

# **Delinquency Prevention Council Strategic Planning September 2008-January 2009**

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*Revised from 2005 Strategic Plan facilitated by Jill Tingey*

## Introduction

Jefferson County, Wisconsin, is a small, rural county located between the metropolitan areas of Madison and Milwaukee. In comparison with large, metropolitan areas, Jefferson County does not face juvenile crime problems on the same scale. However, community leaders were concerned about the perceived increase in juvenile crime. In the mid-1990s those leaders examined how the county addressed issues involving children and families, and they began to focus on how to strengthen our youth and families in order to strengthen our communities. That change in focus revolutionized how we in Jefferson County do our work and served as a catalyst for public agencies, educational institutions, the private sector and community members to come together to determine positive ways to work, support and strengthen families. Jefferson County made a collective decision to leave the “blame and shame” ways behind and help families learn needed coping, caring and competency skills necessary to thrive in our communities. As a result of this collective work, Jefferson County is on the verge of a new paradigm so close at hand that it will help the entire community respond to the needs of youth and families.

This strategic plan builds on the momentum. The purpose of this plan is to set forth a course of action for Jefferson County to address issues affecting our children and families. This plan is both comprehensive and countywide. It is a community-focused, research-based, outcome-driven approach to youth and family issues. The plan builds on the collaborative efforts of service providers, businesses, and the community already underway in Jefferson County and addresses the full spectrum of prevention and intervention efforts. Most importantly, the plan is a fluid document that will change over time as the needs of the county change.

This plan is built on the following five principles:

- **Strengthen the family** in its role to instill moral principles and provide guidance and support to children.
- **Support core social institutions**, such as the schools, religious organizations, youth service agencies and community organizations, in their role to develop capable, mature and responsible youth.
- **Recognize that delinquency prevention** is the most cost-effective approach in addressing youth crime.
- **Intervene immediately and effectively** when delinquent behavior first occurs. Make sure that appropriate sanctions for such behavior are delivered in a timely fashion.
- **Identify and control** the small group of serious, violent and chronic offenders through a range of graduated sanctions, up to placement in secure facilities when necessary.

The philosophy behind this approach is that the family and the entire community, supported by the core social institutions, have the primary responsibility for meeting the needs of the community’s children.

Too many youth who enter the juvenile justice system become adults who remain in the system. They do not dream of the day when they can move to another town or another state and start a new life. They stay in the communities with which they are familiar, where they know how the

system works, where they have their connections, where they have an established reputation and where their chosen lifestyle works for them.

As a community, we either can choose to ignore that very real fact and life can go on as it always has. Or we can decide to prevent and intervene by helping youth and their parents make connections that result in stronger families, stronger workers, stronger citizens and ultimately, stronger communities. Our youth are our present and future workforce, our future community leaders, educators, law enforcement and parents. We can choose to help them now in ways that have been proven successful and see the positive results, or we can choose to continue “business as usual” and find ourselves addressing the same problems twenty years from now.

Our decisions, our actions and our investments should contribute to the strengthening of connections for individuals in our communities. It is in the daily connections of individuals and their strengths that result in strong families, which make strong neighborhoods, which make strong communities.

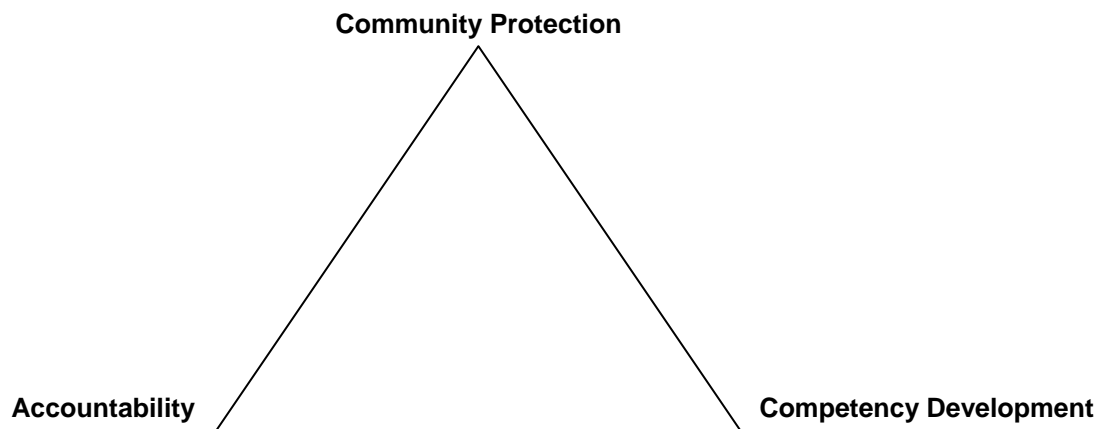
## Philosophy

The Jefferson County Delinquency Prevention Council uses balanced and restorative justice, developmental assets, and positive youth development models as frameworks for guiding its programming efforts.

### Balanced and Restorative Justice

Retributive or punitive approach to juvenile crime has not demonstrated successful outcomes for youth. Based on the premise that young people can develop competencies and make healthy choices, Jefferson County has committed itself to addressing youth violence through the balanced and restorative justice approach -- “restorative justice”.

Restorative justice is an approach to crime in which victims, offenders and the entire community are involved to right a wrong. The purpose of restorative justice is to move away from the traditional retributive system, in which the rights of the victim and the community are often ignored, to a system of intense intervention and diversion to benefit the victim and offender and make the community whole in the process. The restorative justice approach gives equal emphasis to three elements: community protection, accountability and competency development.\*



\* Dennis M. Maloney, Director of the Deschutes County, Oregon, Department of Community Justice developed this concept.

#### **Community protection**

Citizens have the right to expect they will be reasonably safe in their person and property, and children have the right to grow up in supportive environments, safe from abuse, neglect and exploitation. Thus, the community is protected during the time the offender is under court order because the offender's time is structured with community service, mandatory school attendance and other activities as ordered by the court.

#### **Accountability**

Families and youth must be held accountable for their actions, and there must be sanctions for antisocial and illegal actions that disrupt the community. Accountability is achieved through restitution, community service, victim offender mediation and other

similar programs. The goal is to create awareness in the offenders of the harmful consequences of their actions and to have the victims' and communities' losses restored.

### **Competency development**

The aim of service – whether described as treatment or punishment – is the development of competency – the acquisition of basic educational, vocational and coping skills, and the opportunity to experience success and to break the patterns of failure and out-of-control behavior that characterize many youth in trouble. Competency development is achieved through community service, work experience and active learning because offenders are engaged in productive activities that provide opportunities for skill building, positive interaction between youth and adults, and a chance to publicly demonstrate their capability of socially responsible behavior.

For the system to achieve balance, each one of the elements must receive equal emphasis. If community protection receives the most attention, many children will be needlessly incarcerated. Holding offenders accountable for their actions benefits the offender and the community, but continued accountability can be achieved only if the offenders gain the competence to function as mature and responsible citizens.

Jefferson County has learned that the best way to increase the health and well being of youth and families is to take a multi-dimensional approach. The county has taken the strengths of two youth developmental models – the developmental asset model and the risk factor/protective factor model – and melded them to effectively address juvenile crime.

## **Developmental Assets**

Developmental assets represent a common core of developmental building blocks crucial for all youth, regardless of community size, region of the country, gender, family economics or race. The asset approach to youth development recognizes that many core values and positive characteristics such as adult support, safe places and clear and consistent boundaries are increasingly absent in our society. Increasing the number of development assets a youth has increases the likelihood of success and decreases the number of risk-taking behaviors in which youth engage.

The Search Institute, a Minneapolis-based nonprofit research and educational organization specializing in studies of children and adolescents, developed the 40 developmental assets framework. The Search Institute has identified building blocks, or assets, of healthy development that help youth grow up healthy, caring and responsible. Jefferson County administers the Search Institute *Profiles of Student Life: Attitudes and Behaviors* survey to gather baseline data on Jefferson County students and provide a framework for community action. Jefferson County youth were surveyed in 1996, 1999, 2002, 2005 and 2008.

## Positive Youth Development

Positive youth development focuses on creating environmental conditions that encourage youth to attain mature social roles and fulfill their individual potential. Communities and programs can create positive youth development environments by providing opportunities, choices, relationships, and supports. As youth participate fully in families, peer groups, schools, neighborhoods, and communities, positive youth development occurs. Positive youth development builds on young people's strengths rather than focusing on their deficits (UW-Extension, 2005). All young people need a full array of basic services, consistent supports, and challenging opportunities. The best way to help young people solve problems is to engage them as problem-solvers; high-risk youth are perhaps those most in need of opportunities to participate and take action (Pittman, Irby, Tolman, Yohalem, & Ferber, 2001 and Bjorklund, 2005).

The positive youth development approach is based on the following assumptions:

- Helping youth achieve their full potential is the best to prevent them engaging in harmful behaviors.
- Youth need to experience a set of supports and opportunities to succeed.
- Communities need to mobilize and build capacity to support the positive development of youth.
- Youth should not be viewed as problems that need to be fixed, but as partners to be cultivated and developed (Small and Memmo, 2002).

## **Initiatives of the Delinquency Prevention Council**

The Delinquency Prevention Council has undertaken several major initiatives for preventing and/or reducing juvenile delinquency. These programs were selected because they are research-based and proven effective at reducing and/or preventing delinquency, and they served all the functions of the restorative justice approach to juvenile crime.

### **Restorative Justice Program**

The restorative justice programs of community service, restitution, victim offender conferencing, teen court, mentoring, and the First Offender Program are known collectively in Jefferson County as "The Restorative Justice Program", formerly "Project JOIN". It is the mission of The Restorative Justice Program to ensure that the relationships damaged by crime are restored through the victim, offender and community. The Council began adopting these programs in 1997. Today, over 175 youth are served annually through Project Join.

### **Community Service/Restitution**

Over 85 percent of youth on court orders are required to perform community service as part of their order. Community service gives youth the opportunity to give back to the community, make amends for their action, and develop assets. Youth who cause victims monetary loss are ordered to make monetary restitution.

### **Victim Offender Conferencing**

This program gives victims, offenders, and other individuals affected by crime the opportunity to work together to address the consequences of crime. The process allows those affected by crime to come together in a neutral environment to discuss how they have been affected. The process encourages offenders to accept responsibility and recognize how their actions have affected the victim, family members, and the community. How to repair the harm caused is discussed, and the process usually results in a formal agreement between the offender and victim about how the offender will repair the harm caused.

### **Teen Court**

In April 1998, The Restorative Justice Program expanded with the assistance of another federal grant to include a Teen Court program. First time and minor repeat offenders many have their cases heard and be sentenced by a jury of their peers.

To participate in Teen Court, the offender must admit guilt. Parents must accompany the offender to the hearing and testify. Parents must also agree to enforce the Teen Court sentence as necessary. Juveniles must be sentenced to minimum of five community service hours and three jury terms. In addition, juveniles sentenced for underage tobacco and alcohol violations must attend educational classes. If the juvenile successfully completes the sentence, the charge is dismissed and will not appear on his or her juvenile record.

A 2005 cost-benefit analysis of the teen court program revealed a net present value of \$75,400 to Jefferson County, and the authors recommended not only the continuation of the program, but its expansion.

### **Juvenile Mentoring**

In 2002 the Council received a grant from the Office of Juvenile Justice and Delinquency Prevention to implement a juvenile mentoring program. The program matches adults with at-risk youth in a one-to-one mentoring relationship.

### **First Offender Program**

This is an 8-10 hour educational program for first-time and minor repeat offenders. Topics include victim empathy, conflict resolution, anger management, justice system, and developmental assets.

Additionally, the Restorative Justice Program offers Anger Management and ATODA Education.

## **OTHER PROJECTS**

### **Partnering with local school districts**

The Council and the Fort Atkinson School District have partnered to provide services designed to keep youth in school.

In 2005, the Fort Atkinson School District began referring youth who had been expelled or who were in danger of being expelled, to The Restorative Justice Program for community service. The Restorative Justice Program utilizes its existing community service program to serve these youth. Some youth also were required to complete an ATODA/life skills class offered by Opportunities, Inc. as a condition to remaining in or returning to school. This program was developed because research from six Wisconsin school districts revealed that expelled youth who participated in community service programs were more likely to return to school and then stay in school than those who did not perform community service. To date, 39 youth have been served.

This program is now available to any Jefferson County school district.

### **Drug-Free Communities Support Program Grant**

In 2005, the Office of National Drug Control Policy awarded Opportunities, Inc. a \$95,500 Drug-Free Communities matching grant for the Jefferson County Delinquency Prevention Council. The grant was one of 176 new grants totaling \$17.1 million awarded to community coalitions across the country. The goal of this grant is to encourage local coalitions is to work together to prevent and reduce drug, alcohol, and tobacco abuse among youth.

The Drug-Free Communities Program provides grants of up to \$500,000 over five years to community organizations that serve as catalysts for citizen participation in local drug prevention efforts. The 176 new grantees were selected from 411 applicants through a competitive peer review process.

## Community Education and Other Projects

- Annual Children's Share and Care Fair in Fort Atkinson
- Developed Spanish language growth chart
- Published age-appropriate development charts for parents and service providers
- "Handbook for Help for Families of Children Ages Birth to Five"
- Educational programming for community members, including "Gangs of Jefferson County", "Drug Recognition", "Engaging Youth in Youth/Adult Partnerships", "Adolescent Brain Development", "Grant writing", "Suicide Prevention Summit" and "Latino Culture Seminar"
- Researched why youth drop out of school
- Researched extent of gang presence in Jefferson County
- Developed informational brochure for parents/school personnel/service providers on Gangs in Jefferson County
- Implemented bullying prevention programming in area elementary schools
- Conducted adult focus groups on underage alcohol/drug consumption and strategies to prevent alcohol/drug use by teens
- Supported the creation of community coalitions in Fort Atkinson, Lake Mills and Cambridge. Provide continuing support to community coalition in Palmyra and Watertown
- Started the "Partners at Lunch" mentoring program in Jefferson County elementary schools in partnership with Big Brothers Big Sisters
- Supported bringing Big Brothers Big Sisters to Jefferson County
- Implemented a wraparound approach to working with families in the court system
- Instrumental in administering Search Institute Profiles of Student Life: Attitudes and Behaviors survey to youth in grades 7-12 since 1997
- Created Juvenile Drug Treatment Court model for Jefferson County
- Implemented a School Based Teen Court Program at Watertown's Riverside Middle School
- Lead agency in the recognition of the *100 Best Communities for Young People* nation wide in 2008-2009

## **The Strategic Planning Process**

The strategic planning process began with a plan for the plan meeting on August 25, 2008 between Gail Roberts, UW-Extension, Jefferson County; the Delinquency Prevention Council executive board; and Monica Wagner, director. The purpose of the meeting was two-fold:

- Provide a planning process overview, plan for the plan, and create a draft timeline
- Identify and develop the planning team

A committee of Gail Roberts, Melinda Moe, Peter Tempelis and Monica Wagner was established to guide the planning process.

The majority of the planning process took place over one large group and several small group sessions. The first session on September 5, 2008 reviewed committee reports, summarized stakeholders, mandates and mission, analyzed the strengths and weaknesses of the organization. In October, November, December and January, Gail Roberts attended each small committee meeting to review committee goals, strategies and action items.

At the Delinquency Prevention Council's annual meeting in February of 2009, the Council voted to approve the two-three year strategic plan.

## **Accomplishments**

The Delinquency Prevention Council has a rich history in Jefferson County. Recognizing the accomplishments was an important initial step in identifying the internal and external environment in which the organization operates. Each committee discussed their accomplishments, outcomes achieved, success stories, and progress on strategies related to the strategic issues identified in 2005.

## Stakeholder Analysis

A stakeholder is defined as any person, group, or organization that can claim attention for an organization's resources, output, or is affected by that output (Bryson, 1995). The satisfaction of key stakeholders is crucial to the success of an organization. A stakeholder analysis was conducted to identify who the Delinquency Prevention Council's stakeholders are, what their criteria are for judging the DPC's performance, and how well the organization performs according to those criteria (Bryson, 1995). The committees identified organizations, agencies, groups, and individuals who affect the Delinquency Prevention Council or who are affected by the Council's initiatives.

The Council created a list of the needed stakeholders. The Council decided that each Council member must take on the responsibility to reach out to needed stakeholders. The following stakeholders were listed as needed members:

Law enforcement  
Faith community  
School communities  
Private Bar Members  
Local School Board  
Mental Health Providers  
Universities  
Juveniles/Youth

Parents  
Community Members  
Business Owners  
Judges  
Juvenile Justice  
Foster Care Providers  
Latino Community Presentations

## **Mandates**

Mandates are formal and informal rules that govern the organization. By-laws, written policies and procedures, standards, contracts, and other agreements are examples of formal rules. Organizational or community norms and expectations about how the Council will conduct its business and interact with key stakeholders are examples of informal rules.

Mandates are key components of the organization's purpose or mission. Understanding what the organization is required to do assists the organization in creating a mission that is not limited to the mandates. The process helps the organization look beyond what it is required to what its potential purposes could be based on what is not forbidden (Bryson, 1995).

### **Formal Mandates**

The Council's formal mandates were requirements of grants. Expansion of teen court, implementation of mentoring program, victim offender conferencing, wraparound, and strengthening families programs were outcomes that were related to things the DPC was required or expected to do. The grants relate to the mission of the Council. These formal mandates helped improve accountability and outcome data for all programs, increase representation from community sectors, form of community coalitions, implement ATODA programs in schools, and address needs as they arise, (i.e. forming gang and child abuse prevention subcommittees).

### **Informal Mandates**

Some of the successful outcomes were not related to anything the DPC was required or expected to do. The expectations of the strategic plan helped the Council complete the brochure, website, data tracking, gifting catalog, school drop out project, bullying prevention efforts follow up, forming a gang subcommittee, and becoming aware of the needs of Latino population. The expectations on the Council itself and others have contributed to the success of the Council. Other successful outcomes of the informal mandates were:

- Council member education – originally focused on educating the public about the Council, but over the years has offered members educational opportunities
- Children's Share and Care Fair continued to grow
- Schools were very cooperative in helping distribute information
- Fort School District superintendent probation program – school district contracts with Project Join to provide community service and educational classes for expelled or in lieu of expelling students
- Reputation among key stakeholders and funders of operating a successful coalition

The unintended outcomes strengthened the Council's ability to meet the mission by keeping current on latest research, best practices, and emerging issues, sharing information, receiving additional funding and expanding programs, helping more students stay in school, developing relationships which allowed us to partner and expand existing programs, and reaching a wider audience (i.e. all families participate in Children's Share and Care Fair regardless of income level). Several committees want a better understanding of how members benefit from being involved in the Council. Examining membership was an issue that was discussed in several committees. Committees did not identify mandates that needed to be changed or eliminated.

## **Mission**

### **DPC Mission Statement**

The mission of the Delinquency Prevention Council is to bring Jefferson County together by mobilizing community involvement to prevent juvenile substance abuse and juvenile delinquency by promoting research-based substance abuse and delinquency prevention and intervention programs within the schools and community.

### **0-5 Year Old Committee:**

The mission of the 0-5 Year Old Committee is to educate the general public about the social, emotional, physical and psychological needs of the birth to five year old age group, while providing families with community resources in an effort to ensure that all youth receive the support they need to develop appropriately and become successful, contributing members of our community, preventing the onset of delinquent behavior.

### **18-21 Year Old Committee:**

The mission on the 18-21 year old Committee is to advocate for the 18-21 year old population in Jefferson County, maximize their access to community resources, aid in decreasing delinquent behavior and promote a healthy transition into adulthood, in an effort to assist young adults in becoming contributing members of our community.

### **Executive Committee:**

The mission of the Executive Committee is to provide guidance, support, communication and structure to the Delinquency Prevention Council, by offering an atmosphere where the educational and professional needs of the council stakeholders are being met through monthly meetings and committee work, in addition to ensuring that the council's mission, focused on delinquency prevention, is a top priority.

### **Membership & Sustainability Committee:**

The mission of the Membership and Sustainability Committee is to assess the educational and professional needs of the council stakeholders in an effort to sustain current membership, while working towards attaining new membership through community outreach and enhanced the community's exposure to the council's delinquency prevention and intervention efforts.

### **School Age Committee:**

The mission of the School Age Committee is to prevent juvenile delinquency, to advocate for the social, emotional, physical and psychological health of youth ages 6-18, to provide parents, youth and school staff with educational opportunities to gain knowledge about this age group, and to plan and promote school-based resources and programming for school staff, youth and their families.

### **Intervention Committee:**

The mission of the Intervention Committee is to provide community-based programming and educational opportunities to county citizens regarding developmentally appropriate intervention practices in an effort to decrease the level of pre-existing juvenile delinquent behavior, while addressing the social, emotional, physical and psychological needs of the youth in our county.

### **Gang Committee:**

The mission of the Gang Committee is to provide the community with education about gang activity in our county, promoting positive youth choices and appropriate community responses to instances of gang related behavior, in an effort to reduce the likelihood of youth participation in gangs and decrease the prevalence of delinquent behavior.

## Internal and External Assessments Strengths, Weaknesses, Opportunities, and Threats (S.W.O.T.) Analysis

The next important step in the planning process is to assess the internal and external environments in which the organization operates. Analyzing the environments involves identification and assessment of the organization's strengths, weaknesses, opportunities, and threats. Strengths and weaknesses focus on an internal assessment and refer to the present state of the organization. Opportunities and threats focus externally and are future oriented.

### Strengths

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>◆ Networking</li> </ul>   | <ul style="list-style-type: none"> <li>◆ “Familiarity” amongst members enhances the success rate of efforts</li> </ul>  |
| <ul style="list-style-type: none"> <li>◆ Wealth of experience (knowledge base)</li> </ul>  | <ul style="list-style-type: none"> <li>◆ sharing of “expertise”</li> </ul>  |
| <ul style="list-style-type: none"> <li>◆ Diversity of opportunity</li> </ul>   | <ul style="list-style-type: none"> <li>◆ Coordinator</li> </ul>   |
| <ul style="list-style-type: none"> <li>◆ Not just identifying a need, but also working towards a solution</li> </ul>                     | <ul style="list-style-type: none"> <li>◆ Diversity of membership</li> </ul>   |
| <ul style="list-style-type: none"> <li>◆ Providing opportunities for educating members</li> </ul>  | <ul style="list-style-type: none"> <li>◆ Openness               <ul style="list-style-type: none"> <li>• willing to share</li> <li>• non-territorial</li> <li>• networking opportunities</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>◆ *Provides a format for inter-agency collaboration</li> </ul>                                    |   |
| <ul style="list-style-type: none"> <li>◆ *Increases networking and ability to identify resources, providing better services</li> </ul>   | <ul style="list-style-type: none"> <li>◆ Commitment to the coalition</li> </ul>   |
| <ul style="list-style-type: none"> <li>◆ Offers diverse opinions on delinquency issues</li> </ul>  | <ul style="list-style-type: none"> <li>◆ Cooperation, Collaboration, Commitment, Critique</li> </ul>  |
| <ul style="list-style-type: none"> <li>◆ Energy/Enthusiasm/Commitment</li> </ul>   | <p>Resources: This group, Office of Juvenile Justice and Delinquency Prevention (OJJDP)<br/>Mobilizing: Need additional stakeholders</p>  |
| <ul style="list-style-type: none"> <li>◆ Collaboration/Networking</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>◆ Collaborative attitude of stakeholders; diversity of the group</li> </ul>                       | <ul style="list-style-type: none"> <li>◆ Research-based tasks with measurable outcomes</li> </ul>   |
| <ul style="list-style-type: none"> <li>◆ Dedication to the “Mission” of the Council – willingness to share time and resources</li> </ul> | <p>Resources: This group, OJJDP<br/>Mobilizing: Need additional stakeholders</p>  |

## **Mobilizing Strengths**

To effectively respond external threats and opportunities, the DPC must have a thorough understanding of its strengths and weaknesses. In order to take advantage of the opportunities or minimize or overcome threats, DPC should build on its strengths (Bryson, 1995). The following lists ways the DPC can mobilize or put some of its strengths into action:

- ◆ Structure
- ◆ Put program into effect and evaluate it
- ◆ Ideology
- ◆ Mission
- ◆ Best Practice
- ◆ Willing to critique ourselves
- ◆ Get things done in a collaborative way
- ◆ Lose individual identify to promote collaborative mission of Council
- ◆ Get along and enjoyable
- ◆ Cross-program communication
- ◆ Know each other as a resource
- ◆ Paid leader/coordinator
  - go-to person
  - conductor
- ◆ Longevity
- ◆ Growth

## Weaknesses

- ◆ Stakeholders
  - Additional
    - (from list)
    - accessible by small committee
  - Recruitment
    - Can become more effective
- ◆ Community Ownership
  - Public relations/Positioning
  - Relationship building/Networking
    - More awareness overall
- ◆ Funding
  - First two issues will address this
- ◆ Lack of youth representation
- ◆ Lack of Hispanic/diversity representation
  - Need to develop ways to increase such representation, (how?)
  - Ineffective due to gaps in service provision
- ◆ Involve youth
- ◆ Partner with business/corporate sponsorship
- ◆ Building our brand
- ◆ Increase diversity of “private” sector
- ◆ Not well advertised
- ◆ Initiatives and successes of the Council need to be made known to the community
- ◆ Recruitment subcommittee needed
- ◆ Many groups are not represented at the table
- ◆ Public awareness of the mission and the work
- ◆ Funding/financial support to “spread the word”

*Weaknesses mean that we are not affecting as many people or as much of the population as we should.*

### **What hinders the DPC most?**

- ◆ Availability of funding (3)
- ◆ Time
- ◆ Breakdowns in communication
- ◆ Access to committee
- ◆ Human resources to increase public relations
- ◆ Finding ways to engage new stakeholders
- ◆ Lack of engagement affects our effectiveness

### **Adaptations**

The following actions could minimize or help the DPC overcome some of its weaknesses. These adaptations may address how the DPC can engage stakeholders.

- ◆ Be deliberate and intentional about increasing communication tools.
- ◆ Create recruitment strategies.
- ◆ Engage new stakeholders and their self-interests (duality balance).
- ◆ Engage stakeholders at their convenience.
- ◆ Engage private sector on multiple levels of commitment.
- ◆ Engage Latino sector.
- ◆ Engage youth.

**Internal and External Assessments  
Strengths, Weaknesses, Opportunities,  
and Threats (S.W.O.T.) Analysis**

The Delinquency Prevention Council analyzed the external environment and developed the following list of opportunities and threats:

**Opportunities**

- ◆ Create a relationship with our legislators
- ◆ Create roles for newly recruited members
- ◆ Technology
  - Have meetings on JEDI; use the Internet
- ◆ Opportunities are limitless
  - Group involvement
- ◆ Partnership to create public awareness
- ◆ Opportunity for more volunteers (networking)
  - Community levels (Fort Atkinson - movies)
  - Big Brothers Big Sisters
  - Mentors
  - Youth recreation
    - Rural communities
  - Send representatives to talk about DPC to groups
- ◆ Potential to recruit
- ◆ Opportunity to get DPC known
- ◆ Ethnic change in Jefferson County
- ◆ Identify ethnic leaders
- ◆ Set the tone for County and communities regarding tolerance
- ◆ Renew our commitment by communicating with others
- ◆ Potential for increased funding
- ◆ New programs; learning from our counterparts:
  - Counties
  - Countries
  - Prevention
  - Intervention
- ◆ Sustainability and flexibility
- ◆ Organizations receptive to partnerships and new approaches to get results
- ◆ Sharing feelings/ideas about uncertainty
- ◆ Ability to forecast political and social funding opportunities
- ◆ Providing for positive experience
  - With feedback
- ◆ More programs for Hispanic youth to feel part of the community

## **Threats**

- ◆ Budget cuts/Decrease in available funding (3)
  - Economy (2)
- ◆ Shortages/limited time to devote to the Delinquency Prevention Council (3)
  - Difficulty recruiting volunteers/new members
- ◆ Revenue/NCLB emphasizes testing; tough to maintain pupil services staff.
- ◆ Lack of empathy towards youth (public opinion)
  - Stereotypes
  - Zero tolerance
- ◆ Intolerance
  - “Those kids”
  - Hispanic youth
- ◆ Current political climate, especially in the Federal realm
- ◆ Changes in law
  - 18 years old
- ◆ Staffing issues
  - Shortage/cuts
- Turn over
- ◆ Lack of communication
- ◆ Lack of youth involvement
- ◆ Need more public relations (2)
  - The public is unaware of DPC’s existence
- ◆ Terrorism equals a climate of fear
- ◆ Complacency/apathy in the DPC
- ◆ Hypocrisy of adults, i.e. drinking tickets
- ◆ Expulsion
- ◆ DPC’s mission is misperceived
- ◆ Not staying on the forefront
- ◆ Uncertain State policies
- ◆ Fiscal management
- ◆ Sustainable success
  - Funders no longer see the need

## **Conclusions**

The planning group drew the following conclusions after analyzing the opportunities and threats:

### **Capitalize on Opportunities**

- Computer resources and greater technical abilities (JEDI network)
- Continue expanding perspective while remaining mission focused
- Better public relations and community awareness
- Reach out to new stakeholders asking them what they have to contribute
  - Proffering ideas

### **Adaptations to Threats**

- Recruiting decision-makers and County leaders
- More public awareness and understanding
- Think out of the box about DPC's mission and your role
- Recruiting policymakers on a regional, State and Federal level
- Keep the discussion of intolerance on the front burner and educate people

Recognize the positive contributions of youth at risk

## **Strategic Issues**

Strategic issues are fundamental policy questions or critical challenges that affect an organization. The planning group identified four strategic issues based on these criteria:

- A. Needed Stakeholders
- B. Evaluation and Research Based Data
- C. Funding
- D. Evolving Approach to Prevention
- E. Public Awareness and Engagement

### **Strategic Issues for 2009-2011**

The following are the strategic issues that the Council will address in the next two – three years:

- ◆ How can we bring needed stakeholders around the table?
- ◆ How do we evolve our approach to preventing juvenile delinquency to a higher level?
- ◆ How will we build our funding with regard to DPC and key stakeholders to position ourselves for success in the future?
- ◆ How do we create public awareness/engagement? (Awareness is one level. Engagement is a higher level.)

## **Conclusion**

Gail Roberts prepared individual committee Strategic plans to work from during the 2009-2011 time frame. These plans were presented at the February 2009 DPC monthly meeting. Each plan highlights the individual needs and issues facing the individual committee.

**MEMBERSHIP AND SUSTAINABILITY COMMITTEE**  
**2009-2011 Strategic Issues**

Identified Strategic Issues:

- 1) Needed Stakeholders
- 2) Evaluation and Research-Based Data
- 3) Funding
- 4) Evolving Approach to Prevention
- 5) Public Awareness and Engagement

Issue-specific goals: **Membership & Sustainability Committee**

- a. Increase attendance of current members
  - b. Increase membership
  - c. Increase awareness of DPC programs (3), purpose (2) and mission (1)
1. What are the practical alternatives, dreams, or visions we might pursue to address these issues and achieve our goal?
    - Give a presentation at all community organizations to pursue more community participants.
  2. What are the barriers to realizing these alternatives, dreams, or visions?
    - Time commitment
    - Organization acceptance of our presenting
    - Financial

Creating and Implementing Your Strategic Plan

3. What major initiatives might we pursue to achieve these alternatives, dreams, or visions directly, or else indirectly through overcoming the barriers?
  - Distributing printed information about DPC programs
  - Publicize DPC with a float
  - Community awareness
4. What are the key actions (with existing resources of people and dollars) that must be taken this year to implement the major initiatives?
  - Build a float and enter it in area parades
  - Develop print information to community organizations
5. What specific steps must be taken within the next six months to implement the major initiatives, and who is responsible for taking them?
  - Secure materials for Float
  - Recruit manpower to build
  - Mail or deliver print information to community organization

**0-5 YEAR OLD COMMITTEE:  
2009-2011 Strategic Issues**

Identified Strategic Issues:

- 6) Needed Stakeholders
- 7) Evaluation and Research-Based Data
- 8) Funding
- 9) Evolving Approach to Prevention
- 10) Public Awareness and Engagement

Issue-specific goals: **0-5 Committee**

- a. Bring information to parents regarding discipline, parenting, normal child development, healthy eating, healthy living
1. What are the practical alternatives, dreams, or visions we might pursue to address these issues and achieve our goal?
  - Present trainings/informational sessions to parents
2. What are the barriers to realizing these alternatives, dreams, or visions?
  - Money-financial
  - Parents schedule and time of presentation
  - Lack of interest

Creating and Implementing Your Strategic Plan

3. What major initiatives might we pursue to achieve these alternatives, dreams, or visions directly, or else indirectly through overcoming the barriers?
  - Doing education-increase awareness
  - Public service announcement- flyers, brochures
4. What are the key actions (with existing resources of people and dollars) that must be taken this year to implement the major initiatives?
  - Survey parents to see what topics they are interested in
  - Example: children's Fair-Fort, Watertown
5. What specific steps must be taken within the next six months to implement the major initiatives, and who is responsible for taking them?
  - Survey parents at fairs
  - Partner with -3 at High School regarding incredible years
  - Handout information at Child Fair

**SCHOOL AGE AND INTERVENTION COMMITTEES (joint)**  
**2009-2011 Strategic Issues**

Identified Strategic Issues of DPC:

- 11) Needed Stakeholders
- 12) Evaluation and Research-Based Data
- 13) Funding
- 14) Evolving Approach to Prevention
- 15) Public Awareness and Engagement

Issue-specific goals: **School Age/Intervention Committee**

- a. What are the specific ways or how can we relate/communicate with the community?
  - b. Support the Watertown Teen Court and support expansion to other school districts.
  - c. Educational presentations that continue to identify school-age youth needs (ie. suicide prevention, tobacco education, internet predator prevention, etc.)
  - d. Invite colleagues and community members, by word of mouth, to our speaker presentations, including DPC members who do not attend often.
  - e. Identify alternatives for those expelled and those who drop out. Have it be localized and adopted to Jefferson County.
1. What are the practical alternatives, dreams, or visions we might pursue to address these issues and achieve our goal?
    - Spread the word about our group by word of mouth
    - Show others our successes
  2. What are the barriers to realizing these alternatives, dreams, or visions?
    - Lack of resources and funding, for example: teen court
    - Make presentations to school districts
    - We are met with resistance from school boards

Creating and Implementing Committee's Strategic Plan

3. What major initiatives might we pursue to achieve these alternatives, dreams, or visions directly, or else indirectly through overcoming the barriers?
  - Sustainable funding
  - Establishing a need for a change
  - Relate to all county districts the need for alternatives to suspension, other punishments
4. What are the key actions (with existing resources of people and dollars) that must be taken this year to implement the major initiatives?
  - Provide education on internet predators
  - Provide education of the affect of smoking on the human brain
  - Expand teen court in county schools
  - Identify alternatives to expulsion/dropping out, then communicate them to the community

- Develop ideas, suggestions of “what to do next” after expulsion
  - Continue to education the community on suicide prevention
5. What specific steps must be taken within the next six months to implement the major initiatives, and who is responsible for taking them?
- Presentations for internet predator and affects on smoking and the human brain have been scheduled for next year.
  - Watertown has held a successful first trial of teen court. It was well received by students and faculty.

**18-21 YEAR OLD COMMITTEE:  
2009-2011 Strategic Issues**

Identified Strategic Issues:

- 16) Needed Stakeholders
- 17) Evaluation and Research-Based Data
- 18) Funding
- 19) Evolving Approach to Prevention
- 20) Public Awareness and Engagement

Issue-specific goals: **18-21 Committee**

- a. Be an advocacy for 18-21 year olds
  - b. Insure access to community and county resources
  - c. Enable them to become contributing members of our community
1. What are the practical alternatives, dreams, or visions we might pursue to address these issues and achieve our goal?
    - Activate citizens of this age to become interested, invested members of our committee
    - Educate the community on the capabilities, strengths, possibilities, and potential of this age group
  2. What are the barriers to realizing these alternatives, dreams, or visions?
    - Those approached have not been interested in attending committee meetings
    - 18-21 year olds are disinterested in helping themselves
    - We have limited access to this age group
    - Skewed community perspective of this age group
    - Community and employers are on the defense; community has a preconceived perception of this age group

Creating and Implementing Committee's Strategic Plan

3. What major initiatives might we pursue to achieve these alternatives, dreams, or visions directly, or else indirectly through overcoming the barriers?
  - Collaborate with American Lung Association
4. What are the key actions (with existing resources of people and dollars) that must be taken this year to implement the major initiatives?
  - Secure funding
  - Complete a community needs assessment
  - Environmental Strategies
  - Community Awareness
5. What specific steps must be taken within the next six months to implement the major initiatives, and who is responsible for taking them?

- Newspaper articles/ads about the committee offering research based information
- Revise/create a resource guide including: housing, counseling, health care, child care, education, transportation, employment, etc.
- Make the resource guide more user friendly to this age group
- Develop and complete needs assessment

**GANG COMMITTEE:  
2009-2011 Strategic Issues**

Identified Strategic Issues:

- 21) Needed Stakeholders
- 22) Evaluation and Research-Based Data
- 23) Funding
- 24) Evolving Approach to Prevention
- 25) Public Awareness and Engagement

Issue-specific goals: **Gang Committee**

- Educate public on gang activity
  - Reduce gang affiliated crime
1. What are the practical alternatives, dreams, or visions we might pursue to address these issues and achieve our goal?
    - Plan public and parent presentations
    - Plan school presentations
    - Form and support victim advocacy group for victims of gang related activity
  2. What are the barriers to realizing these alternatives, dreams, or visions?
    - Fear of retaliation
    - Language
    - Funding
    - Community denial

Creating and Implementing Your Strategic Plan

3. What major initiatives might we pursue to achieve these alternatives, dreams, or visions directly, or else indirectly through overcoming the barriers?
  - Form a victim advocacy group including: law enforcement, school counselors
  - More presentations
  - Education of community groups
4. What are the key actions (with existing resources of people and dollars) that must be taken this year to implement the major initiatives?
  - Send a letter to police chiefs followed by a phone call
  - Literature/information in Spanish and English
5. What specific steps must be taken within the next six months to implement the major initiatives, and who is responsible for taking them?
  - Letter to police chiefs and phone calls
  - Translation of brochure to Spanish
  - April School Presentations & future school presentations

## References

The methods and processes used to develop this strategic plan were based on the following research:

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