meet public safety, treatment, and sanctioning aspirations. (Diaz, 1996)

Viewed through the restorative lens, crime is understood in a broader context than what is suggested by the questions of guilt and of what should be done to punish or treat the offender.

Howard Zehr (1990) argues that, in restorative justice, three very different questions receive primary emphasis. First, what is the nature of the harm resulting from the crime? Second, what needs to be done to “make it right” or repair the harm? Third, who is responsible for the repair?

Defining the harm and determining what should be done to repair it is best accomplished with input from crime victims, citizens, and offenders in a decision-making process that maximizes their participation. The decision about who is responsible for the repair focuses attention on the future rather than on the past and also sets up a different configuration of obligations in the response to crime. No longer simply the object of punishment, the offender is now primarily responsible for repairing the harm caused by his or her crime. A restorative juvenile court and justice system would, in turn, be responsible for ensuring that the offender is held accountable for the damage and suffering caused both to victims and victimized communities by supporting, facilitating, and enforcing reparative agreements. But most importantly, crime victims and the community play critical roles in setting the terms of accountability and in monitoring and supporting completion of obligations.

If crime victims and the community are to become fully engaged as active participants in the response to youth crime, juvenile justice professionals must begin to think about these stakeholders in different ways. In addition, the role of the professional and the mandate of the juvenile justice system are likely to change. To move forward with this new agenda, it is especially important to understand the potential role of crime victims, offenders and communities as key stakeholders in the response to youth crime. The purpose of this monograph is to outline a procedure for gauging the movement of juvenile justice agencies toward a new role as facilitators of the involvement of these stakeholders.

Restorative Justice Inventory: An Organizational Assessment for Juvenile Justice Agencies

Inventory Overview

Why Was This Inventory Developed?

Restorative justice calls for a comprehensive approach balanced by the objectives of public safety, accountability, and competency development. It primarily seeks to repair the harm by involving each of the three affected parties: victim, offender, and community. All correctional agencies and justice systems have some restorative features, such as restitution collection, community service work programs, and programs designed to protect the public from victimization. However, most agencies have overlaid restorative responses on top of a conceptual framework, system of values, inherent assumptions, operating functions, and bureaucratic procedures that are offender focused and due process oriented. The extent to which the agency is restorative is a matter of degree, dependent upon the level to which it has integrated the principles and transformed the process of justice.

As Howard Zehr points out in his 1990 book, *Changing Lenses: A New Focus For Crime And Justice*, for a justice system to be restorative, the key questions must move in the following ways:

- From: Who did it?
Which laws were broken?
What should the punishment be?
- To: What is the harm?
What needs to be done to repair the harm?
Who is responsible for the repair?

This framework suggests that we apply an analytical assessment to an agency's infrastructure, written documents, programs and services, procedures, and policies to help administrators determine how they can move the agency toward a more complete and balanced restorative experience, with restorative outcomes.

The assessment inventory is designed for those correctional agencies that are truly striving to develop processes that bring about accountability, public safety, and competency development; where victims and communities are added as full participants and customers of the justice system; where offenders take direct and personal responsibility for their past behavior through their present and future actions; and where neighborhoods, businesses, and faith communities take responsibility for crime conditions and galvanize their resources to bring about peaceful communities. As research continues to be conducted on the efficacy of restorative justice practices and processes, this inventory will be refined. Its content was developed through the guidance of the restorative justice literature, the BARJ project's principal investigators and consultants, and the experience of the pilot sites and other forerunning jurisdictions.

The Process

The assessment inventory is designed to be completed by one or two external consultants who provide an objective, unbiased point of view. The process includes a review of written documents, a tour of the primary correctional facilities or programs, and extensive interviews with agency staff, justice stakeholders, and administrators. Ideally, the process would also include interviews with the recipients of justice system services. In an effort to minimize the amount of time and disruption needed to complete the assessment, however, the inventory process was developed without requiring these more extended interviews with victims, offenders, and community members. The goal is to complete a written report with objective and analytical scores that can be compared across jurisdictions within approximately 2 weeks after the completion of the site visit.

The assessment inventory is comprehensive. It includes diverse strategies that are known to lead to successful implementation of restorative policies and practices, including, for example, leadership, administrative infrastructure, alignment features, programs and policies, and use of information systems. Although it is designed for juvenile correctional agencies, most notably probation/parole, correctional programs, and institutions, it is flexible enough that it can be applied to a variety of justice system agencies. At some point, it may be worthwhile to create assessment inventory modules for other components of the system.

The Report

Shortly after the assessment process is completed, a report should be submitted to the requesting jurisdiction. The report will be categorized by function areas, each containing a numerical assessment score. The score is designed to quantify the assessor's perception of how closely each function area meets the restorative principle described in the inventory item rationale. The scores are useful to the jurisdiction or agency because they provide:

- An assessment of restorative strengths and progress made to date.
- Feedback on where improvement is most needed.
- Identification of priorities and direction for an action plan.
- Comparison data so the jurisdiction or agency can assess its strength in relation to others.
- A benchmark for follow-up assessment scoring.

Subsequent application of the assessment inventory will give the agency a sense of how much progress or regression has been made over a period of time.

The data are centrally stored, and scores are normalized with each completed assessment. Based on the experiences of some of the OJJDP BARJ pilot sites, thresholds have been established that provide some evaluative judgment as to a preferred score attainment. The scoring categories are as follows:

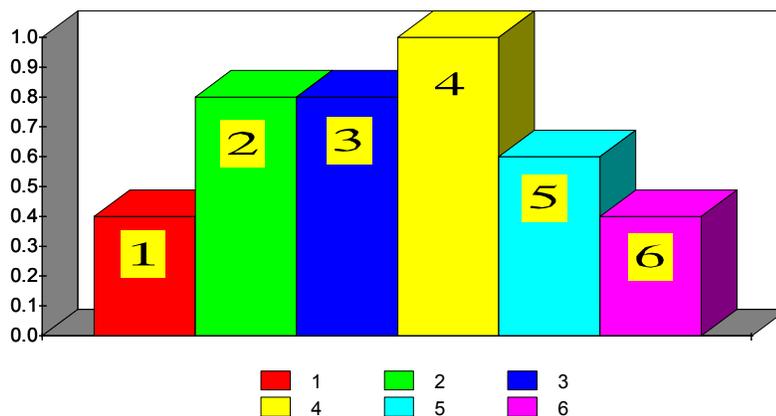
75% and higher	Full alignment
60-74%	Substantial alignment
50-59%	Partial alignment
less than 50%	Minimal alignment

The following is an example of how the scoring might be reported for an agency having completed the assessment:

Section	Score	Percentage
I	51/70	73%
II	33/40	83%
III	15/25	60%
IV	18/25	72%
V	20/30	67%
VI	22/40	55%
VII	21/30	70%
VIII	18/30	60%
IX	16/35	46%
X	20/30	67%
TOTAL	234/355	66%

(Substantial Alignment)

Each of the ten sections has a set of measures. For example, Section X is the Information System, Outcomes, and Evaluation. A graph is compiled which shows the percent alignment with the restorative objective. Below is an example of the outcomes for Section X, broken into the six sub-sections and yielding an overall score of 67%, substantial alignment.



X. Information System

Total: 67% Substantial Alignment

Next Steps

Version 1.0 of the assessment inventory was completed in April, 2000. It will initially be piloted in various jurisdictions and agencies. Modifications will be made and a new version released. It is anticipated that a new manual will be completed to train others how to implement the inventory. The manual will provide interview questions for each section, suggestions for whom to interview, sample documents, model policies, ideal practices, and descriptions of scoring criteria.

Agency Background

Agency name: _____

Contact person: _____

Address: _____

Phone/fax: _____

Characteristics

A. Description of agency: What does it do? Whom does it serve? Is it private or government?
To whom do personnel report?

B. Volume: How many people are served and in what capacity?

C. Staff: How many people are on staff? What qualifications are required?

D. Budget: What is the total budget? What are the funding sources?

Key

How to Measure

RD = Review documents

IS = Interview line staff

IA = Interview administrative staff

O = Observe

Scoring Key

5 = Fully meets the restorative principles

3 = Mostly meets the principles, but lacks in a number of areas

1 = Few restorative components found

0 = No restorative elements

Scoring Sheet

Administration

1. Mission statement: process and content	5	4	3	2	1	0
2. Mission statement: implementation	5	4	3	2	1	0
3. Vision statement	5	4	3	2	1	0
4. Action plan: process	5	4	3	2	1	0
5. Action plan: implementation	5	4	3	2	1	0
6. Values	5	4	3	2	1	0
7. Literature search and review	5	4	3	2	1	0
8. Initial training	5	4	3	2	1	0
9. Ongoing training	5	4	3	2	1	0
10. Hiring process	5	4	3	2	1	0
11. Orientation	5	4	3	2	1	0
12. Written policies	5	4	3	2	1	0
13. Actions congruent with values	5	4	3	2	1	0
14. Vendor consistency	5	4	3	2	1	0

Leadership

1. Agency head commitment	5	4	3	2	1	0
2. Upper management's direct involvement	5	4	3	2	1	0
3. Knowledge of change management	5	4	3	2	1	0
4. Inspiration	5	4	3	2	1	0
5. Persistence	5	4	3	2	1	0
6. Action orientation	5	4	3	2	1	0
7. Empowerment	5	4	3	2	1	0
8. Line staff leadership	5	4	3	2	1	0

Line Staff Alignment: Culture and Climate

1. Agency artifacts, values, and assumptions	5	4	3	2	1	0
2. Knowledge of mission and vision	5	4	3	2	1	0
3. Staff alignment	5	4	3	2	1	0
4. Energy	5	4	3	2	1	0
5. Efforts to close the gap	5	4	3	2	1	0

Justice System Alignment

1. Level of system cooperation	5	4	3	2	1	0
2. Value compatibility: process and outcomes	5	4	3	2	1	0
3. System leadership	5	4	3	2	1	0
4. Emphasis on customer needs over system needs	5	4	3	2	1	0
5. Openness to victim and community guidance	5	4	3	2	1	0

Reward Systems

1. Job descriptions	5	4	3	2	1	0
2. Performance management	5	4	3	2	1	0
3. Nonfinancial rewards: formal	5	4	3	2	1	0
4. Nonfinancial rewards: informal	5	4	3	2	1	0
5. Dispersed recognition	5	4	3	2	1	0
6. Media coverage	5	4	3	2	1	0

Assessment, Intake, and Case Planning

1. Clarity over justice system involvement	5	4	3	2	1	0
2. Motivational interviewing techniques	5	4	3	2	1	0
3. Victim impact statement	5	4	3	2	1	0
4. Identification of criminogenic factors	5	4	3	2	1	0
5. Identification of assets	5	4	3	2	1	0
6. Involvement of significant others and the community	5	4	3	2	1	0
7. Restorative case plan	5	4	3	2	1	0
8. Encouragement of creative dispositions	5	4	3	2	1	0

Victims

1. Are informed throughout entire process	5	4	3	2	1	0
2. Receive support	5	4	3	2	1	0
3. Restitution is a high priority	5	4	3	2	1	0
4. Have an opportunity to shape the disposition	5	4	3	2	1	0
5. Have an opportunity to meet the offender face-to-face	5	4	3	2	1	0
6. Have an opportunity to offer guidance to justice professionals	5	4	3	2	1	0

Offenders

1. Opportunities actively use assets, demonstrate completion	5	4	3	2	1	0
2. Programs address criminogenic needs	5	4	3	2	1	0
3. Offenders are held directly accountable to the victim and the community	5	4	3	2	1	0
4. Programs foster victim empathy	5	4	3	2	1	0
5. Programs foster community empathy and offer opportunity to reintegrate back into the community	5	4	3	2	1	0
6. Family, community members, or significant others are involved	5	4	3	2	1	0

Community

1. The community directly supports victims	5	4	3	2	1	0
2. The community directly monitors and supports offenders	5	4	3	2	1	0
3. Community stakeholders are involved in crime intervention	5	4	3	2	1	0
4. Community members participate in the justice process as volunteers	5	4	3	2	1	0
5. Communities collaborate with local police	5	4	3	2	1	0
6. Opportunity to set justice system priorities	5	4	3	2	1	0
7. Community involvement in prevention	5	4	3	2	1	0

Information System, Outcomes, and Evaluation

1. Information system is built on three customers, not just the offender	5	4	3	2	1	0
2. Data system is well developed and has integrity	5	4	3	2	1	0
3. Agency is aware of research literature	5	4	3	2	1	0
4. Outcomes track restorative objectives	5	4	3	2	1	0
5. Programs are routinely evaluated for process and outcomes	5	4	3	2	1	0
6. Research component	5	4	3	2	1	0

Administration

(Mission, vision, action plan, values, literature review, training, hiring, orientation, review, policies, actions, consistency)

Restorative Justice Measure	How?	Rationale	Scoring
1. Mission statement: process and content	RD	An agency is more likely to meet restorative objectives when the mission statement is revised based on the restorative philosophy and when all staff and stakeholders are involved in the mission development process.	<p>5= The mission statement is clear and includes the three customers. The process involved used extensive line staff participation and sought input from victims, offenders, and the community.</p> <p>3= The mission partly reflects restorative principles, or it contains verbiage that clutters restorative clarity, or the process did not significantly involve stakeholders or customers.</p> <p>1= There is some acknowledgment of restorative philosophy, but the mission is largely unknown.</p>

Characteristics

The mission statement is clear and concise.
It identifies three customers.
It is specific, not abstract.
It is balanced.
Those delivering the mission helped to shape it.
Vertical and horizontal slices of the agency are involved in the process of mission development.
The process seeks consensus.
The process is given ample time, so participants are not rushed.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
2. Mission statement: implementation	RD IS IA	Having a sound mission statement is a good start, but many agencies complete the statement and go on to the next project. Constant attention should be given to the mission statement. It should be visible to others so that the agency is held accountable to it.	<p>5= The mission statement is prominently displayed in many settings, such as in lobbies, on business cards, and in individual offices. The agency holds individuals accountable to it through outcome measures and performance plans. It is referred to at staff meetings and other agency events. Staff can quote it or make references to it effortlessly.</p> <p>3= The mission statement is clearly visible, but there is not a system of reinforcement in place.</p> <p>1= The statement is visible but ignored; or it is not visible and although it is referenced to on occasion, there is little vigor or strength.</p>

Characteristics

The mission statement is highly visible and prominently displayed.
The mission statement is given diverse application.
Decisions are guided by the mission.
The mission can be easily quoted.
Outcomes are tied directly to the mission.
Performance is tied directly to the mission.
Written policies are tied to mission components.
Clients are aware of the mission.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
3. Vision statement	RD IS IA	A restorative agency needs to have a clearly articulated idea of where it seeks to end up under a restorative philosophy. The vision should be future-oriented, compelling, and concrete enough that agency staff know what it looks like when they reach it. It also needs to be reasonable enough to be achievable.	<p>5= The agency has a clear vision statement that describes what the agency is striving for. Staff know what the vision is and are supportive of it, clear on how they can help the agency reach it, and have some influence over its evolution.</p> <p>3= The vision statement is written and generally understood by agency staff, but it is not referred to often and is lost in the daily pressures of the work environment.</p> <p>1= The vision is unwritten, and/or only some members of the agency know what the vision might be and have influence over it.</p>

Characteristics

The vision captures idealism.
It is future-oriented.
It generates positive anticipation.
It is clear, specific, and measurable.
Staff are aware of the vision and are supportive of it.
The vision is a frequent topic of discussion.
The vision is viewed as high priority.

Comments

Restorative Justice Measure	How?	Rationale	Scoring
4. Action plan: process	RD IS IA	Typically, an agency will discover gaps between what exists and what needs to happen to make the agency restorative. To close this gap, some type of action planning needs to occur, and the plan should be altered as it is put into place.	<p>5= The action plan is written and is clear in terms of who is responsible for what and by when. An accountability system is in place where progress is checked periodically. Line staff and other stakeholders must be able to shape the plan, own it, and agree with its direction.</p> <p>3= An action plan is written, but there are holes in its explanation of roles and responsibilities; or the plan is verbal but well understood by those responsible for implementing it. Line staff had a limited role in its creation.</p> <p>1= The action plan is not written or understood by staff, but someone in a position of influence has a general idea of where the agency is heading and how to get there.</p>

Characteristics

An action plan exists and is written.
The plan is specific and achievable.
The plan includes timelines.
The plan is modified as needed.
The plan is viewed as high priority.
The plan is supported and owned by line staff.
The plan clearly closes gaps.

Comments

Restorative Justice Measure	How?	Rationale	Scoring
5. Action plan: implementation	RD IS IA	The plan is well executed. Roles are clear. There is constant revisiting and redrafting of the plan as steps are taken and lessons learned. Priorities are set based on how well they match the direction set by the plan. Line staff are delegated some of the responsibilities; and victim, offender, and community stakeholders are involved.	<p>5= The agency uses the plan as a priority setting tool. Its execution is given high priority. Staff are held accountable to it. The three stakeholder groups are involved.</p> <p>3= The agency has a written plan and refers to it on occasion, but allows change to occur more by chance than design. Limited involvement by the three stakeholder groups.</p> <p>1= No written plan exists, but there is some accountability among administrators to see progress made toward restorative principles.</p>

Characteristics

Individuals are held accountable to the action plan.
Review and reporting are routine.
The plan is used to set priorities.
All agency levels and customers are involved.

Comments

Restorative Justice Measure	How?	Rationale	Scoring
6. Values	RD	The agency needs to know what its values are, so staff can adhere to them and the agency can develop a culture that supports these values. The values need to be compatible with the restorative principles or else a clash over values will occur, leading to poor agency climate and conflict.	<p>5= The values are written, clear, and visible. They are often referred to, and staff are held accountable to them. They remain mostly static and do not change often. The values are consistent with restorative concepts.</p> <p>3= The values are either written but not well known; neutral to restorative principles; or highly consistent with restorative justice but not written or clearly articulated.</p> <p>1= The values are not written, and those that exist are minimally compatible with those of restorative justice.</p>

Characteristics

Written values are consistent with restorative justice.
The values are visible and well understood.
The values are static but not rigid.
Both the agency and the staff are held accountable to the values.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
7. Literature search and review	IA	A great deal has been written about restorative justice. An agency that researches the implications of restorative justice, examines the likelihood it could fit with the existing justice environment, and makes the written documents readily available for others to read is more likely to experience long-lasting change toward the principles of restorative justice.	<p>5= The agency collects, reads, and distributes significant amounts of restorative justice literature. Based on discussions of the literature, administrators make thoughtful decisions concerning whether and how to proceed.</p> <p>3= The agency relies on a limited number of writings and little preplanning research, but seems to understand how well the philosophy fits with the existing environment.</p> <p>1= Few writings are reviewed, but restorative planning proceeds based on some forethought.</p>

Characteristics

Written restorative justice literature is reviewed and disseminated.
Literature helps guide agency actions.
Contact is made as needed with authors and administrators in other jurisdictions who have experienced learning from implementing restorative justice.
Time and space are available for staff to read and discuss.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
8. Initial training	IA	Rarely do agency staff immediately embrace a philosophical concept or make practice changes. Change usually requires effective initial training, followed by opportunities for staff to discuss, critique, and otherwise express their viewpoints. Administrators can use staff comments to determine the best course of planning, plan for what is needed next, and prepare for follow-up.	<p>5= The agency holds initial staff training that is well planned, well timed, and effectively delivered. A positive tone is set that assists staff who want to hear more. Staff are given ample opportunity to openly express their views and shape next steps.</p> <p>3= The initial planning is only partially successful, for reasons noted above.</p> <p>1= The planning is not conducted well or is ill-timed, staff are not given opportunities to examine how restorative justice might affect their work, or other operational issues crowd out the intended message.</p>

Characteristics

Initial training sets the tone for open-mindedness.
 General training highlights key issues and concerns.
 Timing is conscious and well conceived.
 Training opens dialog, does not close it.
 Staff are given time and space to process information and shape next steps.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
9. Ongoing training	IS IA	The initial training is rarely enough, as it tends to provoke thoughts and concerns that require more targeted training in the future. Ongoing training is designed to address the needs expressed by staff and to target gaps where the agency needs to focus its attention in order to become a balanced and restorative agency.	<p>5= A training plan is pulled together based on feedback from the initial training. The plan targets staff needs, includes time for staff to absorb and discuss new ideas, and spaces sessions far enough apart not to overwhelm resources.</p> <p>3 = Followup training is provided, but in a less structured way.</p> <p>1= Followup training is minimal, giving the message that the agency is not serious about the effort, or is too broad or nontargeted to be of much use to agency staff and planners.</p>

Characteristics

Training addresses specific issues and concerns raised by staff.
 Training is targeted, addressing gap areas.
 The training plan is constructed with staff process time in mind.
 The agency head repeatedly communicates the importance of the process.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
10. Hiring process	RD IA	The hiring process identifies the type of candidate sought. New hires possess values similar to those the agency seeks to uphold. New skills and job expectations under restorative justice are reflected in new hires.	<p>5= The hiring process clearly seeks employees with values and skills consistent with restorative justice. The job qualifications differ from traditional staff positions, and the interviewer asks restorative questions. The criteria used to select candidates include restorative qualifications.</p> <p>3= The hiring process seeks candidates who have restorative values and skills, but restorative values are not built into the hiring process through checklists, interview questions, testing, or other criteria.</p> <p>1= Administrators voice their support for hiring candidates with a restorative justice mindset, but no clear plan to hire restorative-minded staff is in place.</p>

Characteristics

Minimum or preferred qualifications include a restorative background.
Hiring criteria emphasize consistency in values over experience.
Interviewers include questions on restorative principles.
Skills needed for restorative job duties (e.g., conflict mediation, community organizing, and group facilitation) are sought.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
11. Orientation	RD IS IA	Bringing new staff on board provides administrators with a good opportunity to establish a culture consistent with restorative justice. New employees are more likely to be open to agency changes because they have not established routines that get in the way of altered practices.	<p>5= The agency has an organized orientation process that new employees are required to undergo. The process is structured and includes both conceptual training on restorative justice and concrete, practical methods for incorporating the concept into daily work functions.</p> <p>3= The existing orientation system is structured, but it does not stress restorative training; or the orientation system is unstructured but management staff ensure that some training on restorative concepts is provided for new staff.</p> <p>1= A restorative orientation happens because of individual effort and may or may not include any restorative justice coverage.</p>

Characteristics

Orientation emphasizes restorative justice principles.
Orientation is required of all new employees.
Existing line staff assist in the orientation process.
Concepts and daily practice examples are included.
The agency head participates in the training and emphasizes the agency vision.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
12. Written policies	RD	The written agency policies that cover the daily functions and decisions made by staff are usually static documents that help to create the existing agency culture. As the philosophy changes, the policies must also change. A review of all written policies is necessary to make sure that they are consistent with the objectives within restorative justice.	<p>5= The agency reviews all of its written policies, makes changes to reflect the restorative mission, and clarifies what restorative justice principle each policy seeks to uphold.</p> <p>3= Existing policies are consistent with restorative justice, but an extensive review has not taken place. Changes are made in those sections needing a rewrite.</p> <p>1= No review of policies has occurred. Existing policies are partially compatible with restorative justice, but do not stress the same values or outcomes.</p>

Characteristics

All policies written prior to the adoption of a restorative justice mission are reviewed and modified as needed.

Policies are linked to a restorative principle for context.

An outsider can review most any singular policy and understand its link to restorative justice.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
13. Actions congruent with values	RD IS	The best intentions are made ineffective when agency actions are inconsistent with stated desires. A change toward restorative justice means that some long-standing practices and viewpoints will need to be changed. The question that needs to be answered is whether the agency is willing to walk its talk.	<p>5= There is consistency between restorative values and principles and the way the agency operates. Management fosters full participation in decision making and seeks consensus. Both in interstaff relations as well as in day-to-day decisions about clients, management attempts to resolve potentially divisive issues in ways that bring people together, rather than alienating them.</p> <p>3= The congruency between restorative principles and action is not clear, or there is some consistent application in parts of the agency but not throughout the entire organization.</p> <p>1= Restorative justice expectations are minimal, and there may be consistency in practice with minor objectives; or there are high expectations but actual practice falls far short.</p>

Characteristics

The climate of freedom and openness allows staff to challenge “sacred cows.”
The non-threatening environment allows criticism and questioning.
Consensus is sought whenever possible.
Management style is participatory.
Management gives consistent messages.
Management avoids win-lose, we-they processes.
Agency actions with employees, customers, and stakeholders are consistent with restorative justice principles.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
14. Vendor consistency	RD IA	Most juvenile justice agencies rely on private firms to deliver services not provided by government. Sometimes these contracts are extensive in terms of volume, number of customers, and nature of the work. For a correctional agency to be restorative, it is imperative that attention be given to vendor services beyond what might exist in general contract wording. The vendor must understand the conceptual framework in which these services are to be delivered. Ongoing discussions that clarify expectations and specify restorative outcomes are crucial to the incorporation of restorative principles throughout all correctional services, whether provided by the public or private sector.	<p>5= The vendor is fully aware of the contractor’s restorative mission and its role in carrying out that mission. The contractual arrangement specifies the process and outcomes in a restorative framework. The contractor and contractee share training and other experiences when needed for clarity and joint visioning.</p> <p>3= The vendor is aware that the contracting agency has a restorative mission and that it is to deliver services within this context, but few auditing or other procedures are in place to hold the contractee accountable to these expectations. Or the contractor desires a restorative relationship with the vendor but allows other priorities to crowd out ongoing discussions of restorative expectations.</p> <p>1= The vendor may choose to deliver a restorative product, which is eagerly received by the contractor, but no effort to be consistent is put forth by the contractor. The restorative product is initiated by the vendor.</p>

Characteristics

- Joint restorative training includes both public and private agencies.
- Clear contract language specifies restorative outcome and process expectations.
- Vendor reporting requirements include restorative outcomes.
- Vendor auditing reviews restorative processes.
- Requests for bids contain a restorative contextual overview.

Comments:

Leadership

(Agency head commitment, knowledge of change management, inspiration, persistence, action orientation, and line staff leadership)

Restorative Justice Measure	How?	Rationale	Scoring
1. Agency head commitment	IA	To sustain long-term agencywide changes, the head of the agency must be fully committed to the effort. This commitment is demonstrated in the way he or she speaks, the priorities that are set, the accountability systems put in place, and so on. Leadership needs to be inspired, not timid.	<p>5= The agency head speaks clearly and passionately about making the agency a restorative one, leaving no doubt as to the level of commitment and willingness to do what it takes to get the job done. Walks the talk.</p> <p>3= The agency head speaks well, but is often distracted by other priorities or shows support in nonpassionate ways, leaving some doubt as to his or her long-term commitment.</p> <p>1= The agency head indicates support, but clearly lacks consistent actions that support the words.</p>

Characteristics

The agency head gives emphatic and consistent messages.

The agency head is persistent, insistent.

Clear messages help remove ambivalence or ambiguity.

Actions are consistent with verbiage.

Planning and communication show significant personal involvement.

Tough resource priority decisions are consistent with the restorative justice vision.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
2. Upper management's direct involvement	IS IA	Creating a restorative agency requires constant vigilance to agency details. It cannot be completely delegated to others, nor can upper management set a direction and walk away. Staff in the organization want to know how strongly administrators view restoration as a priority, and nothing speaks stronger than the giving of upper management's time.	5= Upper management is almost always present at meetings where policies are being set and direction is being determined around a restorative framework. Involvement is active, not passive or nonverbal. 3= Although upper management might be present, managers appear to be disinterested or their presence secondary, for symbolic reasons. 1= Upper management is minimally present, even when managers give other, more distant messages on the apparent importance of the subject.

Characteristics

Upper management is personally involved in planning.
 Symbolic and participatory messages of priority are given.
 Upper management is willing to challenge the day-to-day discrepancies to bring about consistency.
 Line staff feel free to approach upper management and engage in brainstorming and strategizing.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
3. Knowledge of change management	IA	Changing the philosophical framework and agency objectives is likely to create a number of obstacles. Many people resist change, for many different reasons. Methods and timing of change strategies must be implemented with forethought in order to maximize the speed and thoroughness of change. Upper management should have extensive knowledge about both the difficulty of change and successful strategies for achieving it.	<p>5= Upper management clearly understands the difficulty of change, the reasons why people resist change, and effective strategies to employ. Managers have read a number of books and articles on the subject and hold open discussions and problem-solving sessions to address the issues.</p> <p>3= Upper management has limited knowledge of change management techniques and tends to rely exclusively on personal experience. Management either understands the issues and has great difficulty implementing change strategies successfully, or has some success despite the lack of knowledge.</p> <p>1= Upper management proceeds without much awareness or discussion of change strategies, but understands that restorative justice will conflict with some existing practices that need to be altered.</p>

Characteristics

Managers are trained in change management and are well read in the literature.
 Managers use their knowledge to strategize the most effective change procedures.
 Managers hold problem-solving sessions.
 Managers do not settle for the status quo, but encourage and push for needed change.
 Managers respect staff constraints while seeking ways to remove obstacles.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
4. Inspiration	IS IA	In order for staff to be motivated to change, there must be some hope that the change will be beneficial. Agency leaders can help staff significantly by articulating why changes are needed and how staff effort will be worthwhile. Inspiring messages that give staff hope that they can make a difference help the agency to move forward with vigor and staying power.	<p>5= Agency leaders have credibility with the staff and communicate the message of “why change” with both passion and sufficient detail, which allows others to envision what a restorative justice agency would look like and how it would improve people’s lives.</p> <p>3= Staff are convinced that agency leaders are committed to making restorative justice changes, but the inspiration comes from individual effort, as opposed to being fueled by leadership and peers.</p> <p>1= Either there is plenty of inspiration but a lack of trust that there will be follow-through, or conversely, there is trust that agency leaders are committed but little communication in an inspiring, visionary manner.</p>

Characteristics

Leaders communicate in an inspiring way; passion is evident.
 Messages give hope and increase motivation.
 Messages for change are positive, not blaming or threatening.
 Both leaders and their messages are credible.
 Messages use powerful metaphors and symbolism.
 Staff can envision the vision concretely.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
5. Persistence	IS IA	Whenever a proposed change conflicts with agency culture, the change effort will be besieged by obstacles and resistance. Agency leaders must be persistent and must not allow predictable resistance to wear down their resolve to see the changes through.	<p>5= Agency leaders are prepared for both active and passive resistance and do not lose patience. They practice understanding and empathy and allow change management strategies to work over time. They constantly change their strategies as staff needs require. They are understanding but persistent in seeing progress.</p> <p>3= Leaders are aware of resistance and try many types of strategies to address it, but they lose patience. Or leaders are worn down and their vigilance to change is dulled, thus losing effectiveness.</p> <p>1= The conflicts surrounding change reduce the change effort to a voluntary one, where management supports restorative actions but does not require all staff to make full changes.</p>

Characteristics

Leaders' commitment is unequivocal.
 Leaders are strategic, intentional, and patient.
 Leaders pursue small but consistent gains.
 Leaders do not lose sight of the big picture.
 Leaders are flexible on the "how," but inflexible on the outcomes.
 Leaders understand that change is not a time-limited project.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
6. Action orientation	IS IA	The change toward restorative justice will be more successful when the agency has a bias toward action. Rather than being passive about how and when changes are made, the agency supports those who take the information and run with it.	<p>5= Leaders expect action. They allow only so much discussion about restorative justice before taking it to the action stage. They do not allow too much or too little processing of concepts.</p> <p>3= Eventually leaders get around to acting, but they consume a lot of time and good will discussing change or waiting for conditions to be right for a comfortable change environment.</p> <p>1= Leaders verbalize their commitment to creating a restorative agency, but they are passive until pushed to make changes. When pushed, however, leaders are willing to act.</p>

Characteristics

Agency culture expects action.
 Leaders do not overly process information.
 Leaders trust that things started are followed through.
 Leaders seek closure but do not rush it.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
7. Empowerment	IS IA	In order for an action orientation to exist in an agency and for staff to feel supported to experiment with restorative justice, the agency must permit and encourage risk taking. Staff must know that the agency expects everyone to take responsibility for moving the agency closer to restorative goals and that they will be supported if an effort fails.	<p>5= The agency delivers a clear message to all staff that no matter what position they hold, they can and are expected to implement the restorative philosophy in the work they perform. Staff are encouraged to try new practices that match the restorative mission and are not punished if the attempt fails.</p> <p>3= Staff are expected to take risks toward restorative justice, but are mildly chastised if the effort fails; or the agency's expectations are unspoken, and risk taking is done and supported only on an individual basis.</p> <p>1= Staff are expected to perform restorative justice, but only when it fits strict (written or unwritten) rules of conduct. The ability to veer from the routine is limited.</p>

Characteristics

The agency supports an action orientation, does not punish it.
 Beliefs about risk taking are openly stated.
 Staff understand that they are equally responsible for change.
 The overall sense in the agency is that anyone can influence process and outcomes.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
8. Line staff leadership	IS IA	Leadership must be shared throughout the entire agency in order to meet everyone's needs and to maximize individual strength. Those agencies that give line staff an opportunity to exercise leadership have a better chance of instilling the restorative philosophy agency-wide. Leadership can take a formal role, such as heading up a work assignment, or an informal role, such as coaching with other staff. It often takes a peer to bring about a willingness to try a different practice.	<p>5= The agency encourages and benefits from diverse staff from different units, jobs, and classifications taking on leadership roles. These roles include chairing a work group, writing a proposal, heading up a project, and so forth. Leadership is not threatened by staff taking on this role.</p> <p>3= Line staff have limited opportunities to lead and/or the extent of the work assignment is constricted. Informal leadership is allowed within strict boundaries.</p> <p>1= Only certain unique individuals or circumstances warrant a delegation of leadership responsibilities.</p>

Characteristics

Leadership is shared.
Line staff facilitate meetings and projects.
Position power gives way to shared power whenever appropriate.
Opportunities abound for staff to assume leadership positions.
Staff do not naturally defer because of position power.
Voices are given equal seriousness, no matter the source.

Comments:

Line Staff Alignment: Culture and Climate

(Agency values and assumptions, knowledge of mission and vision, staff alignment, energy, and efforts to close the gap)

Restorative Justice Measure	How?	Rationale	Scoring
1. Agency artifacts, values, and assumptions	RD IS IA O	Every agency has a culture. This culture is perpetuated by agency staff. It may or may not be compatible with restorative justice values. A scan of agency artifacts (visible signs of what the agency believes about its work and its customers), values, and assumptions (often unspoken beliefs about the work and workings in the agency) indicates how receptive the agency is toward adopting restorative practices.	<p>5= Agency culture is highly compatible, as demonstrated by the reinforcement of the values inherent in restorative justice. Agency documents leave no doubt as to the organization's expectations of the values and principles staff are to integrate into practice. An outsider hearing a casual staff conversation would develop an impression of a restorative agency.</p> <p>3= Efforts are made to bring agency culture in line with the mission, but vestiges of non-restorative practices are still seen with some frequency. A conscious effort to change agency culture is evident.</p> <p>1= Minimal effort is put into managing the day-to-day display of restorative artifacts, values, and principles unless operational problems are created.</p>

Characteristics

Agency values are written and are consistent with those of restorative justice.
 Organization culture and “office feel” are restorative.
 Artifacts visibly reinforce principles.
 Conflict with traditional vestiges is evident and addressed.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
2. Knowledge of mission and vision	IS	Line staff who have a thorough understanding of restorative justice and who clearly know where the agency is headed are more likely to line up present and future practice so it is consistent with where the agency seeks to go.	<p>5= Line staff have a solid understanding of the mission and vision and can describe what it means in concrete, practical ways. Staff can envision how their jobs must be done differently to meet the vision.</p> <p>3= Either staff are clear on what the mission and vision are but are confused as to how to implement the vision; or staff are trying to implement the vision the best they know how but operate with some misunderstanding of what the restorative justice mission really is.</p> <p>1= Staff knowledge about the agency's restorative justice mission varies extensively, with learning and application based on individual effort and interest.</p>

Characteristics

Line staff can easily articulate the mission and vision.
Staff use the mission and vision to guide their day-to-day practice.
The mission is referred to when policies and programs are developed.
The agency openly questions whether proposals are restorative before acting.
The agency uses a mission screening tool to ensure consistency.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
3. Staff alignment	IS IA	An agency seeking to become restorative will have greater success when the staff have personal values and motivations that are aligned with restorative principles. When such alignment occurs, there is a greater likelihood of high energy and enthusiasm.	<p>5= Staff sense that the agency vision is a good fit for them and taps into their personal goals. They talk about restorative justice values and principles as their own. All levels of staff possess compatible values, though knowledge of how to operationalize them may be highly diverse. Very little discrepancy or doubt exists about the restorative vision. The only debate is how best to reach that vision in an operational sense.</p> <p>3= Staff generally agree with restorative values, but may lack passion or enthusiasm. Most staff find restorative values consistent with their own, but a sizable minority finds a number of conflicts or appears to be uninterested. However, the agency's message is clear that staff are expected to examine their positions and support the agency's direction.</p> <p>1= Many staff members find consistency between their personal values and restorative principles, but they lack general agency support; or many peers have conflicts with the agency vision. The agency puts forth little effort to challenge staff whose views do not align with those of the agency.</p>

Characteristics

Staff personal values are consistent with restorative values.
 Staff sense that they are a good match with the agency and as a place where they belong.
 Staff commitment to the mission is unquestionable.
 Although staff may feel challenged, they are comfortable and have minimal conflicts with agency direction.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
4. Energy	IS O	When staff energy is high, there is a much better chance that restorative practices will flourish. Staff enthusiasm is contagious, and those initially reluctant are more likely to join the effort when their peers clearly are excited about their work and the expected outcomes.	<p>5= It is quickly evident that staff are highly motivated and enthusiastic about the agency's work and that they are making a difference in people's lives. Personal values are validated by agency values.</p> <p>3= Some agency staff exude excitement and motivation while others are neutral to the work that they and the agency are doing. Much of the energy is sporadic and unfocused. Some efforts appear wasted as they fall on unfertile ground. The agency continues to support those who express enthusiasm, but many are periodically frustrated by others.</p> <p>1= Only a few individuals express high levels of energy about restorative measures. There may be a tendency among peers to discount or make light of their enthusiasm.</p>

Characteristics

Contagious energy is evident.
 Work productivity is high.
 Staff are willing to make personal sacrifices voluntarily.
 No problem exists with self-initiation or motivation.
 An outsider senses a loyal and committed work environment.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
5. Efforts to close the gap	RD IS IA	When an agency recognizes that existing practices and values are inconsistent with the restorative vision, efforts must be put in place and supported in order to bring the agency culture in line with restorative principles. More than an action plan, this implies that all agency staff are made aware that a discrepancy exists and that each event that contributes to the organization must be examined and questioned in terms of its consistency with the restorative vision.	<p>5= There is broad staff recognition that the culture needs to be changed to be more restorative, and staff accept their responsibility in identifying and changing those practices that need attention. Resentment by peers toward such changes is minimal because staff have similar objectives. The agency is constantly monitoring organizational culture and assessing staff alignment, seeking ways to address concerns before they grow into serious problems. Techniques are implemented to maintain enthusiasm, focus, and line staff support.</p> <p>3= Some staff confront the cultural differences and show initiative, but their efforts are only somewhat effective, or other staff limit their influence. The agency strategizes on how to address nonalignment issues, but is often ineffective or allows other matters to take precedence.</p> <p>1= The cultural changes that take place only happen because of the heroic efforts of a limited few. Short-term efforts are attempted, but they lack staying power and persistence.</p>

Characteristics

All staff keep a watchful, questioning eye on day-to-day details.
 Spontaneous problem-solving and brainstorming occur.
 All staff view the vision as their own and seek ways to align their behavior.
 The agency has a search-and-destroy approach to identifying and dismantling non-restorative conditions if they do not contribute to desired results.

Comments:

Justice System Alignment

(Cooperation among justice system personnel, shared system values and objectives, presence of leadership, and openness to influence by victims and the community)

Restorative Justice Measure	How?	Rationale	Scoring
1. Level of system cooperation	IA O	A justice system will be more successful in meeting outcomes when it acts like a system in which agencies spend time with each other, communicate, offer input, and recognize that each agency affects its peer agencies. The agencies clearly recognize that they need to work together closely and take each other's needs into account.	<p>5= The entire justice system, including elected officials and stakeholders, holds regular informational and policy development meetings. System players discuss how they can make the justice experience more restorative for each of the three primary customers. Representatives freely confront each other and hold each other accountable to the agreed-upon operating procedures. The system has a history of seeking solutions that benefit all of the justice players and seek input before implementing. They are open to new ways of operating and are not interested in protecting turf.</p> <p>3= Although some of the justice system players are on board, one or more are not and hold the others back. Or system players voice support but continue to practice without fully cooperating with others. Representatives communicate but do not always take others' needs into account. They are open to new ideas as long as they are not too inconvenienced.</p> <p>1= The justice system is neutral toward restorative justice, or cooperation is limited, with compatibility among one or two players only. Communication tends to be around crises rather than opportunities.</p>

Characteristics

Routine meetings are held with all justice system stakeholders.

The entire group of stakeholders has a history of joint problem solving.

The group has cooperative operating procedures that maximize equal participation and respect.

The group seeks win-win solutions.

System representatives do not act unilaterally if a decision will affect others; outside input is sought.

The group is open-minded; turf protection is not an issue.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
2. Value compatibility: process and outcomes	RD IS IA	A justice system is more likely to meet restorative outcomes when it acts like a community that has shared values, joint goals, respect for each member, and an attitude of cooperation. If only one agency upholds restorative principles, the level of success will be restricted, most likely to the level of the agency that is least compatible with restoration.	<p>5= The entire justice system, including elected officials and stakeholders, holds similar restorative values and seeks similar outcomes. Justice system representatives discuss how they can make the justice experience more restorative for each of the three primary customers. Representatives commonly use restorative language and principles when communicating needs. They are as concerned with process as outcomes.</p> <p>3= Although some justice system players are on board, one or more are not and hold the others back. Or system players voice support but continue to practice non-restorative ways, with cooperation around the fringes of restorative principles. If a restorative response is too time-consuming or uncomfortable, it tends to get dropped.</p> <p>1= The justice system is neutral, or cooperation and compatibility around restorative values are limited to one or two players.</p>

Characteristics

A cooperative system process seeks unifying principles around restorative justice. The system acts like a community with shared goals and values. The system is concerned with process. Restorative justice values feel like a good fit for system stakeholders, coinciding with each agency values.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
3. System leadership	IA	Key system leadership is critical to the successful implementation of restorative responses. One justice system player can effect widespread changes, or conversely, sabotage the efforts of many others. An influential system player in a key position can move an entire justice system closer to a restorative framework.	<p>5= A few key justice system players in influential positions are strongly committed to restorative justice and actively promote the concepts and practices, and encourage the same from other representatives. These individuals are willing to take risks and challenge others.</p> <p>3= The restorative justice leadership is present but is limited in scope, or the leader's credibility with others is questionable.</p> <p>1= Leadership is fragmented, transient, or unpredictable. It is displayed on occasion, but cannot be relied upon to be consistently effective.</p>

Characteristics

Sufficient leadership exists to move the entire system toward restorative outcomes.
The leadership is well respected and effective.
The leadership is willing to take calculated risks.
A single stakeholder is not preventing restorative progress.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
4. Emphasis on customer needs over system needs	IS IA O	Over time, justice systems have a tendency to focus on their own needs. Sometimes the justice system is so overwhelmed or a culture develops that creates a preoccupation with meeting system needs (such as speed and volume in processing cases) over customer needs. For restorative justice practices to provide meaningful experiences for system consumers (victims, offenders, and the community), the system must be flexible and responsive.	<p>5= The justice system keeps its focus on serving its customers' needs rather than its own. Agencies go out of their way to make sure that the process of justice reaps satisfactory experiences by allowing disruption in their own process when it would be beneficial to others.</p> <p>3= The system is periodically open to altering its routine practice to better meet customer needs, but it will not agree to significantly revamp the administration of justice, despite an apparent and compelling need to do so.</p> <p>1= System needs take precedence over customer needs, although in unique circumstances a system representative occasionally might depart from routine practice.</p>

Characteristics

A conscious effort is made to put aside system needs whenever possible.
 Traditional processes are altered to allow for individualized approaches.
 The system challenges itself and its motivations.
 The system is vigilant toward the implosion of attention and focus.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
5. Openness to victim and community guidance	IS IA O	A justice system fully experiences a restorative process when it allows itself to be influenced by those it seeks to restore and serve. Although the system is made up of highly trained and experienced professionals, it cannot allow its expertise to insulate it from those it seeks to satisfy. The system can become remote, detached, and out of touch with its constituency if it does not communicate periodically with its consumers or customers. It also needs this exchange to understand the types of skills and resources available through the community.	<p>5= The justice system recognizes that it exists to meet the needs of the victim, offender, and community and that it gets its guidance and support ultimately through the community. System representatives use their expertise as a tool to assist the public in organizing itself and in providing input to the system as opposed to keeping the public away.</p> <p>3= The justice system still operates like a group of experts, but seeks to exchange information with the community in order to be more informed when exercising their expertise. Control still rests within the justice system.</p> <p>1= Interaction with the victim and community is designed to further system goals rather than meet the needs of stakeholders. Communication exists in some form, but not for the purpose of real guidance or meaningful input.</p>

Characteristics

Surveys and focus groups are conducted to understand customer needs.
System players initiate processes for customers to exercise influence and guidance.
System players are open to the influence of customers.
System players are willing to share control and responsibility.
System players do not isolate themselves but are involved and visible.

Comments:

Reward Systems

(Job descriptions, performance pay, formal and informal agency rewards, and public image)

Restorative Justice Measure	How?	Rationale	Scoring
1. Job descriptions	RD	Job descriptions that clearly identify restorative job functions leave less to individual interpretation and help individual staff members understand their role in performing restorative justice.	<p>5= Staff job descriptions clearly identify functions that are tied to restorative process and outcomes. They leave no ambiguity over the purpose of the job and the expected restorative service product.</p> <p>3= Job descriptions contain enough latitude for restorative practices, but do not specify in sufficient detail the expectations that coincide with restorative principles. Descriptions do, however, contain some general language about how the job advances restorative outcomes.</p> <p>1= Either job descriptions are generic in nature, or they do not exist. However, restorative practices are allowed.</p>

Characteristics

Clearly defined job descriptions are linked to restorative functions.
Job descriptions coincide with actual expectations.
Job functions are described in such a way to lead to mission-related outcomes.
Job descriptions are detailed, with no ambiguity.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
2. Performance management	RD	When pay is attached to performance, the agency can better encourage restorative practices through external rewards and motivation.	<p>5= Pay for performance measures are in place, and high performance is clear for each job. Levels of performance are directly tied to restorative outcomes. Attention is also given to the processes involved in reaching those outcomes, requiring consistency with restorative justice values.</p> <p>3= The agency has a pay performance measurement process related to restorative justice, but the expected performance level is highly subjective and not easily measured; or the agency has a restorative performance process, but pay is not tied directly to performance.</p> <p>1= The agency does not have a performance management system, but some feedback mechanism is in place to hold staff minimally accountable to restorative performance.</p>

Characteristics

Pay and other related rewards are tied to performance.
Performance objectives are clear, measurable, and linked to the restorative mission.
The feedback process is structured, consistent, and frequently applied (e.g., through interim reviews).

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
3. Nonfinancial rewards: formal	RD IS IA	Formal rewards and recognitions that are tied to behaviors that reinforce the restorative mission promote continued restorative behavior. Often the nonfinancial rewards are more meaningful to staff. Formalizing recognition can be important to staff who are motivated by external events.	<p>5= The agency goes out of its way to reward employees who adopt restorative practices in their day-to-day work. The nonfinancial reward framework is structured and highly visible. A deliberate message is given that the agency recognizes restorative behavior.</p> <p>3= The agency possesses a structured reward process that reinforces the restorative work of employees but does not attempt to distinguish between restorative and nonrestorative work, or it is sporadic in its operation.</p> <p>1= The agency has a structured nonfinancial reward system, but it is seldom used and/or the recognition of restorative action is nondeliberate.</p>

Characteristics

A structured system of recognition and rewards reinforces behavior that supports the restorative mission. Both visible and private methods are used. Examples include:

- Annual agency awards.
- Nomination for state and/or national awards.
- Ceremonies with elected officials presiding.
- A gold watch or similar type of reward.
- Traveling “trophies.”
- Luncheon and/or dinner event.
- Celebratory atmosphere at recognition events.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
4. Non-financial rewards: informal	IS IA	Just as formal rewards and recognition can be motivating to staff, so can informal rewards. These can take the form of attention, praise, and other methods of approval.	<p>5= Informal and spontaneous recognition (such as praise, memos of appreciation, or targeted training opportunities) is plentiful and purposeful, and is designed to recognize and reinforce restorative practices.</p> <p>3= The agency uses spontaneous and informal methods of recognition that reinforce restoration, but it does not distinguish between restorative and non-restorative work or is sporadic in its application.</p> <p>1= The agency has an informal, non-financial reward system, but it is seldom used; and/or the recognition of restorative action is non-deliberate.</p>

Characteristics

Praise and recognition are given frequently for behavior that supports the restorative mission. Both visible and private methods are used. Examples include:

- The agency head makes a special effort to call, visit, or write a memo to individual staff members.
- An appreciative story is told at staff meetings.
- Frequent expressions of appreciation are heard.
- “Natural rewards” are granted to those who make use of incentives, such as program tours, training events, speaking opportunities, or committee or project assignments.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
5. Dispersed recognition	IS IA	Recognition that tends to be dispensed to only a few staff members in an agency can be harmful to the overall morale and can actually discourage others from wanting to contribute to the agency vision. Recognition must be attainable to everyone who contributes to the restorative mission, even those whose role is indirect and supportive. All correctional agencies and staff perform restorative work. It is the frequency and degree to which it is done that the agency seeks to influence.	<p>5= The agency makes a conscious effort to catch employees fulfilling the mission and vision and seeks to spread the recognition around to all levels and units within the organization. Attempts are made to recognize both those who have a long history of applying restorative principles and those who are just stepping out.</p> <p>3= Recognition for restorative practices is spread around, but it tends to be dispersed to a few individuals or function areas, creating the potential for envy and disenchantment.</p> <p>1= Praise and recognition are either scarcely applied, applied indiscriminately, or applied almost solely to a select few, creating the potential for a hostile, backbiting environment.</p>

Characteristics

A conscious effort is made to diversify recognition and to keep it attainable. Examples include:

- Staff-nominated opportunities for recognition.
- A staff appreciation box in each office.
- Application of the “catch someone doing things right” philosophy.

“Prima donnas” are not created

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
6. Media coverage	RD IA	Positive media coverage of the agency's efforts to promote restorative justice can have a reinforcing effect. As the agency is recognized by others through the media, staff feel encouraged and seek to build on the positive image.	<p>5 = The agency's restorative efforts are eagerly picked up by the media, resulting in positive coverage that creates a sense of pride among staff.</p> <p>3 = Media coverage is hit-or-miss. Limited effort is given to make media contacts aware of the restorative changes taking place. Coverage is favorable, but it is not widespread or is not overly optimistic as a promising practice.</p> <p>1 = The few attempts to involve the media have produced minor successes in educating the public, or such coverage has not induced much additional staff ownership or energy.</p>

Characteristics

Media coverage of restorative efforts is frequent and positive.
The distribution of positive media coverage is broad and visible.
Relationships with diverse media representatives are cultivated.
A media information packet has been created.
Media training is provided.
Media policies are developed.
Staff participation with the media is disbursed.
Both proactive and crisis media plans have been created and implemented.

Comments:

Assessment, Intake, and Case Planning

(Clarity of justice system involvement, motivational interviewing techniques, victim impact statements, identification of criminogenic factors and assets, and case plans)

Restorative Justice Measure	How?	Rationale	Scoring
1. Clarity over justice system involvement	RD IS IA	In order for the mission to be met, individuals in the agency must clearly understand the purpose of their intervention. This clarity is present in the details of the agency, especially in the assessment and case plan processes. In addition, effectiveness is maximized when the entire justice system rallies around the same objectives, so that the effort is seamless and restorative no matter what part of the justice system is involved.	<p>5= The purpose of the justice system intervention is clear and consistent among the entire group of players. Each representative has similar goals that coincide with restorative justice objectives. The purpose is written, widely distributed, and well understood.</p> <p>3= Most of the justice system is aligned with restorative principles and operates in a unified way. However, the system is either dependent on who is involved in each case, and/or the system purpose, objectives, and related policies are not written.</p> <p>1= Little clarity exists among system players, leading to confusion and independence. Restorative behavior is tolerated, but it is not encouraged or consistently applied.</p>

Characteristics

System players can articulate with clarity what their role and the system's roles are and how they lead to outcomes.

Written documents detail the objectives.

The justice system holds similar views.

Conflicting and paradoxical objectives are reviewed as needed.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
2. Motivational interviewing techniques	RD IS IA	Client outcomes are better when the client participates in the case plan and determines the goals, with guidance from agency staff. Techniques can be implemented that minimize defensiveness and maximize the motivation of the client to adopt prosocial and restorative behaviors. Internal controls are preferable to external ones, although some offenders may need to begin in an environment with external controls.	<p>5= Staff are trained in motivational interviewing techniques. Power struggles are avoided when possible, and clients are given opportunities to identify their own goals and strategies. An accountability system is in place to ensure ongoing quality interviewing.</p> <p>3= Either staff are trained in motivational interviewing but are not using the techniques consistently; or staff use similar techniques freely but lack training to sharpen their skills.</p> <p>1= Only a few staff are trained in or use motivational interviewing techniques, and administrators have not emphasized them or have not been effective in prioritizing them.</p>

Characteristics

Staff are trained in motivational interviewing techniques.
 Interviewing techniques are audited for quality control.
 Customers are given maximum input into case plan determination.
 The techniques are transferred to interstaff discussions.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
3. Victim impact statement	RD IS IA	A restorative-based agency is concerned with the crime's effect on individual victims. Victims are encouraged and given every opportunity to express their feelings and needs throughout the justice process. One way to ensure that victim input is considered by the courts is to distribute written victim impact statements prior to case disposition. Although other means of victim input can be more poignant, the impact statement is a basic, practical device that is considered by many States as the minimal victim input that should be expected.	<p>5= The agency completes victim impact statements on all cases and takes the responsibility seriously. Staff ensure that victim's input is meaningful and go out of their way to make sure that such opportunities to contribute to the process exist. The statement is not seen as a perfunctory requirement but as a meaningful process.</p> <p>3= Either the victim impact statements are completed on all cases, while many staff do not understand their underlying importance; or the number of victim impact statements is limited to a small segment of cases (e.g., only personal or violent crimes).</p> <p>1= Victim impact statement process is routinized and not individualized, or are completed inconsistently through the individual effort and persistence of a few staff members.</p>

Characteristics

Victim and/or community impact statements are routinely completed.
Statements are given serious consideration in dispositional outcomes.
Statements are viewed as a minimum standard or first step, with further involvement preferred.
Victim advocates and previous victims give input on the best way to handle the statements.
Victim advocates assist in the initial approach of victims when appropriate.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
4. Identification of criminogenic factors	RD IS IA	A great deal of research has been conducted on what reduces recidivism for most offenders. Among other findings, the research indicates that programs and processes that attempt to influence those factors that are criminogenic (i.e., crime-producing) can reduce future crime by 25-50 percent over control groups. Programs can be targeted to address specific, individualized needs as determined through assessment tools.	<p>5= The agency is committed to reducing offender risk levels by using sophisticated and validated assessment instruments. These tools identify criminogenic factors and help staff prioritize which of these factors contribute the most to antisocial behavior. Cases are assigned and handled largely by risk. The agency is aware of and keeps current on the related research.</p> <p>3= Assessment tools are used and risk factors identified to determine the level and type of services, but the agency appears to be confused on how to use the information, or other priorities diminish its application.</p> <p>1= Unsophisticated assessment tools are used. Staff discuss risk but in unquantifiable ways. Decisions about process and resources are loosely tied to offender risk.</p>

Characteristics

Staff apply research to the assessment process.
The newest generation of risk tools are employed and preferably are automated.
Quality control measures are applied.
Risk tools are validated to the local population.
Services are applied largely on the risk level and need areas.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
5. Identification of assets	RD IS IA	Offenders have assets that can be used in a positive way to repay the community for the harm committed and to demonstrate that each individual can be a valued member of the community, in part through his or her personal contributions. An individual's level of resiliency can be strengthened through the application and enhancement of assets already present, though perhaps latent and undiscovered.	<p>5= The agency makes a conscious effort to discover offender assets in an attempt to reinforce them and to encourage the offender to use them to fulfill restorative objectives. The process of identifying assets is formalized and written, with the offender's full and active participation.</p> <p>3= Agency staff recognize why asset identification is important to accomplishing restorative objectives and supporting pro-social behavior, but they do not understand how to use the information. The identification and implementation process is unclear. Its application is inconsistent and non-comprehensive.</p> <p>1= The agency is generally aware of the literature on asset building, but it continues to function in a deficit-based model.</p>

Characteristics

The assessment process identifies and emphasizes offender assets.
The process of asset identification reinforces the future use of assets.
Staff link assets to recommendations, and use these assets to repair harm.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
6. Involvement of significant others and the community	RD IS IA	Changing behavior is difficult. Plans and strategies are more likely to succeed when they are known to others. Family, friends, and community members can provide support, assistance, reinforcement, and accountability if they are aware of offenders' needs and the case plan. The involvement of significant others (e.g., families) can be even more effective when they are also participants in offender programming. Through this participation, others can better understand what the offender is learning and can reinforce that learning in nonprogram environments where the transfer of skills can occur.	<p>5 = There is a strong conviction among staff that others must be involved with the offenders if long-lasting change is to occur. Staff consciously seek ways to involve significant others and community members in programming and mentoring. This is viewed as a priority through written policies and formal processes.</p> <p>3 = Staff seek to involve others whenever time allows, but it is not a written expectation and a formal process has not been established. It is considered good case management practice, but other priorities tend to take precedence.</p> <p>1 = Others are involved only through individual effort. The agency permits it and occasionally may even encourage it, but it is not viewed as a top priority.</p>

Characteristics

Offender plans are highly visible.

Significant others are personally involved from the beginning.

Significant others and community members participate in offender programming when appropriate.

Communication processes are established among significant others, community members, and the case manager.

Written policies stress others' involvement as a priority.

Mentoring programs are established.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
7. Restorative case plan	RD IS	Case management can take many forms and can change from issue to issue. Client needs tend to be dynamic, and many interested parties seek solutions through the justice system. As a result, it can be difficult for the case manager to stay focused on the key issues that bring about restorative objectives. A written case plan provides a format and discipline to ensure that restoration mission objectives are accomplished. It also gives management a tool to ensure staff goals are being met. In essence, the case plan is the glue that pulls and holds together the key elements on a case-by-case basis.	<p>5= A formal, written case plan is used for most offenders. The plan integrates the objectives of restorative justice and the conditions of the court. Risk reduction strategies are included. Plans are audited and quality control measures are used, including peer case consultation.</p> <p>3= Either the case plan is formal and written but contains only partial elements of the core restorative philosophy (i.e., who was harmed and how to repair the harm); or staff informally apply in their supervision techniques a case plan process that more fully includes restorative processes. Case plan auditing and case consultation are applied, but only on a limited basis.</p> <p>1= The written case plan is not restorative, but it allows restorative case management; or no case plan exists, but a few staff apply restorative strategies through individual effort.</p>

Characteristics

Each high-risk or high-harm case includes a case plan that contains strategies to accomplish a balance of public safety, competency development, and accountability.

The case plan document is written, and procedures are well developed.

The case plan is dynamic and can be changed as the need arises.

Staff are trained on case plan expectations and processes.

Case plans are the primary discussion tool with the offender on home or office visits.

When appropriate, the agency considers victim and community signoff on the case plan along with the offender.

Quality control measures are in place.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
8. Encouragement of creative dispositions	RD IS IA	Dispositional recommendations and responses to noncompliance tend to become routine over time. Responses are sometimes largely dictated through policy and guidelines. The tendency is for the system to stop individualizing intervention strategies and to restrict creativity. Yet, crime is a highly personalized issue. Victims, offenders, and community members are unique and require individualized responses if the restoration objectives are to be fully realized.	<p>5= Intake dispositional recommendations are vibrant and creative, containing individualized responses based on the needs of the victim, the offender, and the unique characteristics of the community. Processes are in place that allow nonsystem players to craft strategies that meet restorative objectives. The justice system is open to such ideas.</p> <p>3= The restorative process promotes individualized dispositions, but they tend to be “systemized,” thereby limiting their uniqueness. Creative suggestions sometimes survive justice system scrutiny intact, but are often standardized by the time they pass through the court process.</p> <p>1= Creativity is severely limited. Only in special cases is the system open to sanctioning a departure from the routine.</p>

Characteristics

Individualized and creative recommendations are highly valued for their responsiveness. Calculated risk taking is encouraged. Victims and community members are encouraged to offer nontraditional suggestions. Creative solutions are recognized and made widely known for example setting.

Comments:

Victims

(Are informed throughout the process, receive support, receive benefit from emphasis on restitution, have opportunities to meet face-to-face with the offender and to shape dispositions, serve in advisory capacity to the justice system)

Restorative Justice Measure	How?	Rationale	Scoring
1. Victims are informed throughout entire process	RD IS IA	To fully support victims and increase satisfaction, justice agencies must give highest priority to addressing one of the most basic victim needs—information. Many victims, whether they choose to be personally involved or not in the justice process, express a need to be informed about case processing and the offender’s compliance and progress. At the very least, victims want to be informed about restitution collection. It is important that the entire justice system hold this service goal because any one part can stall information flow.	5= The victim is provided with case-specific information from the beginning (i.e., at the point of law enforcement contact) to the end (i.e., after the offender’s discharge). The communication includes information about the case, notice of hearings, progress on offender obligations, and so forth. The victim also is given an opportunity to help shape the process. 3= Many victims are kept fully informed, but others are not; or communication tends to be general and one-sided (such as generic, non-personal form letters and brochures, which are sent out routinely with little attempt to individualize the information). Victims are not informed of their opportunity to influence the process, but the justice system will listen when victims exercise their opinions. 1= Victims only receive information when they request it, and even then the information is incomplete; or only a small percentage of victims are communicated with (such as in high-profile cases or those involving violence).

Characteristics

Law enforcement explains the justice process and provides referral information.

Victim witness workers are available.

Victims receive notification of court hearings, progress reports on the offender and restitution process, and notification of institutional release.

Victims sign off on the offender's case plan.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
2. Victims receive support	RD IS	The justice system possesses a great deal of influence, expertise, and resources. Under restorative justice, the system is obligated to use these assets to ensure that victims receive the kind of services necessary to assist them in the process of recovery. The system does not need to provide these services directly, but rather to ensure that they are available and that some degree of balance between resources and assistance given to victims, offenders, and the community is reached.	<p>5= Victims, including those whose perpetrator was never apprehended, are immediately informed of support services they can access, starting with law enforcement and continuing throughout the case processing. Support services are comprehensive and meet individual needs.</p> <p>3= Victim services are available but are limited due to lack of funding, rigid categorization of service delivery, or other reasons. Agencies acknowledge service gaps and seek to fill them, with partial success.</p> <p>1= Either there is an awareness of the need for victim support services but the services are still not available; or limited victim services exist but the justice system minimizes its responsibility to facilitate further development.</p>

Characteristics

A wide variety of victim services are provided, including the adequate provision of (examples):

- Victim advocates.
- Women’s shelters for victims of domestic abuse.
- Support groups.
- Sexual assault services.
- Legal assistance.
- Jury debriefing services.
- Separate waiting areas in the courthouse.
- Crime repay crews.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
3. Restitution is a high priority	RD IS IA	Restitution collection is one of the most important and tangible ways to assist victims in their restoration process. When other objectives, such as helping offenders to change, crowd out restitution as a high priority, victims can feel like second-class citizens, in that the system focuses too much on offenders and not enough on their needs. In other words, the system operates out of balance. There are many ways in which the system can demonstrate both symbolically and practically that restitution is a priority.	<p>5= The justice system views restitution as one of the highest priorities and puts a number of mechanisms in place to ensure that funds are collected and that the process of repayment is restorative in nature--for the victim, offender, and community. Written policies seek to maximize the likelihood that the victim will be financially restored.</p> <p>3= Although restitution is a high priority, a number of system barriers limit the success of restitution collection. Some effort is made to make the restitution process more effective. The process only partially assists the stakeholders--victim, offender, and community--in obtaining a satisfactory restitution solution in each case.</p> <p>1= Either restitution is stated as a high priority (although not in written form), little emphasis is put on successful collection; or restitution collection is left to individual staff methods and placement of importance.</p>

Program/Process Examples

The restitution collection process is automated.
Collector expertise is accessed.
Wage assignments are used.
Revenue recapture techniques are used.
Civil judgments are employed.
Work crew programs earn funds.
A victim restoration fund covers unpaid cases.
Victim reparation boards are part of the process.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
4. Victims have an opportunity to shape the disposition	IS IA	Few processes are more effective at delivering the message that victims are a primary stakeholder in the justice process than allowing and even strongly encouraging not only victims' input but also their involvement in actively shaping offender disposition. By doing so, the justice system provides the victim with a significant role to play and demonstrates a recognition that the crime harmed them personally (as opposed to the impersonal harm to the State) and that their loss is a concern to those elected and appointed to protect the public. Finally, the system demonstrates its recognition that victims who have an opportunity to help determine the disposition tend to feel less angry after the court process is completed and are more likely to be able to adjust to their new life after court involvement.	<p>5= Victims have an opportunity to actively participate in deciding what the disposition should be for their case. The participation is beyond that which might exist through a victim impact statement, which is more of a passive form of influence. The victim's voice is eagerly and genuinely sought by those charged with deciding.</p> <p>3= Only a limited number of victims are given meaningful access to the dispositional process; or input is freely received but the level of influence is limited. Justice officials are ambivalent about or not clear how to use victim input in their decision-making process.</p> <p>1= Officials recognize the value of giving victims input but only allow it to shape dispositions when the input is comfortable and fits within existing models of delivery.</p>

Program/Process Examples

- Examples of opportunities given to victims to shape the disposition of their case include:
- Pre-court victim-offender mediation.
- Victim impact statements (written, verbal, or video).
- Sentencing circles.
- Family group conferencing.
- Reparative boards.
- Community accountability boards.
- Victim choice of community service work site.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
5. Victims have an opportunity to meet the offender face-to-face	RD IS IA	Some of the most powerful examples of restorative justice in action are victim-offender mediation experiences. Victims of crime often have many unanswered questions that only the offender can answer, such as, Why? Why me? Did I do something to make me a target? What gave you the right to do this? How do you intend to fix the damage you caused? Through such experiences, the victim can also work through some of his or her emotions (e.g., insecurity, fear, anger, and shame) and test out some preconceived notions of who the offender might be and whether the victim might be a target for a future crime. The process also lends itself well to a restitution payment plan.	5= Opportunities exist for the victim to meet with the offender to get questions answered and to help determine a course of action. These face-to-face encounters are facilitated by a trained third party and involve sometimes extensive and always appropriate levels of pre-meeting preparation. 3= Some victims are given an opportunity to meet the offender, but many other victims' requests cannot be accommodated; or the agency's offer to victims is routinely rejected, suggesting difficulties with preparatory training. 1= The agency will arrange for face-to-face meetings only when the victim initiates them, or the infrastructure to deliver this service is minimally present.

Program/Process Examples

Examples of forums in which victims are given an opportunity to meet the offender face-to-face include:

- Victim-offender mediation (various forms).
- Family group conferencing.
- Circle sentencing.
- Reparative boards.
- Community accountability boards.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
6. Victims have an opportunity to offer guidance to justice professionals	RD IA	The victim experience is a critically important one for policymakers to understand. If the victim is a primary customer of the justice system, then customer feedback is needed to make that person's experience within the system meaningful and effective. In addition, sometimes the involvement of a victim in policy development can be a useful means of turning a destructive experience into something positive.	<p>5= Victim input is sought in multifaceted ways in an attempt to improve services, increase victim sensitivity in justice system practices, and shape system policies. This voice is not overwhelmed by other justice system professional input, but is given equal credence.</p> <p>3= Opportunities for victim input to policy are present but in limited ways and with limited success in helping to shape justice system behavior.</p> <p>1= The agency acknowledges the need to listen to victims, but does not go out of its way to make sure these opportunities exist. Influence occurs when an individual victim shows great initiative and persistence in expressing viewpoints to agency personnel.</p>

Program/Process Examples

Examples of opportunities for victims to offer guidance to justice professionals include:

- Victim forums.
- Surveys.
- Participation on advisory boards and task forces.
- Involvement in professional training events.
- Publication of victim writings in correctional newsletters and journals.

Comments:

Offenders

(Programs use assets, develop competency, address criminogenic needs, hold offender accountable, foster victim empathy, reintegrate offender back into the community, involve family, community members, and significant others)

Restorative Justice Measure	How?	Rationale	Scoring
1. Opportunities actively use assets, demonstrate completion	RD IS	Offenders have assets that can be used in a positive way to repay the community for the harm committed and to demonstrate that each individual can be a valued member of the community in part through his or her personal contributions. An individual's level of resiliency can be strengthened through the application and enhancement of assets already present, though perhaps latent and undiscovered.	<p>5= The agency consciously seeks ways to use existing offender assets as a means to reinforce to the offender the importance of those assets and to return some value back to the harmed community. Processes are put in place for the community to recognize the offender when he or she contributes time and skills to the community's well-being.</p> <p>3= Offenders are given opportunities to use their assets, but there is little organized or formal attempt to help the offender or the community process and put into meaningful context the value for the offender or the community.</p> <p>1= The agency acknowledges the benefit of using offender assets to help offenders connect to the prosocial community, but is unclear how to operationalize it. The agency allows other priorities to take precedence or is reluctant to take risks in giving offenders opportunities to be actively involved in the community.</p>

Program/Process Examples

Examples of offenders using their assets in positive ways include:

- Participating in an offender art program.
- Doing community work service that is “good for the soul,” such as:
 - Setting up bunks for the Special Olympics.
 - Sand bagging a flooded river.
 - Holding crack babies in the hospital.
 - Building a homeless shelter.
 - Speaking to high school classes.

- Making and distributing drunk driving awareness kits.
- Contributing time and money to a child abuse program.
- Working on a crime repair crew.
- Participating in community acts of recognition, such as:
bringing food to a work sit, helping the media to cover an event, or
attending a ceremony to celebrate offenders' successes

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
2. Programs address criminogenic needs	RD IS IA	A great deal of research has been conducted on what reduces recidivism among offenders. Among other findings, the research indicates that programs and processes that attempt to influence those factors that are criminogenic (i.e., crime-producing) can reduce future crime by 25-50 percent over control groups. Programs can be targeted to address specific, individualized needs as determined through assessment tools.	<p>5= The offender's criminogenic needs are clearly identified and formally addressed through a written, individualized action or case plan. Varied programs intervene in those areas that contribute most to delinquent or criminal behavior.</p> <p>3= Agency staff have a thorough understanding of criminogenic factors and attempt to address them either informally or through routine case management. However, plans are not written and programs are not structured around individual criminogenic areas.</p> <p>1= Programs contain a limited number of research-guided, criminogenic-based interventions, but tend to be applied on a hit-or-miss basis, and agency staff do not necessarily reinforce what was learned through those interventions.</p>

Program/Process Examples

Case plans address the offender's criminogenic needs.

Programs are experiential.

Cognitive and behavioral programming include cognitive restructuring, cognitive skill building, and life skills development; the curriculum address learning through recreation, employment, education, and similar activities.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
3. Offenders are held directly accountable to the victim and the community	RD IS IA	Full accountability requires the offender’s active participation in addressing the harm to the victim and the community. The participation needs to be as personal as possible (e.g., through face-to-face meetings, letters to the victim, talks to community groups, and the like). The offender needs to understand how his or her behavior has affected others and needs to have the opportunity to make things right again, to the degree possible. For offenders to understand, processing time must be provided whereby the offender can engage in an experiential exchange on how his or her behavior affected others and what effect his or her subsequent actions to mend the damage had on others.	<p>5= Offenders are required to assess which parties they harmed and to develop a plan to make amends, if possible. The agency encourages the offender to take advantage of programs and processes that personalize the crime and that keep them connected to the affected parties. The agency purposefully builds structured time to process the accountability experience with the offender, both as a part of preparation as well as after any action is taken.</p> <p>3= Offenders are held accountable indirectly (for example, by performing community service to the general community instead of to the victim or the affected community); or only some offenders are held directly accountable.</p> <p>1= The agency recognizes the need for direct accountability but lacks the commitment or resolve to insist that it be done; or conditions severely limit the agency’s ability to operationalize the concept.</p>

Program/Process Examples

Methods for fostering offender accountability include:

- Victim-offender mediation.
- Circle sentencing.
- Family group conferencing.
- Reparative boards.
- Community accountability boards.
- Letters of apology.
- Debriefing sessions after processes are completed.
- Direct service work to victims

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
4. Programs foster victim empathy	RD IS IA	A key component of restorative justice is the acknowledgment by the offender that he or she harmed another person and that the behavior was damaging. For offenders to understand the consequences of their actions, a sincere and experiential sense of empathy is required. It means that offenders can put themselves or someone they care about in the victim's position and experience the suffering in a vicarious way. Empathy helps offenders to commit to repairing any damage and to avoid another offense in the future. It can also be helpful to the victim to know that the offender learned something from the offense.	<p>5= The offender is given an opportunity to understand experientially how the criminal or delinquent act affected the victim. Through an intensive and comprehensive process, the offender can experience empathy for the affected parties.</p> <p>3= Many offenders are given programmatic opportunities to humanize their offense, but the experiential component is missing, thereby limiting fuller comprehension; or many offenders in need of such experiences are not referred to the programs for any of sundry reasons.</p> <p>1= The agency acknowledges the value of developing programs to enhance empathetic understanding, but few referrals are made or the programs are insufficiently developed to meet the need.</p>

Program/Process Examples

Examples of programs that foster victim empathy include:

- Victim impact panels.
- Cognitive-based curriculum that builds empathy.
- Role playing.
- Victim-offender mediation.
- Circle sentencing.
- Family group conferencing.
- Reparative boards.
- Community accountability boards.
- Crime repair crews.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
5. Programs foster community empathy and offer an opportunity to reintegrate back into the community	RD IS IA	The need for the offender to understand how his or her behavior affected the community is the same as for the victim. In many cases, the offender will be returning to the community whose members were harmed. Failure of the offender to acknowledge that he or she has some obligation and responsibility to community members can aggravate the harm felt by those affected and increase the likelihood that the offender will victimize again. Community empathy helps the offender to humanize those he or she does not know personally. And repaying the community in some form helps the offender to reintegrate back into the community and to enter into its good graces.	<p>5= The offender is given an opportunity to understand experientially how the delinquent or criminal act affected the community. Through an intensive and comprehensive process, the offender can develop empathy for the affected community members. The community provides opportunities for the offender to enter the community's good graces and to reintegrate when the offender demonstrates contrition verbally and/or through his or her actions.</p> <p>3= Offenders are given programmatic opportunities to humanize their offense, but the experiential component is missing, thereby limiting full comprehension; or many offenders in need of such experiences are not referred to the programs. The community is minimally invested in giving offenders the chance to return to the community with its blessing.</p> <p>1= Reintegration efforts are permitted but not prioritized. A number of operational difficulties exist, administrators fail to promote it fully, or previous attempts have produced limited success.</p>

Program/Process Examples

Examples of programs that foster empathy and reintegrate offenders back into the community include:

- Family group conferencing.
- Reparative boards.
- Circle sentencing.
- Community service work.
- Reintegration ceremonies.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
6. Family, community members, and significant others are involved	RD IS IA	Changing behavior is difficult. Plans and strategies are more likely to succeed when they are known to others. Family, friends, and community members can provide support, assistance, reinforcement, and accountability if they are aware of offender needs and the case plan. The involvement of significant others can be even more effective when they are also participants in the programming that the offender receives. Through their participation, others can better understand what the offender is learning and can reinforce that learning in non-program environments where transfer of skills can occur.	<p>5= The agency demonstrates a commitment to involving family members and significant others through written policies and staff expectations. Offender services include support and programming for them. There is clear recognition that individual issues touch on family and community systems. Family and support members are engaged in the process of monitoring offenders and supporting completion of the case plan.</p> <p>3= Staff are expected to involve family members and support individuals, but how and when is unclear and often individually defined. Family and support members tend to be encouraged to be involved by staff only when they are clearly healthy and the involvement is not an inconvenience to staff.</p> <p>1= The agency expresses a desire for family involvement but little accountability is in place. It happens sporadically, with the justice system personnel solely assume monitoring activities in most cases.</p>

Program/Process Examples

Programming for parents and significant others is provided.
 Support groups and other services are provided for parents and significant others.
 Communication on plan and progress is routine.
 Agency expectations for staff are written.
 Parents and significant others agree to their responsibilities.

Comments:

Community

(The community supports victims, monitors offenders, is involved in crime intervention and prevention, collaborates with police, and shapes policy)

Restorative Justice Measure	How?	Rationale	Scoring
1. The community directly supports victims	IS IA O	Under restorative justice, there is a recognition that the justice system cannot meet its objectives entirely by itself. Rather, the community retains a vital and expansive role. One of these roles includes the support of victims. Members of the community provide direct and comprehensive support for victims when one of their neighbors falls victim to crime. The support includes, for example, emotional encouragement, reassurance, safety assistance, listening, and practical help, such as bringing over meals, watching a family's children while the victim attends to court, or helping with other obligations.	<p>5= Community members fully embrace their responsibility to support victims and to formalize how that occurs. Individual members become personally involved in direct service and referrals.</p> <p>3= Community members are involved, but they view their role as augmenting the experts and advocates, thereby taking minimal control over the initiation when a crime occurs. They provide general support verbally and direct support when a gap exists.</p> <p>1= The community is involved in supporting victims only when asked or when a case is extraordinary. Members are often unaware of victims' needs.</p>

Program/ Process Examples

Home or business repairs are made by community members.
 Emotional support is provided.
 Safety precautions are provided.
 Support services such as child care are provided.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
2. The community directly monitors and supports offenders	IS IA O	As with victims, the community has a responsibility to provide direct services to offenders through such means as monitoring, supporting, and providing opportunities for integration back into the community's good graces. Community members who volunteer to hold the offender accountable to the agreed-upon conditions gain a fuller understanding of the difficulty in changing behavior and of the need for community support. Public safety can be improved by providing closer monitoring services. Offenders are more likely to abide by the court-ordered or community-created conditions when they are visible and accountable to community members. And relationships are developed, which increases the longer term potential for the offender to want to stay connected to the community in a prosocial way.	5= The community condemns the antisocial conduct but supports the offender, viewing him or her as a member of the community. Community members accept as one of their roles that they monitor the offender to ensure accountability to community standards and norms. 3= Members of the community are involved in monitoring the offender, but fail to provide a supportive environment; or only a few community members are engaged while the vast majority is unaware or uninterested in participating. 1= Members of the community provide information to justice personnel, but see their role as that of giving information only, thus avoiding any personal or long-term responsibility for active monitoring or support of offenders.

Program/Process Examples

Examples of community support for offenders include:

- Pre-prison release conferencing.
- Family group conferencing.
- Circle sentencing.
- Reparative boards.
- Community accountability boards.
- One-on-one friendship programs for offenders who are institutionalized.
- Community monitors and mentors.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
3. Community stakeholders are involved in crime intervention	IS IA O	For the community to own its responsibility and provide the necessary support and direct services for victims and offenders, community stakeholders such as businesses and faith communities need to be involved. These institutions provide critical resources and messages that support community-based efforts. The best solutions to individual cases or general programs and policies often come from the community. For those solutions to be viable, community stakeholders need to be willing to assist by contributing their knowledge, resources, and commitment.	<p>5= A diverse and comprehensive array of community stakeholders is involved in all levels of the justice system, including victim support, offender monitoring, crime prevention, and policy development. Stakeholders share a common mission, objectives, and values and meet on a regular basis. It is an open and inclusive environment whereby all who have a stake in justice activities and outcomes are welcome to participate.</p> <p>3= A few stakeholders are actively involved while most others do not participate, leaving gaps in full community ownership; or there is a tendency for a limited number of stakeholders to “own the process” to the exclusion of others.</p> <p>1= Stakeholders participate only when a crisis develops, or when community involvement monopolized by a few is more pronounced.</p>

Program/Process Examples

Inmate teams are included in community sports leagues.
 Businesses are recruited to offer employment assistance.
 Community members serve as mentors.
 Community plans are developed and applied on an individual case basis.
 Diverse players are available and willing.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
4. Community members participate in the justice process as volunteers	RD IS IA	Community members can participate in a variety of ways, through direct services within a correctional agency, advisory councils, or policy development. The use of volunteers not only assists those benefiting from the service, it also helps an agency avoid isolation from community guidance, values, and input.	<p>5= The agency endorses extensive use of community volunteers and has an organized, well-staffed volunteer program. The agency provides the necessary recruitment services and support to maintain an energetic and committed group of volunteers. The volunteers provide meaningful and valued direct and supportive services to victims, offenders, and the community.</p> <p>3= The agency has a well-organized volunteer program, but staff are reluctant to use them in meaningful roles; or the agency has a large number of committed volunteers who provide important services, but agency support services are limited.</p> <p>1= The agency acknowledges the role volunteers can play but does not actively seek to fulfill a vision of volunteering; or efforts have been sporadic and fragmented, resulting in poor volunteer retention.</p>

Program/Process Examples

The agency has a structured volunteer program with written policies.
The agency has a volunteer coordinator.
The agency has volunteer recruitment procedures.
The agency's use and retention of volunteers are solid.
Volunteers provide similar services as paid professional staff.
Volunteers' contributions are recognized at special events.
Volunteers participate in inmate ministry programs.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
5. Communities collaborate with local police	IA	Community policing and problem-oriented policing have significantly improved the relationship between police and citizens and have enhanced policing outcomes. Better information exchange occurs, and efforts to improve the conditions that cause crime are advanced as communities become more involved and are asked to assist. Police and other justice system resources can be prioritized and targeted to address those issues deemed most important to local citizens.	<p>5= The police collaborate with local neighborhood groups and citizens to exchange information, share resources, and solve crime-related problems. Each partner benefits from the arrangement and values the interaction. The collaborative efforts are organized and structured.</p> <p>3= The collaborative effort exists, but it is loosely defined and lacks direct accountability. The effort tends to center more on information exchange than on problem solving, but the relationship is valued by each party.</p> <p>1= Periodic information sharing occurs, but it falls far short of collaboration.</p>

Characteristics

The police and neighborhood residents hold routine information-sharing and problem-solving meetings. Neighborhood residents and police are linked by computer. Citizen advisory boards work with police agencies. Citizens are trained in both civic duties and police support roles. Neighborhood watch programs and block clubs are active.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
6. Community members have an opportunity to set justice system priorities	RD IA	For restorative justice to work properly, the justice system cannot develop policy in a vacuum. Ongoing dialog is needed between justice system personnel and community members to establish acceptable levels of risk, set resource priorities, and target activities. The justice system that views the community as its ultimate customer will want to know what is important to citizens and be responsive to their needs.	<p>5= The justice system is open to community feedback and actively seeks guidance. It views the community as its ultimate customer and provides diverse mechanisms for ensuring that community input is received. The justice system has written statements that describe the community's role in setting priorities and has a plan to ensure that this guidance is received and acted upon. It sees the community as a partner, as opposed to solely a service recipient.</p> <p>3= The justice system is open to community input but maintains tight control over how much say the community is given. The justice system sees itself as having primary expertise and responsibility to decide on policy and priorities but will engage the community when it needs assistance or when system players are unclear on what direction to take.</p> <p>1= Priorities are set by the justice system and policy is developed inhouse, although the system is open to some feedback from the community. No structured or diverse methods are developed to solicit community input. Community influence occurs through citizen initiative.</p>

Program/Process Examples

Examples of opportunities for community members to set justice system priorities include:

- Community forums.
- Community surveys.
- Public speaking events.
- Citizen participation in crime intervention efforts.
- Citizen advisory boards and task forces.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
7. The community is involved in prevention	IA	Community responsibility does not center solely on individual case resolution, but rather is broader in context. Community members recognize their responsibility to prevent crime and to address quality-of-life issues, which, if left unmanaged, can create an environment whereby crime conditions can fester. The act of dealing with victims and offenders can produce a community-building effect, which increases the community's capacity to deal with other issues.	<p>5= The community accepts its responsibility to promote peace and harmony and seeks to understand and address the social conditions that promote antisocial behavior. Members seek information and resources to strategize and implement prevention activities through a structured plan of action and with interagency assistance.</p> <p>3= The community is involved in prevention, but tends to follow the direction of government officials in determining a course of action. Plans are loosely defined and may not be written, visible, or clearly understood.</p> <p>1= Prevention is seen as the responsibility of government, with periodic and limited involvement of the community. Members are involved only when government officials need their buy-in, information, or resources.</p>

Program/Process Examples

Examples of community involvement in crime prevention include:

- Prevention councils.
- Cleanup campaigns.
- Neighborhood newsletters and association activities.
- Neighborhood block parties.
- Economic, recreational, and health promotion activities.
- Speaker's bureaus encouraged by the juvenile and criminal justice system.
- Local mentorships.
- Multidiscipline linkages with local community members.
- Sex offender notification processes.

Comments:

Information System, Outcomes, and Evaluation

(Data on three customers, data system is accurate, tracks restorative outcomes, evaluates for process and outcomes, agency is aware of research literature, and has a research component)

Restorative Justice Measure	How?	Rationale	Scoring
1. Information system is built on three customers, not just the offender	RD IS IA	Information systems in correctional agencies typically track information on offenders, making policy development and service provision difficult for victims and communities. A restorative agency demonstrates its commitment to all three customers by building an information system that tracks vital information on each customer. These data are not only useful in helping service delivery but also in program evaluation and policy development.	<p>5= The agency's information system contains data fields on victims, offenders, and communities, instead of just offenders. The data are useful for quick, automated identification, location, case information, summary data, and evaluation purposes.</p> <p>3= The information system has data fields on each customer, but the significant portion of the data is on offenders, with limited fields for victims and communities.</p> <p>1= Offender data make up the information system, although there are attempts to include other victim and community data in nonsummary format outside of the automated data fields, such as in electronic file comment sections.</p>

Characteristics

The information system includes data fields for victims, offenders, and the community. Access to core information is easy and quick, allowing efficient handling of processes for victims and community members. Data retrieval permits evaluation of victim and community restoration and satisfaction.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
2. Data system is well developed and has integrity	RD IS IA	An information system is only as good as the structure of the data system and its validity. To be useful for policy development and service delivery to the three customers, the data must be accurate, timely, and properly structured for effective retrieval.	<p>5= The information system is comprehensive and well designed, giving agency personnel maximum flexibility and quick access to practical, day-to-day use, ad hoc reporting, and evaluation. The information entered is reliable, with few inaccuracies, and is audited.</p> <p>3= The data system is useful but could use enhancements, such as expansion of certain modules of information. Some data on victims and communities are tracked; or the system has questionable data integrity.</p> <p>1= Although the agency has an information system, it is elementary and needs to be redesigned or replaced. Or the data are often unreliable, and users lack faith in the system's output.</p>

Characteristics

The data are accurate.
 Gaps in data entry and information integrity are minimal.
 Data are input into the system within 24-48 hours after the information is known.
 The system is capable of multiple and flexible queries and ad hoc reporting.
 Modules are comprehensive.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
3. Agency is aware of research literature	RD IS IA O	Research on effective practice provides useful guidance in the development of programs and policies. Literature searches before services are developed help agencies to prevent mistakes, maximize resources, and improve results. Not all restorative practices produce similar outcomes. Knowledge of research helps agencies narrow their attention to those processes that hold the greatest possible long-term results.	<p>5= The agency is a learning organization that keeps up-to-date with recent research findings. Employees attend conferences, documents are circulated, and discussion groups are held. The agency insists that literature searches be conducted before program services or major policies are developed.</p> <p>3= The agency is interested in research but is less disciplined in disseminating research findings and training opportunities. Literature searches are conducted only when grant instructions suggest it or when the information is easily obtained.</p> <p>1= The agency is generally aware of the research but does not seek it out. Learning is more the result of individual effort than a derivative of a learning-oriented culture.</p>

Characteristics

All individuals in the agency are encouraged to stay abreast of recent findings.
The agency provides a structure for the dissemination of research information in a timely fashion.
Literature searches are conducted before programs and policies are developed.
Policy discussions are guided by previous research.
The agency embraces learning organization principles.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
4. Outcomes track restorative objectives	RD IA	Some agencies invest significant resources in building an effective information system, but fail to tie the outcomes to the mission or to measure the outcomes. An effective restorative agency is clear on its purpose and tracks outcomes that indicate whether the agency is delivering restorative services.	<p>5= The agency is clear on its restorative mission and objectives and measures how well it meets them. The outcome measures are unambiguous, and emphasis is placed on meeting them as a priority. The outcome data are highly visible and widely distributed.</p> <p>3= Mission measures are identified and outcomes are tracked, but it is done in a more perfunctory manner, with little fanfare or distribution of results.</p> <p>1= The agency has mission measures, but either they are vague in description and measurement or the agency has difficulty collecting accurate, meaningful data.</p>

Characteristics

Mission measures are in place.
 Outcomes are widely distributed and highly visible.
 Planning strategies are tied to improvements based on mission measures.

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
5. Programs are routinely evaluated for process and outcomes	RD IA	To maximize results, restorative programs need to be evaluated on a regular basis. The evaluation is useful in determining if the intended results are being realized and if the processes used in the program are producing expected outcomes. Established programs that are not evaluated become an ongoing fixture, and assumptions can be made about their successes that may not be accurate without a valid evaluation.	<p>5= The agency emphasizes routine evaluation of its restorative justice programs. Both process and outcome measures are tracked and refinements are made based on the information discovered. The measurements follow restorative objectives. An evaluation plan with timelines is written.</p> <p>3= Only some restorative programs, such as those required by grant sources, are measured, or the measures are only loosely associated with restorative objectives. The evaluation plan is not updated, or it is only verbally communicated and tends to change frequently.</p> <p>1= The agency recognizes the need to evaluate but attempts fall far short of the desired goal, or the agency lacks the infrastructure to accomplish it.</p>

Characteristics

The agency has a written and thorough evaluation plan.
 Programs are routinely evaluated and everyone involved is engaged in analyzing the results.
 Program characteristics are examined to determine if process goals are met.
 Funding is tied to evaluation (over the long term).

Comments:

Restorative Justice Measure	How?	Rationale	Scoring
6. Research component	RD IA	In addition to program evaluation, a learning organization around restorative principles sets up research projects to determine the most effective means of meeting the needs of its three primary customers. Such research can do more than assist the agency in meeting its objectives, it can also advance understanding for the entire field.	<p>5= The agency values research and actively conducts research projects to find out how to deliver better results. It contracts with institutions of higher education, when possible and appropriate, for assistance with research project formation and implementation. Research projects are solidly designed and seek to understand the issues around restorative objectives.</p> <p>3= Research on restorative objectives occurs on a hit-or-miss basis. The research is limited in scope and/or design.</p> <p>1= Although the agency values research, its capacity to conduct it is severely restricted because of resources, lack of commitment, or alternative priorities.</p>

Characteristics

A written research plan is developed.
The agency partners with experts from local universities when possible.
Research has replicability application.

Comments:

Notes

1. Repairing the relationship between the victim and the offender does not necessarily mean creating a friendly or positive relationship between them. It means restoring an appropriate balance of power between them.