

IMPLEMENTATION SURVEY JUVENILE JUSTICE SYSTEM ENHANCEMENT STRATEGY (JJSES)

2018



pennsylvania
JUVENILE COURT JUDGES' COMMISSION

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INTRODUCTION

As a national leader in juvenile justice, Pennsylvania has an ongoing commitment to improving its balanced and restorative justice outcomes through innovation and vision, strong partnerships at both the state and local levels, and cooperation with both public and private sector service providers.

In June 2010, the Executive Committee of the Pennsylvania Council of Chief Juvenile Probation Officers and the Juvenile Court Judges' Commission (JCJC) staff conceptualized at their annual strategic planning meeting what would become known as the Juvenile Justice System Enhancement Strategy (JSES). These systems partners agreed that the JSES was needed to develop strategies to sustain and enhance efforts around the implementation of evidence-based practices in the Commonwealth.

The JSES supplements the principles of Balanced and Restorative Justice (BARJ) – the foundation upon which Pennsylvania's juvenile justice system was built – by focusing on the use of research evidence to achieve one of the core BARJ objectives: increasing youth skills (competency development) in order to reduce the likelihood that those involved in the juvenile justice system will commit delinquent acts in the future.

In 2011, the JSES's Statement of Purpose was created. The Statement of Purpose was designed to reflect the underlying goals of BARJ and of the JSES initiative:

- Employ evidence-based practices, with fidelity, at every stage of the juvenile justice process;
- Collect and analyze the data necessary to measure the results of these efforts; and, with this knowledge,
- Strive to continuously improve the quality of our decisions, services, and programs.

In April 2012, the Juvenile Justice System Enhancement Strategy Monograph, which lays the roadmap for JSES implementation, was released. That same year, all sixty-seven juvenile probation departments participated in one of six regional JSES planning meetings. As part of these activities, juvenile probation departments were asked to complete a self-report survey. This survey, which has become known as the JSES Implementation Survey, was designed to provide stakeholders with the capacity to examine implementation and sustainability of the strategy across the Commonwealth, on both a county-specific and statewide aggregate level.

Beginning in 2013, to drive the implementation of JSES, two major changes occurred. First, juvenile probation departments were required to complete the JSES Implementation Survey in conjunction with the annual JCJC Juvenile Probation Services (JPS) grant process.¹

¹To date, all sixty-seven juvenile probation departments have completed the JSES Implementation Survey each grant cycle, with the exception of FY2013-2014, in which 66 juvenile probation departments completed it.

Second, in order to receive JPS grant funding, juvenile probation departments had to agree to the following:

1. The implementation and utilization of the Youth Level of Service (YLS);
2. The utilization of the YLS to make dispositional recommendations; and
3. The development of a case plan using the results of the YLS.

The following report highlights the implementation and sustainability of the JJSES in Pennsylvania using data drawn from each county's FY2018-2019 JJSES Implementation Survey and Plan.

EXECUTIVE SUMMARY

- The following report highlights the implementation and sustainability of the JJSES in Pennsylvania using data drawn from each county's FY2018-2019 JJSES Implementation Survey and Plan.
- A total of 66 surveys, representing all 67 counties (Sullivan and Wyoming Counties are represented in one survey response) are included in this report.

STAGE 1

Two in five departments (n=28; 40%) indicated they were planning a **new Stage 1 activity** this fiscal year.

INTRODUCTION TO EVIDENCE-BASED PRACTICES (EBP) TRAINING

- Approximately half (n=34; 52%) of the respondents indicated their juvenile probation departments provided **Introduction to EBP Training** *at least once* last year. The other half (n=32; 48%) provided no Introduction to EBP Training last year.
- Thirty-six (55%) departments provided **EBP Booster Training** last year. Probation officers, judges, public defenders, and service providers were those stakeholder groups most likely to benefit from these booster trainings.
- Approximately three in five (n=40; 61%) departments have developed **practices** to ensure newly assigned probation officers and/or stakeholders are offered Introduction to EBP Training. Approximately 11% (n=7) have developed actual **policies** for such.

STAKEHOLDER ENGAGEMENT

- All respondents (n=66; 100%) indicated they meet with *most* or *all* of their **stakeholders** on a regular basis to provide JJSES updates.
- The types of **forums** in which these meetings were most likely to occur included: staff meetings with probation officers; Criminal Justice Advisory Board meetings; and meetings with judges.
- Half (n=33; 50%) of the juvenile probation departments have developed **practices** to ensure ongoing stakeholder engagement. Only 12% (n=8) have actual **policies** in place to ensure this.
- Respondents indicated that probation officers, judges, and service providers were the stakeholder groups **most** likely to be engaged with JJSES activities. Victim advocates, police officers, and MDJs were those stakeholder groups **least** likely to be engaged.

STAGE 2

MOTIVATIONAL INTERVIEWING (MI)

- A total of 47 (71%) juvenile probation departments have initiated the **formal implementation** of Motivational Interviewing (MI) as described in the recommended protocol of “**Motivational Interviewing: Implementation and Practice Manual.**”
- Among those 47 departments, the following percentage of respondents indicated they have either *completed* or were *in progress* of each of the identified steps:
 - Step I (Initial Decision): 100%
 - Step II (Stakeholder Support and Implementation Plan): 96%
 - Step III (Initial MI Large Group Training): 98%
 - Step IV (Select MI Coaches): 83%
 - Step V (Develop In-House Training Boosters): 87%
 - Step VI (Begin Observation and Coding): 72%
 - Step VII (Finalized MI Policy/Protocol): 68%
- The total number of **MI Coaches** reported in Pennsylvania is: **139**.
- The most common forms of **quality assurance** for MI reported by probation departments is as follows: booster training; skills practice; coaching sessions; and session codings. There are, however, still 13 departments not doing any forms of quality assurance for MI.
- Twenty-six (55%) juvenile probation departments who have begun implementation of MI have an **official policy**.
- Approximately 58% of departments indicated they were planning a **new MI activity** this fiscal year.

PENNSYLVANIA DETENTION RISK ASSESSMENT INSTRUMENT (PaDRAI)

- A total of 30 (45%) juvenile probation departments have implemented the **Pennsylvania Detention Risk Assessment Instrument** (PaDRAI), 26 (39%) are utilizing the results to inform detention decisions.
- Among the 30 departments that have implemented PaDRAI:
 - Approximately 77% (n=23) are **entering the results** into the Pennsylvania Juvenile Case Management System (PaJCMS).
 - Approximately 77% (n=23) have developed a **PaDRAI policy** or are *currently developing one*.
 - There are between 1 and 7 **PaDRAI Coordinators** in each department. There are a total of 54 **PaDRAI Coordinators** statewide, and 100% of these Coordinators **attended formal training** for the implementation and oversight of the PaDRAI within their department.
- The reported **PaDRAI override** rate for these 30 departments was 27%, with a range between 0% and 93%.
- A total of **29** departments indicated they were planning a **new PaDRAI activity** this fiscal year.

MENTAL HEALTH/TRAUMA SCREENING

- Two-thirds (n=43; 65%) of juvenile probation departments indicated they are *not* utilizing a **mental health or trauma screening tool**. Among the one-third (n=23; 35%) of departments that indicated they are utilizing either a **mental health or trauma screening tool**:
 - The following were the **most frequently utilized tools**: MAYSI-2 (n=18); ACES (n=5); UCLA PTSD Reaction Index (n=1); the Structured Trauma-Related Experiences and Symptoms Screener (STRESS) (n=1); and the Resiliency Questionnaire (n=1).
 - Eleven (48%) have a **policy** in place specific to mental health and/or trauma screen tools (or have such a policy in development).
 - A total of 87% (n=20) have received **training** on trauma.
- A total of 25 (38%) departments indicated they were planning a **new mental health/trauma-related activity** this fiscal year.

YOUTH LEVEL OF SERVICE (YLS)

- A total of 66 of 67 juvenile probation departments have **implemented the Youth Level of Service (YLS)**.
- A total of 23,891 **YLS assessments** were completed in 2017.
- The **YLS risk level distribution** for initial assessments in 2017 was as follows: Low (53%); Moderate (39%); High (8%); and Very High (<1%).
- The **top scoring domains** (excluding Leisure and Recreation) on initial assessments were: Education/Employment and Personality/Behavior.
- In 2017, the **YLS override rate** ranged from 0% – 13%. The average override rate was 1.1%.
- Fifty-four (82%) departments reported providing two or more **booster training cases** in the past year.
- A total of 58 (88%) departments reported having a **YLS policy**.
- These **policies** were most likely to have the following elements: standards for initial assessment, re-assessment, and case closing assessment; initial staff training; role of master trainers; booster training; supervisor scoring approval process; and procedures for professional overrides.
- Thirty-seven (56%) departments indicated they routinely review and update their department-specific **service matrix** to address the criminogenic needs of youth under supervision.
- Twenty-two (33%) departments indicated they **restructured caseloads** based on risk level, criminogenic needs, responsivity factors, etc.

CASE PLANS

- Approximately 92% (n=61) of juvenile probation departments indicated they have implemented **case planning**. Five (8%) departments indicated they have **not implemented** case planning. Among the 61 departments in which case planning has been implemented:
 - A total of 54 (89%) departments indicated they develop a case plan that incorporates the results of the **YLS** and **activities** for juveniles and their families in *the majority of cases*. An additional 6 (10%) indicated they develop such in *some cases*.
 - Respondents indicated that the following **principles** were most likely to be in their case plans: youth engagement; top two or three criminogenic needs; and family engagement.
 - In 57 (93%) juvenile probation departments, there are a total of 102 **case plan coordinators/coaches**. Among the remaining 4 (7%) departments, there are **no case plan coordinators/coaches**.
 - In 55 (90%) departments, the case plan coordinator/coach is responsible for the training and quality assurance practices within the juvenile probation department.
 - Forty (66%) departments have a **case plan policy**.
- A total of 34 departments indicated they were planning a **new case planning activity** this fiscal year.

STAGE 3

SKILL BUILDING AND TOOLS

- Approximately 82% (n=54) of respondents have implemented some **form of skill building and tools** (e.g., Four Core Competencies, Carey Guides, Brief Intervention Tools (BITs), or the Supervisor's EBP BriefCASE).
- Thirteen (20%) juvenile probation departments have **not** been trained on the Carey Guides or the Supervisor's EBP BriefCASE. Five (8%) departments have **not** been trained on Four Core Competencies for Supervisors. Four (6%) departments have **not** been trained on Four Core Competencies for Line Staff.
- Thirteen (20%) departments indicated they utilize the **Carey Guides** in *the majority of cases* to assist youth in skill building targeted to identified criminogenic needs. Twenty-three (35%) departments indicated they utilize the **BITs** in *the majority of cases* to assist youth in skill building targeted to identified criminogenic needs. Twenty-eight (42%) departments are **collecting data** around the use of these tools.
- Twenty-four (36%) juvenile probation departments reported utilizing the eighteen **EBP BriefCASE** modules within their departments. Six (9%) departments reported **completing** all eighteen modules.
- A total of 27 departments were planning a **new skill building and tools-related activity** this fiscal year.

COGNITIVE BEHAVIORAL INTERVENTIONS

- When asked if youth in need of cognitive behavioral interventions are receiving them:
 - Approximately 62% (n=41) of respondents indicated youth in **community-based programs** are receiving such interventions in the *majority of instances*.
 - Approximately 83% (n=55) of respondents indicated youth in **residential programs** are receiving such interventions in the *majority of instances*.
- The following programs are most likely to be **available** to youth: Aggression Replacement Training (ART); Thinking for a Change (T4C); NCTI/Crossroads; and Dialectical Behavior Therapy (DBT).
- In 34 departments, there are at least **158 juvenile probation staff trained** in the delivery of cognitive behavioral interventions.
- Twenty-four (36%) departments indicated their **staff delivered cognitive behavioral interventions** last year.
- Four (6%) departments have a specific **cognitive behavioral intervention policy**.
- A total of eighteen departments were planning a **new cognitive behavioral activity** this fiscal year.

EFFECTIVE PRACTICES IN COMMUNITY SUPERVISION (EPICS)

- A total of 13 (20%) juvenile probation departments have **implemented EPICS**.
- Among those thirteen departments:
 - Twelve (92%) reported they had trained internal **EPICS Coaches** who are responsible for the training and quality assurance practices within their department or *were in the process of* establishing such.
 - Three (23%) departments have an **EPICS policy**.

- The most common forms of **quality assurance** reported are as follows: coaching sessions, audio taping, booster training, and skills practice. One (8%) department reported not doing any forms of quality assurance.
- Twenty departments reported a **new EPICS-related activity** for the next fiscal year.

STANDARDIZED PROGRAM EVALUATION PROTOCOL (SPEP)

- Two-thirds (n=42; 64%) of juvenile probation departments reported that they do **not** reference SPEP Scores on PCCD's website. Eight percent (n=5) of respondents indicated they do for the *majority of decisions* involving service provider alignment.
- Eleven departments reported having internal **SPEP Certified staff**. Among these 11 departments there are 26 total **SPEP Certified staff**.

GRADUATED RESPONSES

- Slightly more than half (n=38; 58%) of juvenile probation departments reported implementing graduated responses. Among those 38 departments:
 - Twenty (53%) have a **Graduated Responses Coordinator**.
 - Eighteen (47%) reported *the majority of* their staff have participated in **formal graduated responses training**.
 - Fifteen (39%) have developed a **graduated response policy** addressing the use of effective **responses to non-compliant behavior** and **incentives for pro-social behavior**.
 - Eight (21%) departments are utilizing the **graduated responses module** in the PaJCMS.
 - Nineteen (50%) departments indicated they have created a **graduated responses matrix** and utilize it in *some or the majority of* applicable cases.
- A total of 34 respondents reported a **new Graduated Response-related activity** for the next fiscal year.

STAGE 4

A total of 17 departments indicated they were planning a **new Stage IV activity** this fiscal year.

POLICY ALIGNMENT

- Approximately 4 in 5 (n=54; 82%) juvenile probation departments reported they have a **mission statement**.
- Twenty-eight (42%) departments reported their **mission statement incorporates the principles of evidence-based practices** as reflected in the Juvenile Justice System Enhancement Strategy.
- A total of 40 (61%) departments indicated the majority of their **policies and practices** incorporate the principles of evidence-based practices as reflected in the Juvenile Justice System Enhancement Strategy.

PERFORMANCE MEASURES

- Fourteen (21%) respondents indicated they utilize the **Juvenile Probation Evidence-Based Practices Job Description Template for Supervisors**. Fifteen (23%) respondents indicated they utilize the **Juvenile Probation Evidence-Based Practices Job Description for Probation Officers**.
- Among the 53 departments that reported they are *not* using the Juvenile Probation Evidence-Based Practices Job Description Templates, 30% (n=16) indicated their department's **job descriptions reflect principles of evidence-based practices**.
- Ten (15%) departments have initiated the use of the **EBP Juvenile Probation Performance Appraisal Form for Supervisors**. Sixteen (24%) departments have initiated the use of the **EBP Juvenile Probation Performance Appraisal Form for Probation Officers**.
- Among the 53 departments that reported they are *not* using the **EBP Juvenile Probation Performance Appraisal Form**, 19% (n=10) indicated their departmental performance evaluations reflect principles of evidence-based practices.
- Eleven (17%) departments indicated they have implemented the use of a **Self-Appraisal for Supervisors**. Thirteen (20%) departments indicated they have implemented the use of the **Self-Appraisal for Probation Officers**.
- Two in five (n=27; 41%) departments reported **staff proficiency in evidence-based practices** is *not* taken into consideration when conducting performance evaluations/reviews.
- Approximately 2 in 5 (n=25; 38%) departments indicated evidence-based practice knowledge is *not* a consideration in **staff hiring decisions**. Approximately 3 in 5 (n=41; 62%) departments indicated such knowledge *is* a consideration in staff hiring decisions.
- Approximately 2 in 5 (n=25; 38%) of the departments indicated that evidence-based practice proficiency is *not* a consideration in **staff promotion decisions**. Approximately 3 in 5 (n=41; 60%) of departments indicated that evidence-based practice proficiency *is* a consideration in staff promotion decisions.

EBP SERVICE CONTRACTS

- Ten (15%) juvenile probation departments reported they include risk reduction expectations in the language of *the majority of* their **service provider contracts**.
- One in four (n=17; 26%) departments reported having **planning meetings with their service providers** (residential or non-residential) on an *annual basis*, 4 (6%) on a *bi-annual basis*, and 8 (12%) on a *quarterly basis*.

JJSES Building Blocks

DELINQUENCY PREVENTION

- No respondent indicated they have a **delinquency prevention policy**.
- Only six (9%) departments indicated they were planning a **new delinquency prevention activity** this fiscal year.

DIVERSION

- Nine (14%) departments indicated they have a **diversion policy**.
- Four (6%) departments indicated they were planning a **new diversion-related activity** this fiscal year.

FAMILY INVOLVEMENT

- Twelve (18%) departments indicated they have **written policies** that support effective family involvement.
- Twenty-six (39%) departments indicated *the majority of or some of* their staff have received **training** in effective practices in family involvement.
- FGC/FGDM and family-focused treatment programs (e.g., MST and FFT) were those **initiatives most likely to be available** in departments.
- Eight (12%) departments indicated they do *not* provide “**A Family Guide to Pennsylvania’s Juvenile Justice System**” to families. The remaining respondents indicated they do *all or some of the time*.
- Fifteen (23%) departments indicated they utilize a **satisfaction survey** for juveniles and parents in *some or the majority of* cases.
- Nineteen departments indicated they were planning a **new family-involvement-related activity** this fiscal year.

DATA-DRIVEN DECISION MAKING

- Departments indicated they were most likely to collect outcome data on the following EBP practices:
 - Changes in Risk/Need Scores (67%)
 - Recidivism (63%)
 - Program Completions (56%)
 - Supervision Violations (50%)
 - Program Outcomes (48%)
 - Adherence to PaDRAI Recommendation (30%)
 - Use of Graduated Responses (22%)

CONTINUOUS QUALITY IMPROVEMENT

- Departments indicated they were *most likely* to have **written procedures for quality assurance** for the following areas: YLS; case plans; and MI.
- Slightly less than half of the respondents (n=28; 42%) indicated they have a dedicated **staff person** responsible for quality assurance within their department.
- Eleven (17%) departments indicated they were planning a **new continuous quality improvement-related activity** for this fiscal year.

STAGE ONE: READINESS

Nearly 70% of all innovation and implementation initiatives in the public and private sectors fail. Stage One of the Framework was crafted with this problem in mind. It recognizes that change is a long-term process – one that requires strategic and careful planning before an initiative truly begins.

A number of tasks are recommended to help ensure a successful launch of the JJSES. Some of these tasks include preparing and engaging juvenile probation staff and stakeholders by: 1.) informing them of the JJSES model, anticipated tasks and timelines, and ways in which the juvenile justice and service delivery system may change; 2.) providing training about research that could guide practice; and 3.) setting up a planning process that allows stakeholders to help shape the local JJSES Plan.

In addition, juvenile probation departments are urged to take an honest look at their readiness to undertake a change initiative.

The following activities are outlined under Stage One of the JJSES Framework:

1. Introduction to EBP Training;
2. Organizational Readiness;
3. Cost Benefit Analysis; and
4. Stakeholder Engagement.

The following topics were included in the FY2018-2019 Implementation Survey:

1. Introduction to EBP Training; and
2. Stakeholder Engagement.

IMPLEMENTATION SURVEY RESULTS

- Two in five departments (n=28; 40%) indicated they were planning a **new Stage 1 activity** this fiscal year.

INTRODUCTION TO EBP TRAINING

OVERVIEW

In order to determine a department's or juvenile justice system's readiness to proceed with evidence-based practices (EBP), the department must know what EBP is and what it entails. Many departments mistakenly view EBP as applying an actuarial risk/needs instrument, as if it were a singular event. While implementing a risk/needs assessment is foundational to EBP, it is just one activity. A department needs to know the totality of what it is committing to in order to successfully implement change.

Conducting an "Introduction to Evidence-Based Practices" training session is a key part of preparing for JJSES. This one-day training should be designed to ground participants in the *what* and *why* of EBP. It provides basic knowledge about evidence-based and risk reduction research and explores how the principles of risk, need, and responsivity are relevant to decisions made by staff (e.g., how intensively to supervise the youth, which criminogenic needs to target for case management, and how to customize the approach based on the youth's unique traits) and other juvenile justice system stakeholders (e.g., who should be eligible for diversion, what dispositional conditions to impose, how to handle violations, and how court reports might be structured).

IMPLEMENTATION SURVEY RESULTS

- Approximately half (n=34; 52%) of the respondents indicated their juvenile probation departments provided **Introduction to EBP Training** *at least once* last year. The other half (n=32; 48%) provided no Introduction to EBP Training last year.
- Thirty-six (55%) departments provided **EBP Booster Training** last year. Probation officers, judges, public defenders, and service providers were those stakeholder groups most likely to benefit from these booster trainings.
- Approximately three in five (n=40; 61%) departments have developed **practices** to ensure newly assigned probation officers and/or stakeholders are offered Introduction to EBP Training. Approximately 11% (n=7) have developed actual **policies** for such.

STAKEHOLDER ENGAGEMENT

OVERVIEW

The juvenile justice system is comprised of a constellation of individual stakeholders and departments, including victims, judges, prosecutors and defense counsel, probation officers, juveniles, families, the community, those responsible for government budgets, and departments that protect the rights of the accused, represent the needs of victims, ensure that the process is fair and in accordance with the law, and hold law violators accountable. Sometimes stakeholders' interests are similar; sometimes they are different and potentially conflicting. The success of the JJSES is partially dependent on aligning the missions, intentions, understandings, and resources of the stakeholders.

The JJSES proposes that all stakeholders rally around a unifying principle: harm reduction. The principle of harm reduction aligns with BARJ principles, as demonstrated by its targeted outcomes of safer and stronger communities, fewer victims, reduced delinquency rates, improved confidence in the juvenile justice system, and reduced taxpayer costs.

IMPLEMENTATION SURVEY RESULTS

- All respondents (n=66; 100%) indicated they meet with *most* or *all* of their **stakeholders** on a regular basis to provide JJSES updates.
- The types of **forums** in which these meetings were most likely to occur included: staff meetings with probation officers; Criminal Justice Advisory Board meetings; and meetings with judges.
- Half (n=33; 50%) of the juvenile probation departments have developed **practices** to ensure ongoing stakeholder engagement. Only 12% (n=8) have actual **policies** in place to ensure this.
- Respondents indicated that probation officers, judges, and service providers were the stakeholder groups **most** likely to be engaged with JJSES activities. Victim advocates, police officers, and MDJs were those stakeholder groups **least** likely to be engaged.

STAGE TWO: INITIATION

After a department has adequately prepared itself and its stakeholders for the JJSES change initiative, Stage Two: Initiation can begin. This stage helps departments prepare for behavioral change practices that are effective in reducing the risk to reoffend. These practices are identified in Stage Three.

During the assessment process, a number of actuarial tools are used that more accurately identify the needs of youth. These tools identify a juvenile's risk to reoffend, criminogenic and non-criminogenic needs, and the appropriate level of supervision. They are not meant to replace decision-makers' discretion; rather, they are intended to help guide and inform decisions related to detention, diversion, disposition, violations, and referrals for service. The importance of these assessments cannot be overstated they are significantly more effective at identifying risk and need than professional judgment alone. However, they will only remain valid assessments if there is a system in place to ensure quality through inter-rater reliability. Stage Two, therefore, includes procedures to ensure that all assessors utilize the tools properly in order to retain their predictive properties, thereby allowing decision makers to rely on the accuracy of the data.

The following activities are outlined under Stage Two of the Framework:

1. Motivational Interviewing;
2. Structured Decision-Making;
3. Detention Assessment;
4. MAYSI-2;
5. Youth Level of Service (YLS);
6. Inter-Rater Reliability; and
7. Case Plan Development.

The following topics were included in the FY2018-2019 Implementation Survey:

1. Motivational Interviewing;
2. The Pennsylvania Detention Risk Assessment Instrument (PaDRAI);
3. Mental Health/Trauma Screening;
4. Youth Level of Service (YLS); and
5. Case Plan Development.

MOTIVATIONAL INTERVIEWING

OVERVIEW

One of the most important skills introduced in Stage Two is motivational interviewing. This skill enhances the amount and quality of information collected during the assessment process and helps engage youth and families in creating their own case plans.

For most people, change is a process that unfolds over time. People can range from having no interest in making changes (precontemplation), to having some awareness or mixed feelings about change (contemplation), to preparing for change (preparation), to having recently begun to make changes (action), to maintaining changes over time (maintenance). Practitioners must adapt their style to meet their clients where they are in the change process.

Motivational interviewing does not address a skill deficit; it prepares probationers and their families for change. Furthermore, it helps establish a professional alliance—one in which juvenile justice professionals establish rapport and align their approach with probationers' goals. These outcomes set the stage for probation officers, probationers, and youths' families to work on the issues identified through the assessment and case planning sessions. For these reasons, JJSES places motivational interviewing in Stage Two: Initiation instead of in Stage Three: Behavioral Change.

To help counties establish effective motivational interviewing practices, JJSES will continue to provide training, coaching, and continuous quality improvement assistance. It should be noted that it often takes years for staff to become proficient in motivational interviewing. County probation departments and their service providers should be prepared to attend to the required proficiency processes. These efforts include observing staff-youth sessions, providing booster trainings, conducting coaching sessions, and integrating motivational interviewing terminology and concepts into policies and practices.

IMPLEMENTATION SURVEY RESULTS

- A total of 47 (71%) juvenile probation departments have initiated the **formal implementation** of Motivational Interviewing (MI) as described in the recommended protocol of “**Motivational Interviewing: Implementation and Practice Manual.**”
- Among those 47 departments, the following percentage of respondents indicated they have either *completed* or were *in progress* of each of the identified steps:
 - Step I (Initial Decision): 100%
 - Step II (Stakeholder Support and Implementation Plan): 96%
 - Step III (Initial MI Large Group Training): 98%
 - Step IV (Select MI Coaches): 83%
 - Step V (Develop In-House Training Boosters): 87%
 - Step VI (Begin Observation and Coding): 72%
 - Step VII (Finalized MI Policy/Protocol): 68%
- The total number of **MI Coaches** reported in Pennsylvania is: **139**.
- The most common forms of **quality assurance** for MI reported by probation departments is as follows: booster training; skills practice; coaching sessions; and session codings. There are, however, still 13 departments not doing any forms of quality assurance for MI.
- Twenty-six (55%) juvenile probation departments who have begun implementation of MI have an **official policy**.
- Approximately 58% of departments indicated they were planning a **new MI activity** this fiscal year.

OVERVIEW

The decision to place a juvenile in a secure detention center represents one of the most important decisions of juvenile court processing and one of the most significant events in a young person's life. Detention decisions should be based on clearly defined, objective criteria that are understood and employed by all juvenile court staff. The use of a validated detention risk assessment instrument to assist in making decisions about detention can help ensure that those decisions will be structured and consistent, as well as racially and ethnically neutral. These instruments also provide a concrete, non-biased rationale that juvenile justice practitioners can share with families when engaging them in understanding decisions made about their children, as well as when eliciting their input and cooperation in response to these decisions.

In Pennsylvania, detention decisions are guided by the Juvenile Act and the Juvenile Court Judges' Commission (JCJC) Standards Governing the Use of Secure Detention Under the Juvenile Act, which were developed on the premise that decisions regarding admissions to secure detention must be based on a commitment to utilize the most appropriate level of care consistent with the circumstances of the individual case. When the admission of a child to a secure detention facility is being considered by a judge, juvenile court hearing officer, or juvenile probation officer, preference should be given to non-secure alternatives that could reduce the risk of flight or danger to the child or community.

IMPLEMENTATION SURVEY RESULTS

- A total of 30 (45%) juvenile probation departments have implemented the **Pennsylvania Detention Risk Assessment Instrument (PaDRAI)**, 26 (39%) are utilizing the results to inform detention decisions.
- Among the 30 departments that have implemented PaDRAI:
 - Approximately 77% (n=23) are **entering the results** into the Pennsylvania Juvenile Case Management System (PaJCMS).
 - Approximately 77% (n=23) have developed a **PaDRAI policy** or are *currently developing one*.
 - There are between 1 and 7 **PaDRAI Coordinators** in each department. There are a total of 54 **PaDRAI Coordinators** statewide, and 100% of these Coordinators **attended formal training** for the implementation and oversight of the PaDRAI within their department.
- The reported **PaDRAI override** rate for these 30 departments was 27%, with a range between 0% and 93%.
- A total of **29** departments indicated they were planning a **new PaDRAI activity** this fiscal year.

MENTAL HEALTH/TRAUMA SCREENING

OVERVIEW

Most criminogenic risk/need assessment instruments are not designed to detect mental health issues that youth may experience. While mental health problems are not a criminogenic factor to consider when assessing the risk to recidivate, mental health issues are considered a responsivity factor that may impact the ability of the youth to adequately respond to the intervention(s) to address criminogenic risk/need factors that may be indicated.

The MAYSI-2 is a scientifically proven screening instrument that is designed to help juvenile probation departments and juvenile justice service providers identify youth, ages 12–17, who may have special mental health needs. It can be used at any decision-making point within the system (i.e., detention, intake, probation, or placement).

In Pennsylvania, the MAYSI-2 has been used by juvenile detention centers since 2000, and it was adopted by the Commonwealth's Youth Development Center/Youth Forest Camp (YDC/YFC) System shortly thereafter. Juvenile probation departments began implementing the MAYSI-2 in 2007, in conjunction with Pennsylvania's Models for Change initiative. Initial MAYSI-2 implementation among Pennsylvania's juvenile probation departments was supported by funding from the Pennsylvania Commission on Crime and Delinquency.

Trauma has also been identified as an important responsivity factor to consider when assessing a youth's likelihood to re-offend. Each year, millions of children are exposed to violence in their homes, schools, and communities. Left unaddressed, these experiences can lead to mental health and substance use disorders, school failure, increased risk taking, and delinquency. In fact, youth who become involved in the juvenile justice system are more likely than their peers to have been exposed to not just one or two traumatic stressors, but multiple types of traumatic victimization.

Pennsylvania is in the early stages of implementing a statewide trauma tool, as well as developing a trauma-informed decision protocol, under the auspices of Dr. Keith Cruise, Fordham University.

IMPLEMENTATION SURVEY RESULTS

- Two-thirds (n=43; 65%) of juvenile probation departments indicated they are *not* utilizing a **mental health or trauma screening tool**. Among the one-third (n=23; 35%) of departments that indicated they are utilizing either a **mental health or trauma screening tool**:
 - The following were the **most frequently utilized tools**: MAYSI-2 (n=18); ACES (n=5); UCLA PTSD Reaction Index (n=1); the Structured Trauma-Related Experiences and Symptoms Screener (STRESS) (n=1); and the Resiliency Questionnaire (n=1).
 - Eleven (48%) have a **policy** in place specific to mental health and/or trauma screen tools (or have such a policy in development).
 - A total of 87% (n=20) have received **training** on trauma.
- A total of 25 (38%) departments indicated they were planning a **new mental health/trauma-related activity** this fiscal year.

YOUTH LEVEL OF SERVICE (YLS)

OVERVIEW

If a juvenile justice system is to achieve a reduction in recidivism through the prevention of delinquent behavior, it must adhere to the three principles of risk, need, and responsivity. The preliminary step in this process is the use of a valid and reliable risk assessment instrument, such as the Youth Level of Service (YLS). The YLS provides a broad and comprehensive survey of all the risk, need, responsivity factors that affect youth offending and responses to interventions. Arguably, the YLS is the cornerstone of the JJSES.

The YLS contains 42 static and dynamic risk factors, divided into eight domains, that have been identified as most predictive of youthful re-offending. Upon completion of the assessment, youth are assigned a numeric score and risk level, and their top risk factors are identified. These results assist juvenile probation officers in targeting a youth's specific needs. Generally, youth are assessed at the time they enter the juvenile justice system. They are also reassessed at regular intervals, including case closure. Changes in score serve as one indicator of the impact of a youth's involvement in the juvenile justice system.

In 2009, the first phase of Pennsylvania counties was trained on the use of this tool, and by 2012, 66 of 67 counties were utilizing the YLS.

IMPLEMENTATION SURVEY RESULTS

- A total of 66 of 67 juvenile probation departments have **implemented the Youth Level of Service (YLS)**.
- A total of 23,891 **YLS assessments** were completed in 2017.
- The **YLS risk level distribution** for initial assessments in 2017 was as follows: Low (53%); Moderate (39%); High (8%); and Very High (<1%).
- The **top scoring domains** (excluding Leisure and Recreation) on initial assessments were: Education/Employment and Personality/Behavior.
- In 2017, the **YLS override rate** ranged from 0% – 13%. The average override rate was 1.1%.
- Fifty-four (82%) departments reported providing two or more **booster training cases** in the past year.
- A total of 58 (88%) departments reported having a **YLS policy**.
- These **policies** were most likely to have the following elements: standards for initial assessment, re-assessment, and case closing assessment; initial staff training; role of master trainers; booster training; supervisor scoring approval process; and procedures for professional overrides.
- Thirty-seven (56%) departments indicated they routinely review and update their department-specific **service matrix** to address the criminogenic needs of youth under supervision.
- Twenty-two (33%) departments indicated they **restructured caseloads** based on risk level, criminogenic needs, responsivity factors, etc.

CASE PLAN DEVELOPMENT

OVERVIEW

Case plans link assessments with services aimed to improve competencies and reduce recidivism. They are roadmaps that provide direction for probation officers, youth, and families throughout the period of supervision. As such, they are a valuable element of Pennsylvania's JJSES and the centerpiece of supervision for clients.

Comprehensive case plans focus on reducing risk factors that, according to assessments, have the greatest impact on recidivism; emphasize strengths; identify triggers; and customize approaches based on traits such as culture, gender, language, disabilities, and mental health. In essence, their goal is to identify and prioritize the domains that will have the greatest impact on future delinquent behavior, appropriately match services to those areas, and do so in the right dosage and intensity.

IMPLEMENTATION SURVEY RESULTS

- Approximately 92% (n=61) of juvenile probation departments indicated they have implemented **case planning**. Five (8%) departments indicated they have **not implemented** case planning. Among the 61 departments in which case planning has been implemented:
 - A total of 54 (89%) departments indicated they develop a case plan that incorporates the results of the **YLS** and **activities** for juveniles and their families in *the majority of cases*. An additional 6 (10%) indicated they develop such in *some cases*.
 - Respondents indicated that the following **principles** were most likely to be in their case plans: youth engagement; top two or three criminogenic needs; and family engagement.
 - In 57 (93%) juvenile probation departments, there are a total of 102 **case plan coordinators/coaches**. Among the remaining 4 (7%) departments, there are **no case plan coordinators/coaches**.
 - In 55 (90%) departments, the case plan coordinator/coach is responsible for the training and quality assurance practices within the juvenile probation department.
 - Forty (66%) departments have a **case plan policy**.
- A total of 34 departments indicated they were planning a **new case planning activity** this fiscal year.

STAGE THREE: BEHAVIORAL CHANGE

Developing effective case plans, such as those described in Stage Two, requires an understanding of long-term behavioral change strategies that are grounded in evidence-based practices, the ability to match these strategies with individuals' responsivity factors, and the acquisition of competencies and tools necessary to ensure that one-on-one sessions with juveniles help them build skills that address their criminogenic needs.

Once the screening and assessment components of Stage Two are in place, these behavioral change initiatives can begin. Stage Three, then, logically builds from the information amassed from the diagnostic practices established in Stage Two and includes such tasks as putting in place cognitive behavioral programs, applying responsivity information to referral decisions, ensuring that programs are evidence-based, and giving case management staff the competencies and tools necessary to ensure that their one-on-one sessions build skills that address criminogenic needs.

Probation staff also need to be knowledgeable about local community-based services in order to make proper referrals. Service providers need to be confident about implementing the most effective programs, targeting the proper behavioral skills, and guarding against quality service delivery slippage.

A partnership between probation departments and service providers that ensures that evidence-based interventions are used effectively is critical to achieving long-term risk reduction outcomes. The Standardized Program Evaluation Protocol (SPEP) described in Stage Three provides guidance in aligning service needs with quality local programming.

Stage Three includes numerous and potentially complex processes. As a result, it is expected that it will take longer for juvenile justice professionals to gain proficiency with this stage.

The following activities are outlined under Stage Three of the Framework:

1. Skill Building and Tools;
2. Cognitive Behavioral Interventions;
3. Responsivity;
4. Evidence-Based Programming and Interventions;
5. Service Provider Alignment/Standardized Program Evaluation Protocol (SPEP); and
6. Graduated Responses.

The following topics were included in the FY2018-2019 Implementation Survey:

1. Skill Building and Tools;
2. Cognitive Behavioral Interventions;
3. Effective Practices in Community Supervision (EPICS);
4. Standardized Program Evaluation Protocol (SPEP); and
5. Graduated Responses.

SKILL BUILDING AND TOOLS

OVERVIEW

The most effective interventions leading to pro-social changes are behavioral. Social learning theory provides juvenile justice professionals with a set of foundational, behavior-oriented principles that promote long-lasting behavioral change. It asserts that people learn and adopt new behaviors through such means as positive and negative reinforcement and skill practice. Skill practice involves observing others, practicing new behaviors, receiving feedback on the practiced behaviors, and applying the behaviors in real-life situations. As we practice new ways of responding to situations, we also integrate new ways of thinking about, or processing, those events.

Many youth involved in the juvenile justice system, particularly those at a high risk to re-offend, are lacking in pro-social skills such as conflict resolution, anger management, problem solving, and emotional regulation. Attending a class and listening to a counselor talk about anger management, for example, is unlikely to help an offender build new skills in managing responses to difficult situations any more than listening to music will help a person become a musician. But listening to a counselor describe anger management techniques, observing these techniques in others, and practicing and perfecting them over time will help offenders develop more productive responses to volatile situations.

The JJSES provides a number of resources to assist in this pro-social skills development, including training on skills practice, specific tools (e.g., journals and worksheets) that juvenile justice professionals can use to structure their one-on-one and family sessions and teach pro-social skills, access to cognitive behavioral interventions, and a set of guidelines that align criminogenic needs with the most common skill deficits.

IMPLEMENTATION SURVEY RESULTS

- Approximately 82% (n=54) of respondents have implemented some **form of skill building and tools** (e.g., Four Core Competencies, Carey Guides, Brief Intervention Tools (BITs), or the Supervisor's EBP BriefCASE).
- Thirteen (20%) departments have **not** been trained on the Carey Guides or the Supervisor's EBP BriefCASE. Five (8%) departments have **not** been trained on Four Core Competencies for Supervisors. Four (6%) departments have **not** been trained on Four Core Competencies for Line Staff.
- Only 13 (20%) departments indicated they utilize the **Carey Guides** in *the majority of cases* to assist youth in skill building targeted to identified criminogenic needs. Similarly, only 23 (35%) departments indicated they utilize the **BITs** in *the majority of cases* to assist youth in skill building targeted to identified criminogenic needs. Only 28 (42%) departments are **collecting data** around the use of these tools.
- Approximately 24 (36%) respondents reported utilizing the eighteen **EBP BriefCASE** modules within their departments. Only six (9%) departments reported **completing** all eighteen modules.
- A total of 27 departments were planning a **new skill building and tools-related activity** this fiscal year.

COGNITIVE BEHAVIORAL INTERVENTIONS

OVERVIEW

Juveniles under supervision come with a myriad of challenges, but none are as prevalent or present as great a risk for getting them in trouble than cognitions that lead to negative behavior. These “thinking errors” include, among others, the tendency to rationalize and justify antisocial or delinquent behavior, difficulty interpreting social cues, underdeveloped moral reasoning, a sense of entitlement, a failure to assess consequences of actions, a lack of empathy for others, and poor problem-solving and decision-making skills. Such skill deficits can lead to rigid responses to stressful situations, impulsivity, and emotional or violent reactions to perceived disrespect or danger. They tend to engender strong emotions in adolescents that, in turn, reduce their ability to address problems in a calm and reasoned fashion.

Cognitive behavioral interventions, delivered primarily in group settings, are designed to restructure problematic thinking patterns and attitudes. These interventions teach youth to monitor their patterns of automatic thoughts in situations that would otherwise lead to antisocial behavior. The interventions also focus on developing pro-social skills such as managing anger, assuming personal responsibility for one’s actions, seeing other people’s perspectives, and setting realistic goals.

Research has shown that cognitive behavioral interventions have the most significant impact on delinquent behavior and recidivism among juveniles. On average, cognitive groups— whether conducted in the community or in residential facilities— reduce re-arrest or reconviction by 20–30 percent.

Cognitive behavioral interventions, whether delivered in the community or in residential facilities, are extremely effective in addressing the antisocial thinking that so often leads to delinquent behavior, but these interventions can only achieve their intended purpose under three sets of circumstances. First, the interventions must be delivered as they were designed and intended, with integrity and fidelity to the structured curriculum. Second, the attitudes and skills that youth learn in groups must be reinforced through their interactions with their juvenile justice professionals, and the attitudes and skills that youth learn with their juvenile justice professionals must be reinforced through their interactions with service providers. Third, juvenile justice professionals, service providers, and families must work collaboratively and communicate effectively in order for behavioral change to occur.

IMPLEMENTATION SURVEY RESULTS

- When asked if youth in need of cognitive behavioral interventions are receiving them:
 - Approximately 62% (n=41) of respondents indicated youth in **community-based programs** are receiving such interventions in the *majority of instances*.
 - Approximately 83% (n=55) of respondents indicated youth in **residential programs** are receiving such interventions in the *majority of instances*.
- The following programs are most likely to be **available** to youth: Aggression Replacement Training (ART); Thinking for a Change (T4C); NCTI/Crossroads; and Dialectical Behavior Therapy (DBT).
- In 34 departments, there are at least **158 juvenile probation staff trained** in the delivery of cognitive behavioral interventions.
- Twenty-four (36%) departments indicated their **staff delivered cognitive behavioral interventions** last year.
- Four (6%) departments have a specific **cognitive behavioral intervention policy**.
- A total of eighteen departments were planning a **new cognitive behavioral activity** this fiscal year.

EFFECTIVE PRACTICES IN COMMUNITY SUPERVISION (EPICS)

OVERVIEW

The Effective Practices in Community Supervision (EPICS) model is designed to use a combination of monitoring, referrals, and face-to-face interactions to provide the offenders with a sufficient “dosage” of treatment interventions and make the best possible use of time to develop a collaborative working relationship. The EPICS model helps translate the risk, needs and responsivity principles into practice.

Community supervision officers or case managers are taught to increase dosage to higher risk offenders, stay focused on criminogenic needs, especially the thought-behavior link, and to use a social learning, cognitive behavioral approach to their interactions. The EPICS model is not intended to replace other programming and services, but rather is an attempt to more fully utilize staff as agents of change.

IMPLEMENTATION SURVEY RESULTS

- A total of 13 (20%) juvenile probation departments have **implemented EPICS**.
- Among those thirteen departments:
 - Twelve (92%) reported they had trained internal **EPICS Coaches** who are responsible for the training and quality assurance practices within their department or *were in the process of* establishing such.
 - Three (23%) departments have an **EPICS policy**.
 - The most common forms of **quality assurance** reported are as follows: coaching sessions, audio taping, booster training, and skills practice. One (8%) department reported not doing any forms of quality assurance.
- Twenty departments reported a **new EPICS-related activity** for the next fiscal year.

THE STANDARDIZED PROGRAM EVALUATION PROTOCOL (SPEP)

OVERVIEW

Dr. Mark Lipsey and colleagues conducted a groundbreaking meta-analysis of the characteristics of effective delinquency interventions, with the goal of providing a solid foundation for improving delinquency programs and services. Based on his analysis of approximately 700 controlled studies of interventions with juvenile offenders, Lipsey developed the Standardized Program Evaluation Protocol (SPEP). The SPEP is a validated, data-driven rating system for determining how well a program matches what research tells us is effective for that particular type of program in reducing the recidivism of juvenile offenders. More specifically, the SPEP creates a metric by assigning points to programs according to how closely their characteristics match those associated with similar programs shown, in research studies, to have the best recidivism outcomes.

The body of research on programs for juvenile offenders indicates that several general characteristics are most strongly related to their effects on juvenile delinquency: the type of program; the service quantity or dosage; the risk levels of the youth served by the program; and the quality with which the program is implemented.

Lipsey's work provides specific research-based profiles of program characteristics that can be used both as "best practice" standards against which to evaluate juvenile justice programs and as roadmaps for improving the programs. The more closely programs resemble those that research has shown to be effective, the more points they receive. Higher program scores have equated to greater recidivism reductions

While the initial SPEP score is certainly of interest, it more importantly establishes a baseline for program improvement. The difference between the scores for the individual components of the SPEP and the maximum possible point values for each provide information about where program ratings can improve. The resulting program improvement process must be a collaborative effort between probation departments and service providers

IMPLEMENTATION SURVEY RESULTS

- Two-thirds (n=42; 64%) of juvenile probation departments reported that they do **not** reference SPEP Scores on PCCD's website. Eight percent (n=5) of respondents indicated they do for the *majority of decisions* involving service provider alignment.
- Eleven departments reported having internal **SPEP Certified staff**. Among these 11 departments there are 26 total **SPEP Certified staff**.

GRADUATED RESPONSES

OVERVIEW

For juvenile justice practitioners working with youth, behavioral change is promoted when they use both sanctions for antisocial behavior and incentives and positive reinforcement for pro-social behavior. To maximize results, both sanctions and rewards should be guided by policy that is informed by research.

Youthful offenders are more likely to repeat and adopt prosocial behaviors when those behaviors and attitudes are recognized, acknowledged, and affirmed. Juvenile justice professionals tend to use sanctions as the primary method to respond to or control offenders' behavior. However, research evidence supports the use of more rewards and incentives than sanctions (a ratio of 4:1 to 6:1) to improve offender motivation to change.

JJSES supports the development of policy based on research evidence that promotes the use of clear, graduated sanctions and rewards in response to youth behavior. To assist in this effort, JJSES will provide both training on the effective use of sanctions and rewards and examples of structured decision-making models from other states.

IMPLEMENTATION SURVEY RESULTS

- Slightly more than half (n=38; 58%) of juvenile probation departments reported implementing graduated responses. Among those 38 departments:
 - Twenty (53%) have a **Graduated Responses Coordinator**.
 - Eighteen (47%) reported *the majority of* their staff have participated in **formal graduated responses training**.
 - Fifteen (39%) have developed a **graduated response policy** addressing the use of effective responses to **non-compliant behavior** and **incentives for pro-social behavior**.
 - Eight (21%) departments are utilizing the **graduated responses module** in the PaJCMS.
 - Nineteen (50%) departments indicated they have created a **graduated responses matrix** and utilize it in *some or the majority of* applicable cases.
- A total of 34 respondents reported a **new Graduated Response-related activity** for the next fiscal year.

STAGE FOUR: REFINEMENT

The final stage, Refinement, involves ongoing feedback for the purpose of making incremental improvements. Implementation is rarely done perfectly the first time. Therefore, a system for measurement and feedback must be put in place to ensure that the processes are, in fact, having their intended effect. When they are not, changes are required. Stage Four, therefore, includes the collection of data and outcome measures. Information-gathering processes take place at earlier stages as well; however, it is at Stage Four, after all other tasks have been put in place, that they will have maximum effect.

Stage Four also involves modifying policies to ingrain what were once new or piloted practices. Similarly, service referral guidelines and community-based service contracts should be modified to reflect the changes in practice that resulted from earlier partnership activities.

The following activities are outlined under Stage Four of the Framework:

1. Policy Alignment;
2. Performance Measures; and
3. EBP Service Contracts.

The following topics were included in the FY2018-2019 Implementation Survey:

1. Policy Alignment;
2. Performance Measures; and
3. EBP Service Contracts.

IMPLEMENTATION SURVEY RESULTS

- A total of 17 departments indicated they were planning a **new Stage IV activity** this fiscal year.

POLICY ALIGNMENT

OVERVIEW

In the United States, there is a growing consensus among researchers and practitioners about “what works” in terms of effectively responding to juvenile delinquency. While this body of knowledge must always be tested and re-tested, revised and expanded, and even questioned and rejected, there is little doubt that it forms a much sounder basis for juvenile justice policy and practice than ideology, politics, and personal preferences.

In the same vein, research must be at the core of the formal and informal policies of the legal and institutional structures within which trained professionals seek to supervise and hold accountable juveniles who have offended. Without a research-based alignment of policy and practice, efforts to realize the public safety benefits promised through the application of evidence-based practices can quickly become an effort in futility.

Policy alignment must occur on several levels: within juvenile probation departments; within the immediate environment of the juvenile probation department; within the local juvenile justice system; and the at the local and statewide level.

IMPLEMENTATION SURVEY RESULTS

- Approximately four in five (n=54; 82%) departments reported they have a **mission statement**. A total of seven (11%) departments indicated they do *not* have a **mission statement**.
- Only 28 (42%) departments reported that their **mission statement incorporates the principles of evidence-based practices** as reflected in the Juvenile Justice System Enhancement Strategy.
- A total of 40 (61%) juvenile probation departments indicated the majority of their **policies and practices** incorporate the principles of evidence-based practices as reflected in the Juvenile Justice System Enhancement Strategy. Ten (15%) departments indicated their department’s policies and procedures do *not* incorporate such.

PERFORMANCE MEASURES

OVERVIEW

Juvenile justice system leaders interested in determining the impact of their policies and practices on outcomes need to put in place ways to measure the performance of their departments or juvenile justice systems. This is also crucial for identifying areas to improve. These measures help leaders determine whether their departments or systems are achieving their intended goals and outcomes. They quantify the effects of business processes, products, and services and allow for policy discussions and decisions to be “data-driven.” Performance measures for juvenile justice could consist of indicators for effectiveness, efficiency, satisfaction, or timeliness.

IMPLEMENTATION SURVEY RESULTS

- Fourteen (21%) respondents indicated they utilize the **Juvenile Probation Evidence-Based Practices Job Description Template for Supervisors**. Fifteen (23%) respondents indicated they utilize the **Juvenile Probation Evidence-Based Practices Job Description for Probation Officers**.
- Among the 53 departments that reported they are *not* using the Juvenile Probation Evidence-Based Practices Job Description Templates, 30% (n=16) indicated their department’s **job descriptions reflect principles of evidence-based practices**.
- Ten (15%) departments have initiated the use of the **EBP Juvenile Probation Performance Appraisal Form for Supervisors**. Sixteen (24%) departments have initiated the use of the **EBP Juvenile Probation Performance Appraisal Form for Probation Officers**.
- Among the 53 departments that reported they are *not* using the **EBP Juvenile Probation Performance Appraisal Form**, 19% (n=10) indicated their departmental performance evaluations reflect principles of evidence-based practices.
- Eleven (17%) departments indicated they have implemented the use of a **Self-Appraisal for Supervisors**. Thirteen (20%) departments indicated they have implemented the use of the **Self-Appraisal for Probation Officers**.
- Two in five (n=27; 41%) departments reported **staff proficiency in evidence-based practices** is *not* taken into consideration when conducting performance evaluations/reviews.
- Approximately 2 in 5 (n=25; 38%) departments indicated evidence-based practice knowledge is *not* a consideration in **staff hiring decisions**. Approximately 3 in 5 (n=41; 62%) departments indicated such knowledge *is* a consideration in staff hiring decisions.
- Approximately 2 in 5 (n=25; 38%) of the departments indicated that evidence-based practice proficiency is *not* a consideration in **staff promotion decisions**. Approximately 3 in 5 (n=41; 60%) of departments indicated that evidence-based practice proficiency *is* a consideration in staff promotion decisions.

EBP SERVICE CONTRACTS

OVERVIEW

Many of the services provided to youth under juvenile justice supervision are delivered by private sector agencies and contractors. These services range from drug treatment to mental health treatment, from education to employment services, and they are usually provided according to the protocols and modalities of the relevant discipline.

While such “modular” forms of service provision and treatment often work with children not involved in delinquency, interactions between criminogenic and other needs may hinder successful outcomes in terms of normal adolescent development for young people who have run afoul of the law. Unless criminogenic needs are addressed, the chances of changing delinquent behavior and reducing recidivism are greatly minimized.

To ensure that service providers for juveniles understand the special circumstances leading to juvenile offending, they must become versed in evidence-based practices and work collaboratively with juvenile probation departments to develop treatment methods and services. An important tool in achieving this goal is the EBP service contract which delineates the types of services required.

IMPLEMENTATION SURVEY RESULTS

- Ten (15%) juvenile probation departments reported they include risk reduction expectations in the language of *the majority of* their **service provider contracts**.
- One in four (n=17; 26%) departments reported having **planning meetings with their service providers** (residential or non-residential) on an *annual basis*, 4 (6%) on a *bi-annual basis*, and 8 (12%) on a *quarterly basis*.

KEY JJSES BUILDING BLOCKS

The Framework's four stages are strategically sequenced, building on each other to maximize successful outcomes. Some activities, however, cut across all stages and are considered to be fundamental building blocks of the JJSES model.

The following activities are outlined under the JJSES Building Blocks:

1. Delinquency Prevention;
2. Diversion;
3. Family Involvement;
4. Data-Driven Decision Making;
5. Training and Technical Assistance; and
6. Continuous Quality Assurance.

The following topics were included in the FY2018-2019 Implementation Survey:

1. Delinquency Prevention;
2. Diversion;
3. Family Involvement;
4. Data-Driven Decision Making;
5. Training / Technical Assistance; and
6. Continuous Quality Assurance.

DELINQUENCY PREVENTION

OVERVIEW

In meeting its public safety responsibilities, Pennsylvania has been proactive and has turned away from a purely reactive approach to delinquency in favor of one that supports programs that promote positive youth development in order to prevent delinquency from occurring in the first place. In fact, delinquency prevention may be the most cost-effective component of JJSES.

It is important that chief juvenile probation officers and juvenile court judges play an active role in local community prevention planning, whether it is by serving on advisory boards or planning committees or by utilizing the influence of the Court to create and sustain initiatives. Juvenile court judges can provide leadership to ensure that all stakeholders collaborate to promote positive youth development and to provide needed delinquency prevention services. Whether dealing with drug and alcohol, mental health, educational, or other issues, it is critical that child-serving agencies work together as part of a broad-based prevention environment in order to intervene as early and as effectively as possible to prevent delinquency.

It is incumbent upon probation administrators to fully understand the nature of delinquency risk factors, such as those identified by the Youth Level of Service/Case Management Inventory (YLS/CMI), to ensure that each county has an adequate array of services for addressing them. Academic failure, truancy, and early classroom conduct problems are risk factors for delinquency. Dropping out of school puts youth at risk in the short term, but also has lifelong consequences. More dropouts are unemployed than high school graduates and, if they do find jobs, they earn far less money than high school graduates.

IMPLEMENTATION SURVEY RESULTS

- No respondent indicated they have a **delinquency prevention policy**.
- Only six (9%) departments indicated they were planning a **new delinquency prevention activity** this fiscal year.

DIVERSION

OVERVIEW

As part of Pennsylvania’s work with the Models for Change initiative, the Mental Health/Juvenile Justice Joint Policy Statement established a goal of diverting children from formal court processing in order to avoid the negative long-term consequences of an adjudication of delinquency. In a related Models for Change initiative, the Pennsylvania Juvenile Indigent Defense Action Network (JIDAN) developed The Pennsylvania Juvenile Collateral Consequences Checklist to provide attorneys and other juvenile justice professionals with the most recent information regarding both the short-term and long-term consequences of adjudications of delinquency.

Pre-adjudication for all youth can occur at various decision-making points in the juvenile justice system. It can provide alternatives for youth who have not yet entered the juvenile justice system but who are at imminent risk of being charged with a delinquent act, and it can channel juveniles away from formal court processing. Pre-adjudication diversion can occur at the school, law enforcement, magisterial district judge, and juvenile court levels. Examples of pre-adjudication diversion programs include referrals for service at the law enforcement level, various types of community accountability boards such as youth aid panels and peer courts, summary offense alternative adjudication programs, informal adjustment and consent decree dispositions, and adjudications of dependency in lieu of delinquency adjudications.

IMPLEMENTATION SURVEY RESULTS

- Nine (14%) departments indicated they have a **diversion policy**.
- Four (6%) departments indicated they were planning a **new diversion-related activity** this fiscal year.

FAMILY INVOLVEMENT

OVERVIEW

Behavioral change efforts must include a juvenile’s family and other key adults engaged in the juvenile’s support system, such as clergy or coaches, because they will assist in supporting and supervising the juvenile during probation (including helping the juvenile move through needed restorative actions, such as repairing harm to the victim, learning accountability, and developing competencies) and after completion of court involvement.

Families will have varying levels of awareness and understanding of adolescent brain development and of parenting approaches that foster healthy, safe behaviors. Juvenile justice professionals have the opportunity to facilitate families’ access to information and supports that help them understand these critical and complex concepts and to ensure that they are engaging with families in a culturally sensitive manner. By including the family at this level, juvenile justice professionals reinforce that families are ultimately responsible for their children.

IMPLEMENTATION SURVEY RESULTS

- Twelve (18%) departments indicated they have **written policies** that support effective family involvement.
- Twenty-six (39%) departments indicated *the majority of or some of* their staff have received **training** in effective practices in family involvement.
- FGC/FGDM and family-focused treatment programs (e.g., MST and FFT) were those **initiatives most likely to be available** in departments.
- Eight (12%) departments indicated they do *not* provide “**A Family Guide to Pennsylvania’s Juvenile Justice System**” to families. The remaining respondents indicated they do *all or some of the time*.
- Fifteen (23%) departments indicated they utilize a **satisfaction survey** for juveniles and parents in *some or the majority of* cases.
- Nineteen departments indicated they were planning a **new family-involvement-related activity** this fiscal year.

DATA-DRIVEN DECISION MAKING

OVERVIEW

In an evidence-based environment, case and policy decisions made by juvenile justice system stakeholders are most effective when guided by research evidence. Where published research evidence does not exist, and even when it does, departments and systems should use local data to assist in decision making

IMPLEMENTATION SURVEY RESULTS

- Departments indicated they were most likely to collect outcome data on the following EBP practices:
 - Changes in Risk/Need Scores (67%)
 - Recidivism (63%)
 - Program Completions (56%)
 - Supervision Violations (50%)
 - Program Outcomes (48%)
 - Adherence to PaDRAI Recommendation (30%)
 - Use of Graduated Responses (22%)

OVERVIEW

Training is a key element of the successful implementation of evidence-based practices in juvenile justice. Without it, departments and service providers will not have the knowledge, skills, and perspectives required to guide juveniles through the social and behavioral processes of behavioral change and recidivism reduction.

EBP training must adhere to a variety of principles in order to be effective within a juvenile justice organization: it must be strategic in nature; extensive in scope, intensive in scope; and take place in a variety of learning environments.

JSES makes available to local jurisdictions a number of products and services to advance its goal of improving Pennsylvania's juvenile justice system, especially as it relates to public safety. These products and services address a wide spectrum of issues, from organizational capacity to organizational development, from skill enhancements to performance measures. They address the three key areas that enable change to occur on the direct-service level: staff knowledge, skills, and attitudes; organizational infrastructure needs (e.g., policies and performance measures); and tools (e.g., assessment tools and checklists)

IMPLEMENTATION SURVEY RESULTS

The following represents the percent of counties indicating a need for the identified type of training. Multiple results were selected per county.

Stage 1: Readiness

- 86.27% -- EBP Booster
- 35.29% -- EBP Introduction
- 25.49% -- “Other”

Stage 2: Initiation

- 54.69% -- Case Plan
- 50.00% -- Trauma
- 43.75% -- MI
- 35.94% -- MASYI-2
- 32.81% -- PaDRAI
- 32.81% -- Inter-Rater Reliability
- 25.00% -- YLS
- 4.69% -- “Other”

Stage 3: Behavioral Change

- 69.49% -- Graduated Responses
- 67.80% -- Cognitive Behavioral Interventions
- 47.46% -- EPICS
- 40.68% -- SPEP
- 32.20% -- Four Core Competencies
- 32.20% -- EBP Briefcase
- 30.51% -- Carey Guidelines
- 30.51% -- Brief Intervention Tools (BITS)
- 3.39% -- “Other”

Stage 4: Refinement

- 72.92% -- EBP Service Contracts
- 68.75% -- Performance Measures
- 66.67% -- Policy Alignment
- 43.75% -- Dashboards
- 2.08% -- “Other”

CONTINUOUS QUALITY IMPROVEMENT

OVERVIEW

The term “continuous quality improvement,” or “CQI,” is used to describe a process that, when effectively implemented, can better ensure that a set of desired practices are delivered in the manner they were intended, continuously and over time. Research demonstrates that when departments introduce sound CQI processes, they realize more effective outcomes.

The purposes of a CQI process are to: identify department and staff strengths (e.g., processes that are working effectively, advanced knowledge and skill level of staff); identify areas in need of improvement; and provide staff with specific and direct feedback in order to support incremental improvements in their skills; and identify enhancements to existing processes and structures (e.g., additional training, increased oversight by supervisors) that will support the greater achievement of the department’s goals.

IMPLEMENTATION SURVEY RESULTS

- Departments indicated they were *most likely* to have **written procedures for quality assurance** for the following areas: YLS; case plans; and MI. Departments were *least likely* to have written procedures for: graduated responses; CBIs/one-on-one interventions; and responsiveness.
- Slightly less than half of the respondents (n=28; 42%) indicated they have a dedicated **staff person** responsible for quality assurance within their department.
- Eleven (17%) departments indicated they were planning a **new continuous quality improvement-related activity** for this fiscal year.



IMPLEMENTATION SURVEY

JUVENILE JUSTICE SYSTEM ENHANCEMENT STRATEGY (JJSES)

2018
INFOGRAPHICS

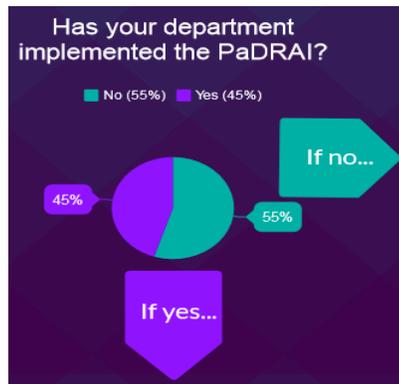


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INFOGRAPHIC USER INSTRUCTIONS

Accompanying each stage activity is a JJSES Implementation infographic illustrating results from the 2017-2018 Implementation survey. Each infographic is specific in its data and design to its corresponding JJSES activity. Please refer to the following guidelines when reviewing the infographics.

1. Design layout is specific to the logic built into the original survey. For Example: **Initial Survey Question**



Some infographics may have a layout similar to the illustration to the left. This will act as the initial survey question. Based on the desired answer follow the corresponding arrow “if yes...” or “if no...” to the next question or survey result.

2. Every question or statement in the direction of the arrow will display data in reference to the answer of the initial survey question.



3. Please interpret the remainder of the infographic as follows:

“Out of the percentage of departments that said yes/no to the original survey question, (percentage) said (statement).”

For Example: “Out of the 45% that said yes, they have implemented the PaDRAI **66% of them have a PaDRAI policy.**”

4. If an infographic **does not** have an initial survey question (As displayed in #1), interpret the infographic as data representing all 67 counties that answered the original survey.



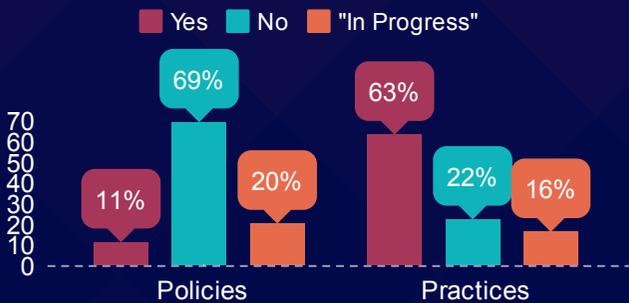
JJSES Implementation Survey 2018

STAGE I: READINESS



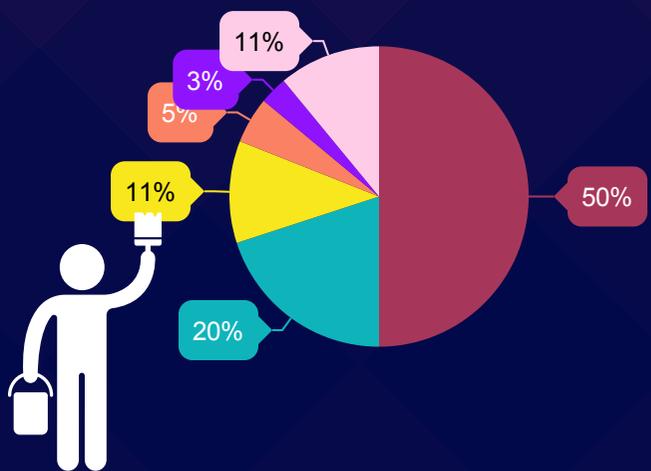
EVIDENCE-BASED PRACTICES (EBP)

Has your department developed policies/practices to ensure newly assigned probation officers & stakeholders are offered introduction to EBP training?



How many times was an EBP introductory training provided by your department in 2017?

Zero (50%) One (20%) Two (11%)
 Three (5%) Four (3%) Five or Greater (11%)



How many EBP booster trainings were provided by your department in 2017?

Zero = 43%
 One = 16%
 Two = 11%
 Three = 8%
 Four = 10%
 Five or more = 13%

Out of the departments that provided EBP training in the past year **96%** of those in attendance were probation officers.



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JJSES Implementation Survey 2018

STAGE I: READINESS



STAKEHOLDER ENGAGEMENT

Has your department developed policies/practices regarding ongoing stakeholder engagement?



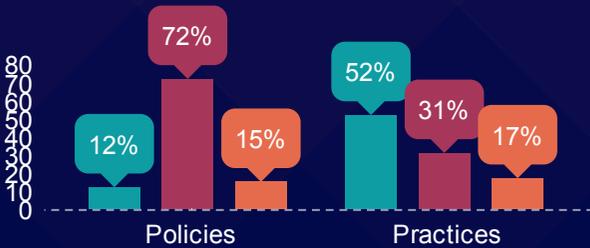
Did you know...
100% meet with their stakeholders on a regular basis to provide JJSES updates.

97% hold staff meetings with their probation officers to discuss JJSES updates.

80% meet with their stakeholders at the Criminal Justice Advisory Board.



Yes No "In Progress"

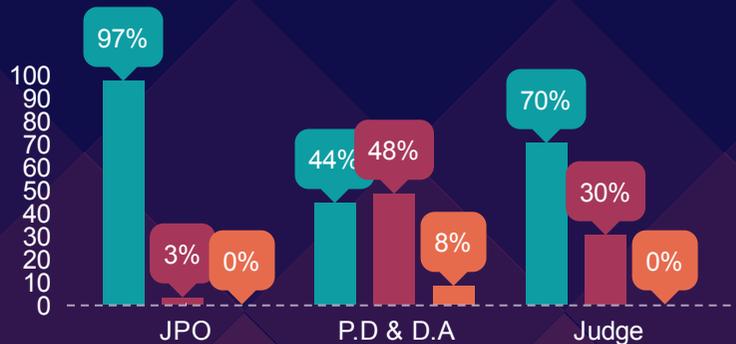


42% plan to implement new Stage I activities during the 2018-2019 fiscal year.



Degree stakeholder groups are engaged in JJSES activities.

Actively Engaged Occasionally Engaged Not Engaged



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STAGE II: INITIATION

MOTIVATIONAL INTERVIEWING (MI)

Has your department implemented Motivational Interviewing?

Yes (89%) No (11%)



If no...

100% plan to implement MI during the 2018-2019 fiscal year.



71% of departments have initiated formal implementation of the seven recommended steps in the "Motivational Interviewing: Implementation and Practice Manual".

There are 139 MI Coaches in juvenile probation departments across the state of Pennsylvania.

49% of MI Coach(s) are responsible for training & quality assurance.

What methods of quality assurance have been initiated?

Booster Training Skills Practice Coaching Sessions Sessions Coding



58% of departments stated they plan to implement new MI activities during the 2018-2019 fiscal year.

100% have initiated/completed Step I...

96% Step II...

98% Step III...

83% Step IV...

87% Step V...

72% Step VI...

68% Step VII.

55% have a MI policy.



JJSES Implementation Survey 2018

STAGE II: INITIATION

➤ PaDRAI

Has your department implemented the PaDRAI?

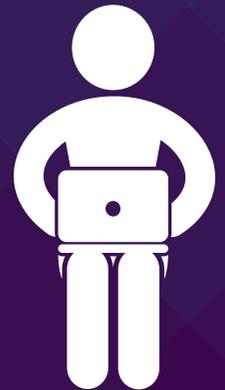


■ No (55%) ■ Yes (45%)



If no...

38% plan to implement the PaDRAI during the 2018-2019 fiscal year.



If yes...

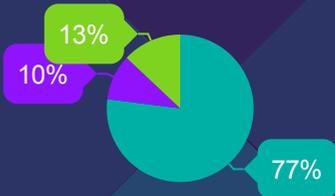
54 statewide PaDRAI Coordinators.

66% have a PaDRAI policy.

44% plan to implement new PaDRAI activities during the 2018-2019 fiscal year.

Does your department use the results of the PaDRAI to inform detention decisions?

■ Yes (77%) ■ Sometimes (10%) ■ No (13%)



77% enter results of the PaDRAI into PaJCMS.

100% of PaDRAI coordinators attended formal PaDRAI implementation and oversight training.

The PaDRAI override rate is **27%**.

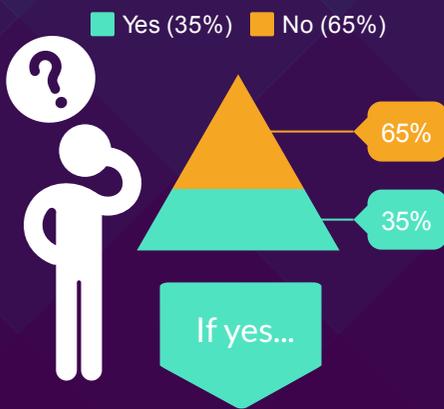


JJSES Implementation Survey 2018

STAGE II: INITIATION

MENTAL HEALTH/ TRAUMA

Has your department implemented a mental health or trauma screening tool?



If no...

25% plan to implement mental health/trauma related activities in the 2018-2019 fiscal year.

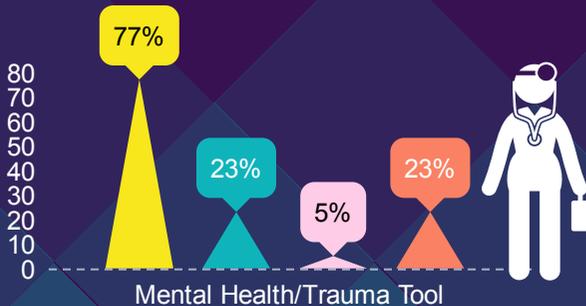


Does your department have a policy specific to mental health/trauma screening tools?

■ Yes (29%) ■ No (54%) ■ "In Progress" (17%)

What mental health/trauma tools are being utilized by your department?

■ MAYSI-2 ■ Advance Childhood Experience
■ UCLA PTSD Reaction Index ■ Other



83% use a trauma screening tool received training on trauma.

91% use the results of their screening tools to determine the need for a more formal clinical behavioral health assessment in the majority of cases.



38% plan to implement new mental health/trauma related activities in the 2018-2019 fiscal year.



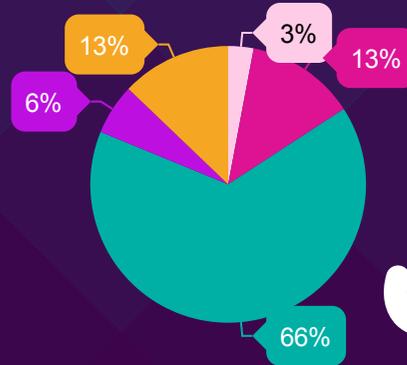
JJSES Implementation Survey 2018

STAGE II: INITIATION

➤ YOUTH LEVEL OF SERVICE (YLS)

How many booster training cases were provided to staff during the past year?

Zero (2.97%) One (12.87%) Two (65.35%)
Three (5.94%) Four or Greater (12.87%)



23,891
YLS
assessments
were completed
in the 2017
calendar year.



88%
have a
YLS
policy.

Of the
departments that
have a YLS policy
they include some
of the following:

90%
Procedures
for
professional
overrides

90%
Booster
training

90%
Initial staff
training

90%
Role of
Master
Trainers

72%
Inter-Rater
Reliability
Quality
Control



Average
YLS
override
rate is
1.1%.



YLS Distribution:
(On initial
assessment in
2017).

53%
Low

39%
Moderate

8%
High

<1%
Very High



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STAGE II: INITIATION

➤ YOUTH LEVEL OF SERVICE (YLS)

Does your department routinely review/update your department-specific service matrix to address criminogenic needs of youth supervision?

■ Yes (58%) ■ No (22%) ■ In Progress (20%)



97% of staff received YLS booster training from a YLS Master Trainer during the past year.



Top two scoring domains (Excluding Leisure & Recreation):

Education/
Employment

Personality/
Behavior

33% have restructured their caseloads based on risk level, criminogenic needs, responsivity, etc.

29% plan to implement new YLS activities during the 2018-2019 fiscal year.



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STAGE II: INITIATION

CASE PLAN DEVELOPMENT

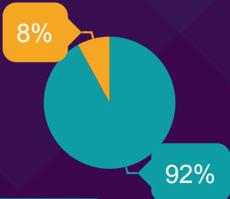
Has your department implemented case planning?

If no...

60% plan to implement case planning during the 2018-2019 fiscal year.



Yes (92%) No (8%)



If yes...

92% of coaches/coordinators are responsible for training and quality assurance practices within their departments.

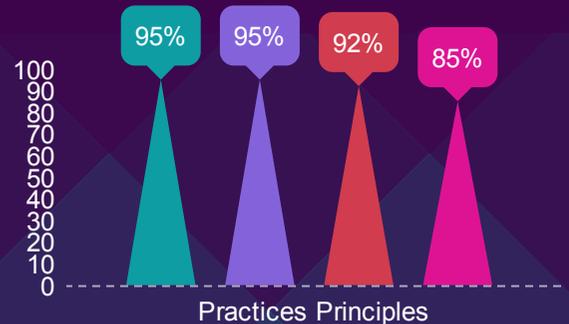
Do your department's case plans include the following best practices principles:

Does your department have a case plan policy?

Yes (66%) No (34%)

98% develop case plans that incorporate results from the YLS, and identifies services and activities for juveniles and their families.

Legend: Youth Engagement, Top 2/3 Criminogenic Needs, Family Engagement, SMART Goals & Activites



10% yes, but not in the majority of cases.

There are 102 case plan coaches in the state of Pennsylvania.

51% plan to implement a new case planning activity during the 2018-2019 fiscal year.



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STAGE III: BEHAVIORAL CHANGE

SKILL BUILDING & TOOLS

Has your department implemented Four Core Competencies, Carey Guides, Brief Intervention Tools or the Supervisor's EBP BriefCASE?

18% said no.

If no...

42% plan to implement skill building and tool focused activities during the 2018-2019 fiscal year.



82% said yes.

If yes...

Does your department utilize the Carey Guides to assist youth in skill building targeted to identified criminogenic needs?

41% Yes, but not in the majority of cases.



24% Yes, in the majority of cases.

35% of current supervisors or lead staff utilize the 18 EBP BriefCASE modules within their department.

Of those who utilize EBP BriefCASE modules, 25% of supervisors have completed all 18 EBP BriefCASE modules with line staff.

Does your department currently utilize the Brief Intervention Tools to assist youth in skill building targeted to identified criminogenic needs?

43% Yes, in the majority of cases.

50% Yes, but not in the majority of cases.

The majority of staff have been trained in the following top four areas...

89% Four Core Competencies (Line Staff)

85% Brief Intervention Tools

79% Four Core Competencies (Supervisors)

62% Carey Guides

41% plan to implement new skill building and tool focused activities during the 2018-2019 fiscal year.



JSES Implementation Survey 2018

STAGE III: BEHAVIORAL CHANGE

COGNITIVE BEHAVIORAL INTERVENTIONS (CBI)

Within the past year, did staff deliver cognitive behavioral programming?

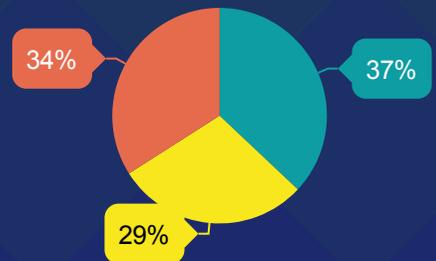
■ Yes (37%) ■ No (29%) ■ No Staffed Trained (34%)

Does your department have a specific cognitive behavioral intervention policy?

94% No

6% Yes

In the state of Pennsylvania, there are at least **158** juvenile probation staff trained as facilitators in the delivery of cognitive behavioral programs.



83% Of youth in residential-based

62% Of youth in community-based

29% of staff are trained to facilitate ART.

27% plan to implement new CBI activities during the 2018-2019 fiscal year.

82% have Aggression Replacement Training (ART) available for youth.

programs are in need of cognitive behavioral intervention are receiving cognitive behavioral programming.



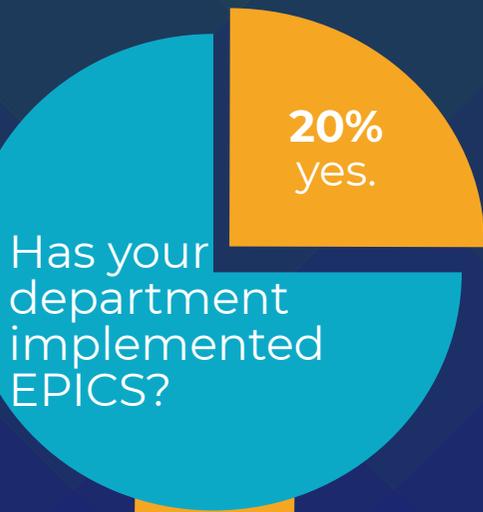
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STAGE III: BEHAVIORAL CHANGE

EPICS



If yes...

23% have an EPICS policy.

30% state they will be implementing new EPICS activities during the 2018-2019 fiscal year.



If no...



19% plan to implement EPICS during the 2018-2019 fiscal year.

Does your department have trained internal EPICS Coach, who is responsible for the training and quality assurance practices?

77% said yes.

8% said no.

15% said "in progress".

82% that answered yes, stated they use audio taping as a quality assurance method.

Statewide, there were 12 departments which reported having an EPICS coach or in progress of such.



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STAGE III: BEHAVIORAL CHANGE

STANDARD PROGRAM EVALUATION PROTOCOL (SPEP)

Does your department reference the SPEP scores on PCCD's website?

8% said yes, for the majority of decisions involving service provider alignment.

29% said yes, but not for the majority of decisions involving service provider alignment.



Across the state there are 26 total SPEP certified staff members.

74% No/unknown.

26% Yes.

Residential Providers.



32% Yes.

68% No/unknown.

Community-Based Providers.

In your county, have the following participated in the SPEP process?

For more SPEP data information, please visit: www.pccd.pa.gov keyword: **SPEP**.

21% of departments plan to implement new SPEP activities during the 2018-2019 fiscal year.



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JSES Implementation Survey 2018

STAGE III: BEHAVIORAL CHANGE

GRADUATED RESPONSES

Has your department implemented graduated responses?

■ Yes (58%) ■ No (42%)



If yes...

If no...

55% plan to implement graduated responses during the 2018-2019 fiscal year.



39% have developed a graduated response policy addressing the use of effective to non-compliant behavior and incentives for pro-social behavior.

26% in progress.

54% have a Graduated Response Coordinator(s).

Does your department use the graduated response module in PaJCMS?

13% yes in the majority of applicable cases.

8% yes but not in the majority of applicable cases.

19% in progress.

47% said the majority of their staff has received formal graduated response training.

39% have a Graduated Response Matrix including related activities addressing the use of effective responses for non-compliant behavior and incentives for pro-social behaviors.

52% plan to implement new graduated response activities during the 2018-2019 fiscal year.



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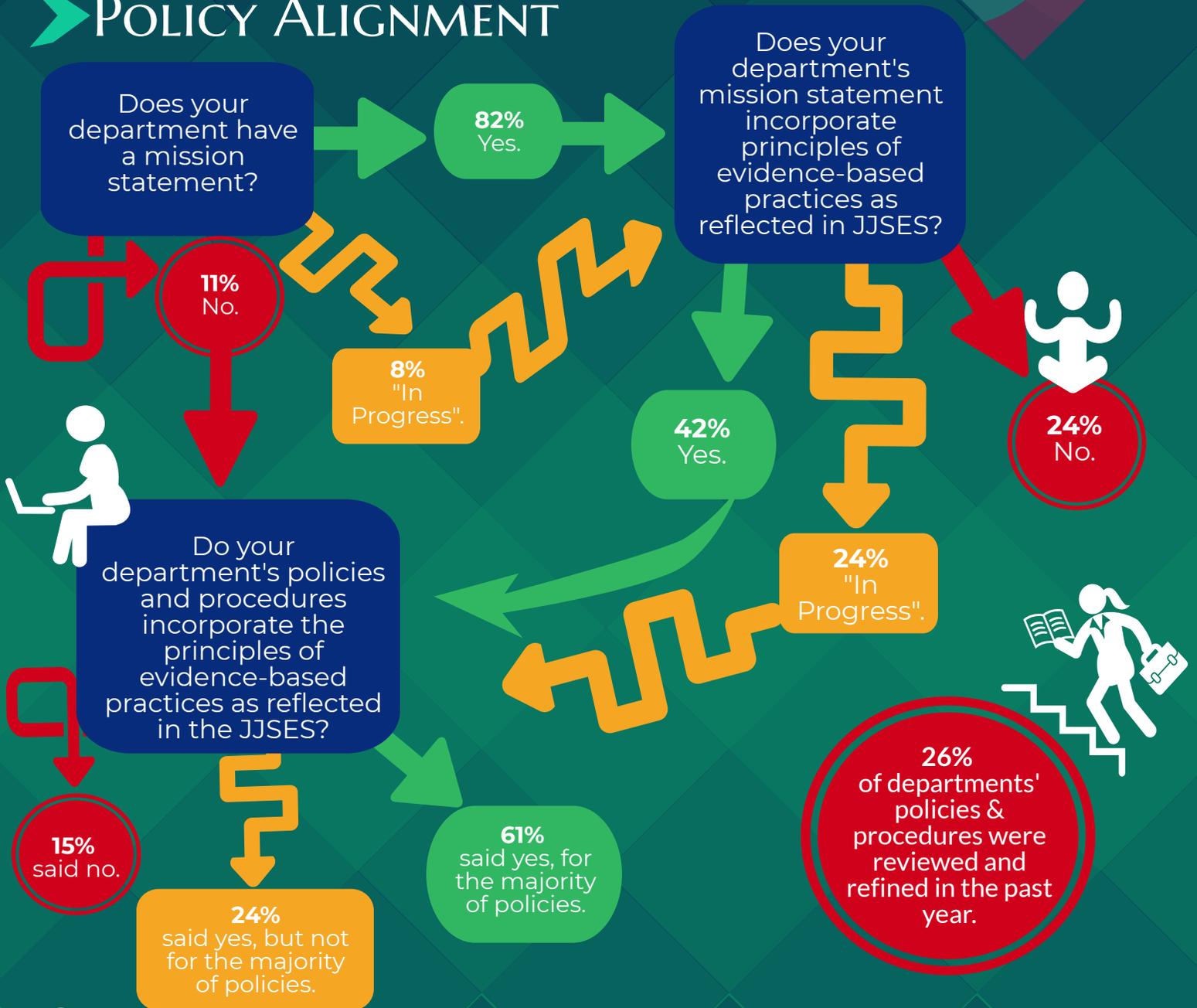




JJSES Implementation Survey 2018

STAGE IV: REFINEMENT

POLICY ALIGNMENT





JJSES Implementation Survey 2018

STAGE IV: REFINEMENT

PERFORMANCE MEASURES

Has your department utilized the Juvenile Probation Evidence-Based Practices Job Description Template?



If no...

Do your department's job descriptions reflect principles of evidence-based practice?

30% Yes.

Is staff proficiency in evidence-based practices taken into consideration when conducting performance evaluation/reviews?

21% Yes, but not the majority of the time.

38% Yes, the majority of the time.

Has your department initiated use of the EBP Juvenile Probation Performance Appraisal Form?



If no...

19% of departments' performance evaluations reflect EBP principles.

17% have implemented the use of a Performance Self-Appraisal for supervisors.

20% for probation officers.

62% of hiring decisions are attributed to the consideration of evidence-based practice knowledge.

62% of promotion decisions is attributed to the consideration of evidence-based proficiency.



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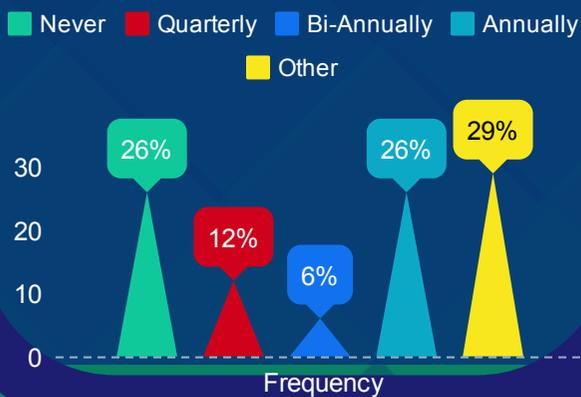


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STAGE IV: REFINEMENT

EBP SERVICE CONTRACTS

At what frequency are planning meetings conducted with service providers, both residential and non-residential?



Has your department included risk reduction expectations as reflected in the JJSES Monograph in the language of your service provider contracts?

5%
Yes,
but not in
the majority
of contracts.

15%
Yes,
in the
majority of
contracts.

26%
plan to implement
new Stage IV
activities during the
2018-2019 fiscal
year.

38%
said yes to having
a service matrix for
staff referrals.

62%
said no.





JJSES Implementation Survey 2018

BUILDING BLOCKS



➤ DELINQUENCY PREVENTION & DIVERSION

Does your department have a delinquency prevention policy?

100% said no.



9%

plan to implement new delinquency prevention activities during the 2018-2019 fiscal year.

When asked if their department has a diversion policy...

14% said yes.
76% said no.
11% said "in progress".



6%

plan to implement new diversion activities during the 2018-2019 fiscal year.



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JJSES Implementation Survey 2018

BUILDING BLOCKS

FAMILY INVOLVEMENT



Do you have written policies that support effective Family Involvement?

18% said yes.
8% said "In Progress".



65% said yes, the majority of the time.

Do you provide "A Family Guide to Pennsylvania's Juvenile Justice System" to families?



24% have the majority of staff trained in effective practices of family involvement.

What initiatives do you currently have in place to promote family involvement?

- Professional/family advocate
- Training for staff
- Family information services
- Family treatment program
- FGC/FGDM available



13% use a satisfaction surveys for juveniles and parents the majority of the time.

29% for victims the majority of the time.

29% plan to implement new Family Involvement activities during the 2018-2019 fiscal year.



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JJSES Implementation Survey 2018

BUILDING BLOCKS

DATA-DRIVEN DECISIONS



Does your department collect outcome data regarding its use of evidence-based practices with juvenile offenders?

67%

Changes in Risk/Need Scores

63%

Recidivism

56%

Program Completion

50%

Supervision Violations

48%

Program Outcomes

30%

Use of Graduated Responses

22%

Adherence to the PaDRAI Recommendation



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JJSES Implementation Survey 2018

BUILDING BLOCKS

CONTINUOUS QUALITY IMPROVEMENT

Departments have written procedures for quality assurance in the following areas:

78%

YLS

14%

Graduated Responses

8%

Mental Health & Trauma

58%

Case Plans

13%

Cognitive Behavioral Interventions

8%

Responsivity

38%

MI

13%

One-on-One Interventions

6%

SPEP

23%

PaDRAI

12%

MAYSI-2

6%

EPICS

Do you have a dedicated staff person or unit who is responsible for quality assurance within your department?

42%
Yes.

8%
"In Progress".

17% plan to implement new continuous quality improvement activities during the 2018-2019 fiscal year.



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