

**Evidence Based Practice Readiness
for Juvenile Probation in New Jersey**

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Abstract

The New Jersey Superior Court is a part of a unified judicial system. There are twenty-one counties and the courts are separated into fifteen geographical trial court districts. Probation Services comprises one of the nine divisions within the trial court. In 2001, Probation Services started using an Outcome Based Supervision (OBS) Model. New Jersey adopted thirty-three standards or goals from the national model that are meant to be attainable, measurable and sustainable and improve the number of successful probationer outcomes. The standards adopted in 2001 are the same standards that are used today in supervision. Outcome Based Standards although streamlining the supervision guidelines they do not focus on the areas that sustain behavioral change of the offender.

This project examines the current outcome based standards utilized by the Juvenile Probation Division of New Jersey and assesses the viability of integrating Evidence Based Practice to increase outcomes by examining the readiness of the organization to implement changes. This study utilized a cross-sectional survey design to assess the perceptions of organizational readiness for implementation of EBP in probation, using a sample of Probation Officers, supervisors and support staff. The survey comprised twenty nine questions using a Likert scale. The Organizational Readiness Survey used was sent to three New Jersey Superior Court counties; Burlington, Mercer and Passaic. The counties were selected, in part, because they are currently participating in a pilot program to test a Risk Needs Responsivity (RNR) Tool. The survey respondents were selected based on their overall varied experiences including; carrying a community supervision caseload, Treatment Assessment Services for the Court (TASC) Evaluator, Intake Officer, or support staff with intake duties in the Family and Criminal as well as the Adult and Juvenile Probation divisions. The universe from which the population was contrived represents a microcosm of NJ Probation, Family and Criminal divisions.

The survey found that while the organizational leaders support Evidence Based Practice (EBP), it is not supplemented with continuous ongoing training. The majority of staff has between six and twelve years of experience, which allows that they have a firm grasp of what works in supervision. An unacceptable amount of staff were found to not have an opinion regarding the effectiveness of EBP on supervision outcomes. Consistently, forty percent of staff remains undecided, which will need to be addressed if a successful implementation of Evidence Based Practice is to occur. Programs that have an evidence based premise such as Drug Court and the Juvenile Detention Alternative Initiative (JDAI) have been previously implemented in New Jersey and have shown success. Each has used a model that included an initial pilot, and then a slow integration for additional pilot counties, culminating in an eventual statewide implementation.

It is recommended that the incorporation of the principles of Evidence Based Practice receive the same implementation plan. Recommended to use a lessons learned approach, to which there is much data analysis available from programs like JDAI and Drug Court. It is also recommended that a further assessment be made of all staff utilizing a skills based assessment. This will allow a targeted approach of implementation and focused resource allocation. Organizationally an implementation checklist such as the Evidence Based Practice Implementation Checklist should be used. Staff should be involved in early diagnostic efforts and solution finding. A thorough analysis of current perceptions of staff to allow for successful and sustainable change implementation. By using a 360 approach, measures can be put into place to ensure the alignment of policies and procedures that not only encourage an organizational change, but a sustained culture change promoting higher successful probationer outcomes.

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Introduction

*“It is easier to build strong children than to repair a broken man.”
Frederick Douglass*

Mark Matthews (a fictional name), is a sixteen year old, Caucasian male, who has been involved with the juvenile justice system since he was 10, beginning with his parents' separation and subsequent divorce. Mark's Mother is his custodial parent along with his three siblings. Although he has visitation with his father, it is sporadic and their relationship is strained. Mark's mother currently works two jobs to make ends meet and has informed the court that she can't keep taking time off from work to come to court due to Mark's bad choices. She has three other children to think about and can't afford to lose her job trying to deal with Mark's behavior. He has been picked up repeatedly for truancy, trespassing on school grounds, shoplifting, loitering, joy riding in a stolen vehicle and possession of marijuana. Additionally, Mark has tested positive for drugs and alcohol when he was admitted to the Youth Detention Center. Mark's previous cases were placed on the courts informal calendar and heard by the Juvenile Conference Committee. His latest charges of possession of marijuana, resisting arrest and possession of a weapon (specifically a knife) are not eligible for the informal calendar and as such he may be sentenced to two to five years of incarceration at the state juvenile facility. After a standard pre-dispositional investigative report is done, a recommendation is made that he be placed on a three year term of probation with the following conditions:

- Must attend school
- Remain drug and alcohol free
- Referral for drug and alcohol evaluation
- Referral for Family Counseling Services
- Complete 50 community service hours
- Payment of all fines and penalties assessed

Article VI of the New Jersey Constitution reorganized and established the NJ Judicial system as a unified court system. There is a Superior Court in each of New Jersey's 21 counties, which are separated into vicinages.

NJ Superior Court Vicinages

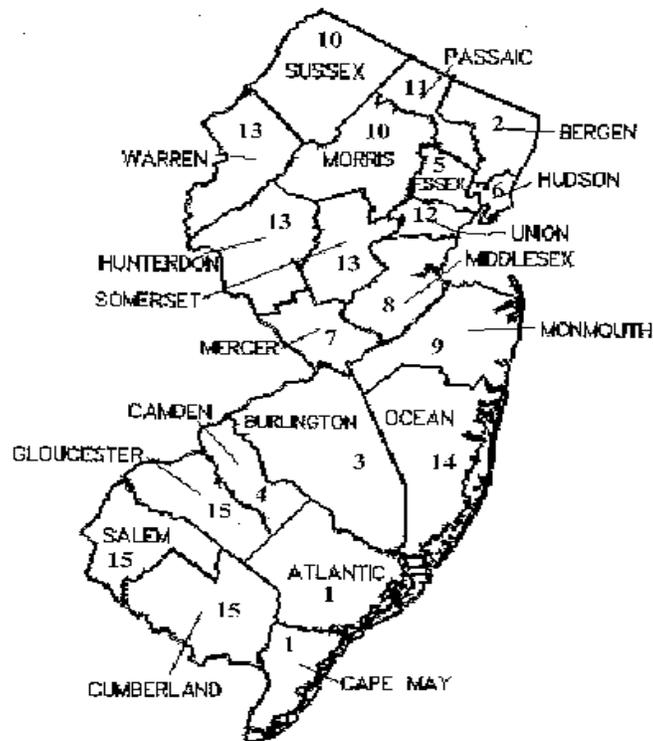


Figure 1. Current New Jersey Court Vicinages.

Vicinage is a French-derived word meaning “the region near or about a place”. In this case, that place is a court. A vicinage is a judicial district comprised of a specific geographical area, which includes one or more counties. In 1983, the vicinage realignment was formerly adopted to change the then twelve vicinages to fifteen. There are eleven single county vicinages (Bergen, Burlington, Camden, Essex, Hudson, Mercer, Middlesex, Monmouth, Ocean, Passaic, Union); two dual vicinages (Atlantic/Cape May, Morris/Sussex) and two tri-county vicinages (Cumberland/Gloucester/Salem, Somerset/Hunterdon/Warren).

The courts were previously a county funded organization, but in January, 1995 funding for court personnel was assumed by the state. Probation is the post-conviction enforcement arm of the court and in New Jersey they are a part of the judicial branch. The scenario depicted above and similar ones like it are

played out across the state of New Jersey every day. In New Jersey, over three thousand juvenile cases were added in 2014 alone (New Jersey, 2014). The discharge rate of juveniles is about equal, but there is an average 2% increase overall. These cases are monitored and supervised by the Probation Division.

In January of 2001, the NJ Probation Division embarked on implementing an Outcome Based Model of Supervision. “The success of Intensive Supervision Probation (ISP) in New Jersey and similar programs elsewhere demonstrates that probation, when carefully structured and properly supported, can supervise offenders effectively in the community,” was the opening statement presented to the Administrative Council when seeking support for implementation of new standards of probation in New Jersey. It was also the opening statement made in the NJ ISP Progress Report in 1999. This was in direct response to then Chief Justice Deborah Poritz’s goals of improving probation services overall. The implementation plan was approved in April of 2001 and contained over thirty standards which were to be attainable, measurable and sustainable. Throughout 2014 the standards remained unchanged. The areas or standards that receive the most focus are; contact hours, collections and community service. However, the model does not measure the amount of recidivism or results of community impact from the implementation of these standards except in the area of community service.

The press release posted during the 2013 Probation Recognition Week stated that “14.6 million in restitution was distributed to compensate victims for their losses, 15.3 million was collected in fines fees and penalty obligations and 1.3 million community service hours were enforced estimating a 9.6 million savings to communities.” Trial court statistics are reported each fiscal year and includes dispositions for the Probation Division. The report centers on the years’ results for three of the thirty-six Outcome Based Standards (OBS). Outcome Based Standards are based on goals to be achieved by the probationer while completing his/her time under supervision. Outcome based standards were developed in 1977 through a partnership between the American Correctional Association and the Commission on Accreditation for Correction. In 2002, the American Correctional Association along with the American Probation and Parole Association embarked on streamlining the previous standards. The result was the fourth edition of

Performance Based Standards for Adult Probation and Parole Field Services. This version has a total of 202 expected practices for supervision and 100 outcome measures. These standards and measures are the current standards being used today.

New Jersey is not alone in its reporting of outcomes for Probation, across the country the majority of states report similar statistical measures. However, if outcomes that are measured are to show an impact on the community and the offender population at large the standards should include those areas that address behavioral modification rather than those activities undertaken as a part of the process. “Citizens expect probation to hold offenders accountable for their actions, enforce the courts sentence, and reduce the likelihood that the offender will commit new crimes. Just as probation holds offenders accountable, the public holds probation accountable for providing effective supervision in the community to enhance public safety” (New Jersey Probation, 2001). The role of a probation officer in the community is an integral part of community supervision and has existed in New Jersey since the early 1900s. As part of the Judiciary, probation enforces the courts’ orders by providing a visible and active role to resolution of disputes brought before the court. It is due to this constant contact with the public that it becomes even more important that probation outcomes show an evidentiary impact on the community to which it serves. By being a part of the Judiciary it is also responsible for helping to ensure public trust and confidence through daily action.

The issue facing New Jersey is whether or not the outcome based model that has been put into place has been able to deliver on the outcomes promised.

Adoption of these standards that support evidence based outcomes will provide several benefits for probation and the judiciary. First, they will unify the supervision process statewide. The model will produce a much greater degree of uniformity and standardization that currently does not exist. Second, they provide a supervision model where decisions about resource allocation and supervision strategies are based on the results of probationers’ efforts. The amount of officers’ time spent with probationers and what they do will be driven by system-wide goals and outcomes. Lastly, implementation of an evidenced based model will enable probation to provide tangible evidence of the results achieved. Accountability will no longer be limited to measures of activity, or “busyness,” but rather it will be based on tangible accomplishments or organizational goals. (New Jersey Probation, 2001)

These statements were instrumental in obtaining approval for the outcome based model in 2001 and they are the same parameters that exist in the current model standards. The question is have we been able to deliver on the outcomes promised and have the standards and measures put into place provided the impact needed to justify its continuance? When utilizing a program evaluation framework, it appears that after a decade the level of impact has been reduced to the evaluative measures of activities and processes and not the more desirable goal of behavior modification. This shortcoming allows for supplemental improvements that the addition of the principles of Evidence Based Practice (EBP) could close. If we establish the framework necessary to sustain the change that Evidence Based Practice involves, the question then becomes will the current organizational environment support this type of change?

This project examines the current outcome based standards utilized by the Juvenile Probation Division of New Jersey and assesses the viability of integrating Evidence Based Practice to increase outcomes by examining the readiness of the organization to implement changes. It reviews the current condition of juveniles being supervised and compares similar jurisdictions utilizing comprehensive Evidence Based Practice. The research gauges New Jersey's ability to sustain the implementation of EBP as well as provide a potential framework, which could be developed if the data shows a higher level of improved outcomes. By comparing and analyzing data from New Jersey regarding demographics, criminogenic statistics, and recidivism rates against comparable jurisdictions the data will evaluate if the strategic implementation of EBP into juvenile probation supervision will provide for reduced technical and formal violations, lower recidivism and increase desired outcomes. Based on the standard principles of Evidence Based Practice integration for successful projected outcomes the project will show if New Jersey's current probation supervision environment would support such an implementation.

Literature Review

Probation has the role of helping to create an environment that effectively gains compliance with court ordered conditions. While sanctions and consequences, for failure to comply, are required to be a part of supervision, a punishment only solution has not shown to be effective over the years. Nell Bernstein in her new book *Burning Down the House: The End of Juvenile Prison* provides several salient points on this principle. While Ms. Bernstein was specifically looking at detention facilities and juvenile prisons she highlights the overwhelming need for interventions that do more than punish. She takes a look at the core needs of juveniles in the criminal justice system and the factors that help to prevent further involvement. “The greatest predictor of adult incarceration and adult criminality wasn’t gang involvement, wasn’t family issues, wasn’t delinquency itself. The greatest predictor that a kid would grow up to be a criminal was being incarcerated in a juvenile facility.” (NPR, 2014). This has been evidenced in other studies of residential placement facilities. (Jalbert, et. al., 2010). Although the primary focus of these sites is rehabilitative and behavioral modification, many of the needs such as mental health, educational services and drug and alcohol treatment are deficient for many in their care. Additionally, the rehabilitative nature of this type of placement is also skewed because youth are subjected to additional anti-social behaviors in a closed setting; therefore, enforcing the normalcy of these behaviors.

In the last fifteen years, the notion that organizational decisions should be “evidence-based” has achieved currency. It was brought to popular attention by Dr. David Sackett when he described evidence-based medicine as “...integrating individual clinical expertise with the best available external clinical evidence from systematic research.” (Sackett, 1996). The concept really took hold in this country when Harvard professors Jeffery Pfeffer and Robert Sutton coined the term “evidence-based management” to describe decisions based on “... the latest and best knowledge of what actually works.” Pfeffer and Sutton, 2006).

Eventually, building on the “best practices” movement, the idea found its way into the justice system, particularly for justice-involved adults and juveniles with behavioral health problems. Of particular interest

is a set of implementation guidelines produced by the Crime and Justice Institute based on National Institute for Corrections models. (Crime and Justice Institute, 2004). While focused on an integrated approach to community corrections, it provides a useful checklist for any justice organization seeking to implement evidence-based practices. It begins with the idea that evidence-based practices must be combined with strategies for organization development as well as stakeholder collaboration. The checklist examines some eighteen implementation elements in the four categories of: (1) Administration and Planning, (2) Human Resources and Training, (3) Information Systems, Measurement and Evaluation, and (4) Assessment, Case Planning, Interventions and Supervision. (See Appendix I).

Obviously, while Evidence Based Practice (EBP) has a history rooted in medicine and education, it has shown its applicable nature to community corrections. The premise is that decisions or outcomes can be improved by using both quantitative and qualitative research information. The research is ongoing and is based on multiple observations rather than a limited single event or trial and error approach, but instead uses a dedicated continued evaluative data gathering process which produces sound evidence. That by applying the information gained by this research one could better be able to make an informed decision. In the case of supervision an officer could use a more directed approach with their offender that engages him/her in their own behavior modification. This approach however, is very time intensive and requires not only training of staff but an organizational commitment which could include a cultural change. For EBP to be implemented and sustained, the behaviors of those implementing it must also change from engaging in transactional contacts to include and/or increase focus on transformational interactions. Many of these transformational behaviors or interactions are not immediately quantifiable. This is one reason why many agencies that start EBP may stop or find themselves with only a partially implemented program. Nonetheless, by 2010 some 35 states had received Department of Justice grants for offender reentry programs. All received a Coaching Packet developed by the Center for Effective Public Policy entitled “Implementing Evidence-Based Practices”. (Center for Effective Public Policy, 2010)

The use of Evidence Based Practice contrasts with the traditional approach to supervision which does not provide offenders with skills, tools or resources, which studies indicate are necessary when addressing

criminogenic needs. If these needs are not met, assessed and dealt with, recidivism is not reduced thereby increasing the amount of personnel hours for supervision and the financial burden on a community.

Traditional approaches or methods rely on contact standards which do not emphasize or address the content of the contacts. Whereas, it is the content of all contacts that focus and speak to true behavioral change. The content of a contact needs to focus on those needs and motivators that will trigger a new pathway for the offender to choose. Without accessing those motivating impulses the time spent supervising an offender is unfocused and does not provide a directed approach to offender change, but rather simple compliance instead of commitment to change. Evidence Based Practices are those practices that show a definable outcome and are measurable. They are defined according to practical realities that have a proven success rate for offender cognitive and behavioral change.

Effective implementation of Evidence Based Practice involves the full integration of the following eight principal areas:

- Assessment of risk and needs,
- Building motivation,
- Target interventions based on risk and needs (including treatment and sanctions),
- Use of cognitive behavioral techniques to teach and practice new skills,
- Increase positive reinforcement,
- Engage ongoing support in natural communities,
- Measure relevant processes/practices, and
- Provide measurement feedback.(Guevara and Solomon et al., 2009)

Staffing, caseload size, finances, lack of training, as well as limited or no support within the community can also attribute to limited results or outcomes that an agency produces. Effective utilization of EBP takes time for the results to be seen as an outcome, it is not a quick fix. The Implementation of Evidence Based Practice does not lend itself to the instant result, but rather for the slow maturation that comes with continued supervision and application of the principles. This is one reason that the application in correctional and community supervision settings appear to be a good match for this type of intervention. The very nature of offender community supervision creates the environment where each of the principles of EBP could flourish.

Additionally, the element of measurement and feedback is a constant tool available for analyzing gaps that might be present in the supervision needs of the offender allowing for more targeted interventions to produce intended outcomes.

These types of interventions, however, have not been globally applied through the community justice field. The difficulty with systematically implementing new practices in organizations revolves around the challenge of coordinating change among multiple aspects within the organizational setting. The implementation has to also include altering the collective behavior, attitudes and objectives in the culture prior to having an effect on the clientele. The organization has to possess a high level of executive commitment to the improvement measures. Leaders have to do more than voice their commitment, but support the changes, by removing obstacles, understanding the financial investment and resource allocation needed and making sure that the goals, mission and vision of the organization are aligned with the change. These are some of the challenges that can prevent the widespread overhaul of community supervision to an Evidence Based Practice model. Instead they appear in different locations across the country and can appear in sporadic locations within the same state. Most of the research provided for EBP is found in adult settings. When first applied in the community justice field it found a home in corrections, specifically in the area of re-entry. It has been found that in order to reintegrate an inmate back into the community there needs to be a wrap-around effect to help individuals become re-acclimated. Without such interventions, the likelihood of recidivism is higher. The corrections field has primarily focused on adults where the results of these interventions are more readily available, while there is limited amount of information with regards to juvenile application. The most visible place that we see the results of EBP is in the areas of specialty courts such as Drug Courts or Intensive Supervision Probation caseloads. Each of these programs has a culture and environment that fits within the framework of the principles of evidence based practice.

Currently, in the field of re-entry it appears that the next layer of Evidence Based Practice (EBP) has now become Core Correctional Practices-CCP (Dowden & Andrews, 2004). This new or next type of supervision model while still incorporating the areas of behavioral modification, including the offenders'

support and relationships within the community, focuses more on the individual and their own level of self-sufficiency. The five areas addressed for effective CCP are:

- Appropriate use of authority,
- Appropriate modeling and reinforcement,
- Skill-building and problem solving strategies,
- Effective use of community resources, and
- Relationship factors.

These concepts acknowledge and allow for situations where supervision is taking place in communities with a limited amount of community resources to support the offenders' reintegration into the community. Core Correctional Practices on the surface would seem to benefit the adult population returning to the community as well as the youthful offender population which usually ranges between the ages of 18 to 25. Many of which may have received charges when they were a juvenile and placed in either residential settings or incarcerated in a juvenile facility. This population has sometimes found a harder time with reentry into the community. They fall between being too old for juvenile resources and not having the skill set needed for many reentry programs. Currently data are still being collected on this phase of EBP through piloted programs and projects and it is too soon to tell if the evidentiary findings will support the methodology.

Methods

This study utilized a cross-sectional survey design to assess the perceptions of organizational readiness for implementation of EBP in probation, using a sample of Probation Officers, supervisors and support staff. The Organizational Readiness Survey used was sent to three New Jersey Superior Court counties; Burlington, Mercer and Passaic. The counties were selected, in part, because they are currently participating in a pilot program to test a Risk Needs Responsivity (RNR) Tool. The survey respondents were selected based on their overall varied experiences including; carrying a community supervision caseload, Treatment Assessment Services for the Court (TASC) Evaluator, Intake Officer, or support staff with intake duties in the Family and Criminal as well as the Adult and Juvenile Probation divisions. The universe from which the population was contrived represents a microcosm of NJ Probation, Family and Criminal divisions.

The organizational readiness survey is comprised of twenty nine questions using a Likert scale (See Appendix A). The respondents were able to submit their responses from December 15, 2014 through January 9, 2015. Data were collected through a single source using Survey Monkey. A hand-scoring survey was not used to ensure anonymity of respondents. Ninety-nine participants were identified and sent the link to the survey using an internal Judiciary e-mail system. All respondents were told that their participation was voluntary. There were fifty-five responses excluding the one respondent who opted out of the survey and forty-four non-respondents. The survey was pre-tested using respondents that would not be in the population for this project. Their role was to test the length of the survey for timing, the clarity of the questions, question progression order and to help with alleviating bias rating or halo effect.

Additional research data included published archival statistical information. New Jersey court statistics are compiled and published every year reporting on the previous fiscal year and every ten years statistics are compiled to show a decade of the courts' performance. These statistics are collected and reported by each court in each trial court division as well as Probation Services state wide and then compiled by the Quantitative Research Unit at the Administrative Office of the Courts. For the purposes of this study, data from fiscal year 2001 – 2014 were used. These years were chosen to correspond with the initial date

(2001) when New Jersey started using Outcome Based Standards. Data from the Juvenile Justice Commission (JJC) on demographics and statistics for sentencing counties in New Jersey from 2011 – 2014 were used for correlation purposes. Data reported by the Juvenile Detention Alternative Initiative (JDAI) from 2011 - 2014 were also used. Data were not sought prior to 2001 as JDAI was not implemented statewide. It was initially started as a pilot program in a few counties and was slowly integrated throughout the state. As of 2013, JDAI is a statewide initiative in over fifteen vicinages and 16 counties out of twenty one. To give a perspective of where New Jersey is ranked nationally, data were gathered from the national Juvenile Justice Network 2010 - 2014.

Findings

Finding 1 –Outcome Based Standards are working in New Jersey.

The results of the JDAI show that impressive results are achieved when an outcome based approach is taken to juvenile probation. The chart below shows that in the sixteen counties described there was a 60 percent reduction in average daily population in detention post-implementation of the JDAI program. Of course, the hope would be that an EBP initiative might produce similar results. Nonetheless, JDAI shows that Juvenile Probation has found a way to make implementation work.

Juvenile Detention Alternative Initiative (JDAI) Average Daily Population (ADP) in Detention (Adapted from 2013 Annual Data Report (DRAFT Table 3 March 2014))							
County	Pre-JDAI ¹	2012	2013	1- Year Change		Pre-Post Change	
				Kids	%	Kids	%
Atlantic	34.1	13.8	15.2	1.4	10.10%	-18.9	-55.40%
Camden	94.6	39.8	43.5	3.7	9.30%	-51.1	-54.00%
Essex	243.6	70.6	73.6	3	4.20%	-170	-69.80%
Monmouth	40	8.5	11.2	2.7	31.80%	-28.8	-72.00%
Hudson	86.7	43.1	30.4	-12.7	-29.50%	-56.3	-64.90%
Mercer	60	23.7	29.6	5.9	24.90%	-30.4	-50.70%
Union	39.2	42.9	32.1	-10.8	-25.20%	-7.1	-18.10%
Bergen	20.3	6.4	8.1	1.7	26.60%	-12.2	-60.10%
Burlington	20.4	10.8	12.8	2	18.50%	-7.6	-37.30%
Ocean	23.7	13	13	0	0.00%	-10.7	-45.10%
Somerset	9.0	4.0	2.8	-1.2	-30.00%	-6.2	-68.90%
Passaic	70.2	25.5	25.3	-0.2	-0.80%	-44.9	-64.00%
Middlesex	42.1	25.2	11.7	-13.5	-53.60%	-30.4	-72.20%
Cumberland	27.3	11.1	9.9	-1.2	-10.80%	-17.4	-63.70%
Warren	2.3	3.2	1.2	-2	-62.50%	-1.1	-47.80%
Gloucester	4.4	3.8	6.8	3	78.90%	2.4	54.50%
TOTAL²	817.9	345.4	327.2	-18.2	-5.30%	-490.7	-60.00%
<p>1 Pre-JDAI years are as follows: 2003 (Atlantic, Camden, Essex, Monmouth, Hudson); 2005 (Mercer, Union, Bergen, Burlington, Ocean); 2008 (Somerset, Passaic); 2009 (Middlesex, Cumberland, Warren); Gloucester (2011).</p> <p>2 Because each cohort of JDAI sites has a different pre-JDAI year, pre-JDAI all-sites figures do not reflect numbers from one specific year. All-sites pre-JDAI figures are therefore derived by tallying figures from each individual site's pre-JDAI year (currently 2003, 2005, 2008, 2009, or 2011 depending on the site).</p>							

Figure 2. JDAI Average Daily Population.

Finding 2- Evidence Based Practice (EBP) has some support in New Jersey probation supervision by organizational leaders.

The Organizational Readiness Survey showed that 69.2% of staff reported that they felt EBP is supported within the organization. This is corroborated by 63.8% of the respondents agreeing that organizational leaders discuss the benefits of using EBP with staff (See Appendix B and C for full results). Support by leadership that goes beyond the initiation of a project is one of the tenants to ensure sustainability. Leadership must treat implementation as a process rather than an event. The process should be woven throughout existing policies. This may also call for the creation of new ones or reengineering of existing policies. For sustainability, implementation must incorporate a learning continuum for all staff to ensure that information is shared, and skill development is reinforced through practical application.

Finding 3 – However, lack of support amongst staff is the largest barrier to using Evidence Based Practice (EBP).

When staff were asked if their co-workers commitment had an effect on Evidence Based Practice, the survey returned a 3.30 rating average or 65.9 % found that a lack of commitment is a significant barrier. However, this can be offset by the fact that 59.2% or a 2.96 rating average perceived that training for Evidence Based Practice was not readily available (See Appendix B and C for full results). For implementation to be successful, an organization must provide an infrastructure that allows for knowledge retention. Knowledge that is only contained in a policy, but is not actively reviewed leads to eventual loss of integrity of the implementation. Sustainability is dependent upon an active process of creating an organizational memory which allows for the organizational memory to continue through inevitable organizational leadership change and general staff turnover. Regular in-service training as well as continual skill building opportunities is paramount to ensure practical knowledge is sustained. If this infrastructure is not put into place, commitment throughout the organization suffers.

Finding 4 – Staff does not perceive any significant difference between using an Outcome Based Model versus an Evidence Based Model.

The survey returned a difference of 2.6% between staff having a clear understanding of Evidence Based Practice and perceiving that using an Outcome Based Model allowed for greater flexibility in supervision outcomes. This figure translates that although the organization has supported evidence based measures and policies that the systemic change has not moved past the perception of a single event of change, signaling that it is transient in its implementation. The organizational infrastructure has not changed to signify the aligning of new principles and practices clarifying a new way of doing business. For successful implementation, staff must be able to see a significant difference to adhere to the new supervision techniques and understand the inherent benefits of change. When staff cannot distinguish between what they are doing and what is proposed, there is no motivational impetus to enact change or invest in change.

Finding 5 – The organizational culture does not support rapid change.

When respondents were asked if organizational leaders support change to increase probationer outcomes, 44.5% were in agreement with only 18.5% in disagreement. However, when asked if the organizational culture supports change quickly, 50% of the respondents disagreed and 31.48% of the respondents were non-committal either way. With half of the respondents perceiving that the organizational culture does not support change, a successful implementation would only be incremental and not sustainable (See Figure 2 below).

Lack of Support for Change (Leaders, Question 5 and Court Culture, Question 6)

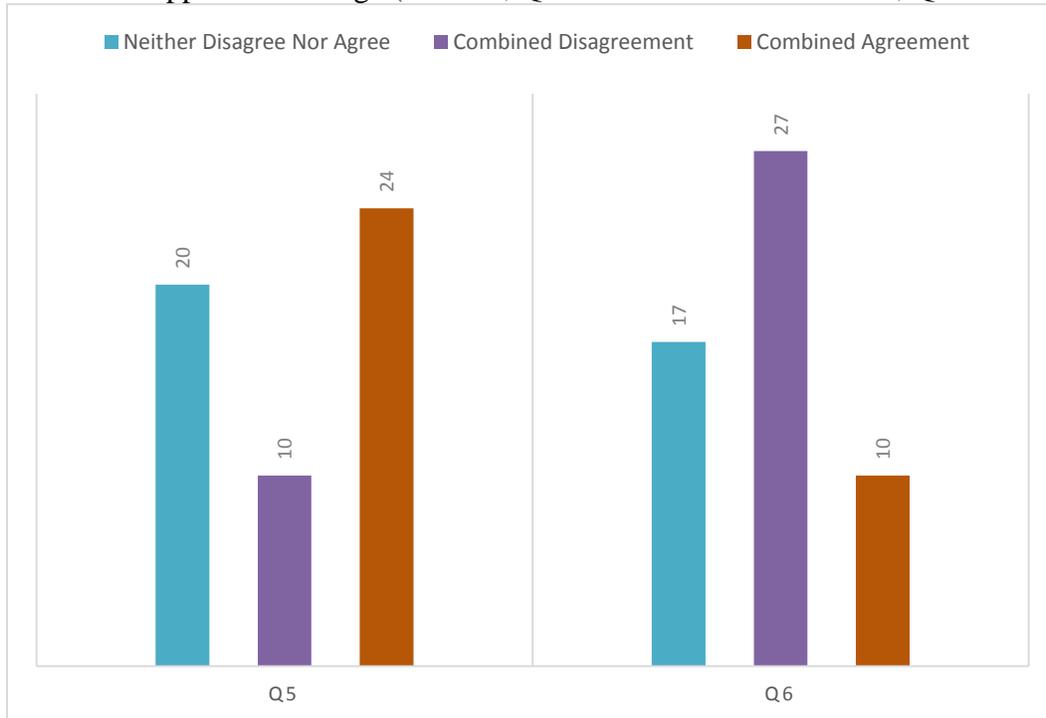


Figure 3. Lack of Support for Change.

Finding 6 - Feedback regarding performance is episodic and reactionary.

When respondents were asked about when they receive feedback regarding performance and probation outcomes, 24.07% noted that it was only when a mistake was made, while 18.02% responded that feedback was only given during performance appraisals and 7.41% responded that they do not receive feedback. The remaining respondents reported receiving feedback at least on a monthly basis.

Perceptions of Feedback							
	Never	During performance appraisals	When mistakes are made	Monthly	Weekly	Daily	Rating Average
Q 26. Staff receives feedback regarding performance related to probation outcomes.	4	10	13	20	2	5	3.39
	7.41%	18.52%	24.07%	37.04%	3.70%	9.26%	

Figure 4. Perceptions of Feedback.

Finding 7 – Staff is unsure of the concept of EBP and its effectiveness.

The survey asked respondents several questions dealing with their knowledge of Evidence Based Practice either through their own research or information received from their organizational leaders. There were 14% of respondents, reporting disagreement, that their knowledge, training and information is readily available. While 50% of those respondents in agreement felt that they understood EBP, sought out training opportunities and supplemented their knowledge through literature reading. There still remains an additional 30% of respondents that did not respond with either a strong agreement or disagreement.

Respondents' Knowledge									
	Perceptions of Knowledge	Stongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Rating Average	Combined Disagreement	Combined Agreement
Q12	Evidence Based Practices are supported through on going skill development	1	8	22	19	4	3.31	9	23
Q17	Staff is made aware of relevant research and information that correlates to daily operational practices	5	7	22	19	1	3.07	12	20
Q19	I understand how to effectively utilize Evidence Based Practices in the supervision of probationers	0	3	22	26	3	3.54	3	29
Q20	I often read current research literature related to my pffession tokeep abreast of trends	1	7	18	19	9	3.52	8	28
Q21	Training for staff in Evidence Based Practice is readily available	1	15	26	9	3	2.96	16	12

Figure 5. Respondents' knowledge

Finding 8 – Majority of the population of staff are in the middle of their career.

The largest population of respondents totaling 57.41%, had one to five years of experience on the job with the next largest group reporting six to ten years' experience. 18.52% of the respondents reported have sixteen or more years of experience. Therefore, this is not a staff of newcomers to the task. Most have enough experience to have had time to form an opinion about what works and what doesn't.

Time in Position						
Q 28. I have been in my current position for	Years in Position					
	0-1	1-5	6-10	11-15	16-20	21+
	4	20	11	9	3	7
	7.41%	37.04%	20.37%	16.67%	5.56%	12.96%

Figure 6. Time in Position

Finding 9 – Moderate to High risk offenders make up the largest caseload sizes.

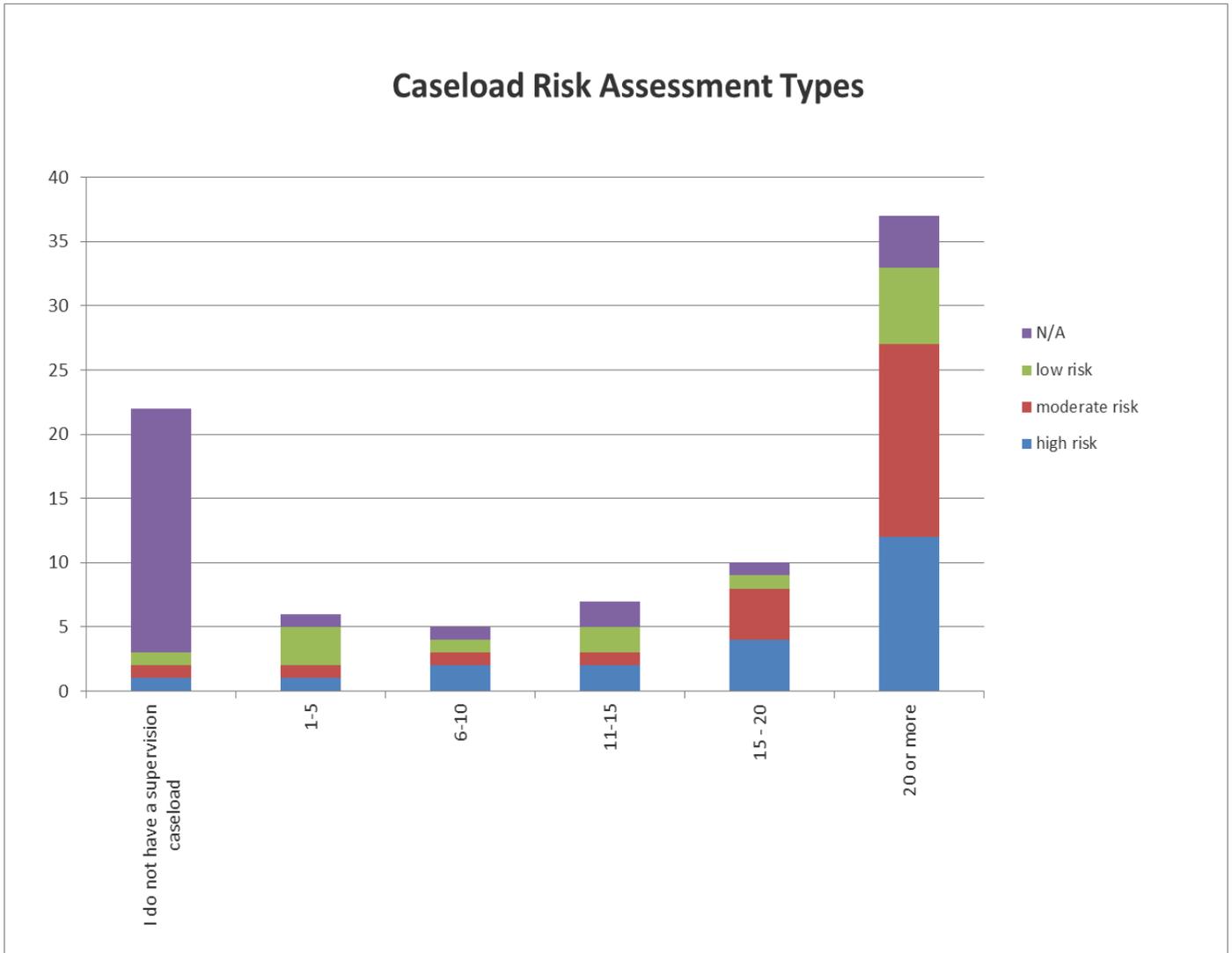


Figure 7. Caseload Risk Assessment Types.

Conclusions/Recommendations

Conclusion 1- The Juvenile Probation organization is not yet ready for Evidence-Based Practice.

Although there is some foundation of support for this change as evidenced by responses in the 60 percent range for many of the “readiness” inquiries, there is still a large number who either disagree or have no opinion about EBP. Particularly troubling is the consistent number of almost 20 staff members who register no opinion about it at all.

Recommendation 1a- Before proceeding with a complete EBP initiative, the organization should perform a thorough analysis of current perceptions and organizational performance as a foundation for making lasting change.

The organization should take advantage of available implementation checklists such as that described in Appendix J to determine more precisely what needs to be done, including immediate next steps, to build support for the concept.

Recommendation 1b- Involve staff early and often in the diagnostic effort to identify issues and potential solutions.

Staff should participate in efforts to specify the problem before a program is given to them by the organization. Research shows that early involvement of staff creates later buy-in for the resulting program. Likewise, focus groups with staff members should be conducted to determine more detail about current “readiness” perceptions based on the results of the survey.

Recommendation 1c- Consider the implementation of a pilot program to test the performance outcomes expected from EBP.

Such an effort could be managed by a combination of those who are already committed to the potential of EBP and those who currently have no opinion. Obviously, a set of agreed upon performance measures would have to be established before this effort was launched.

Conclusion 2 – New Jersey has shown previous success with implementing this kind of change.

New Jersey previously embarked upon statewide implementation of the Juvenile Detention Alternative Initiative (JDAI) and has shown continual success with replicating sites and has become a model state for implementation. The initial planning and structure put into place to ensure buy-in from staff, leadership, community participation coupled with the structured piloted implementation plan provides a template for long term commitment.

Recommendation 2- The lessons learned from the JDAI experience should be used to help ensure that the purpose and expectations are clearly aligned with policies and practices.

Utilizing a skill assessment of staff like the Evidence Based Practice Skill Assessment (EBPSA) which takes a look at the areas of skill such as communication, interviewing, attitudes towards EBP, ethics and change behavior, will give a representation of areas of improvement, education or collaboration building needed. Creating the opportunities to incorporate staff involvement will enhance staff support of change. Modifying policies, procedures and performance standards to ensure fidelity and increase success of implementation. Ensuring an infrastructure that incorporates collaboration with internal and external stakeholders will transcend the inevitable turnovers, within leadership and staff providing a continuum of sustainability. The success that JDAI has had in NJ and the current pilot utilizing a Risk Needs Responsivity (RNR) Tool shows that evidence based interventions are not new to New Jersey and that they can flourish when strategically implemented.

Conclusion 3 - Lack of understanding of the benefits of change by staff can create inertia in implementation.

Seven questions from the Organizational Readiness Survey dealt with the perception of staff knowledge and understanding of Evidence Based Practice (EBP) and its benefits for increasing outcomes (See table below, full details contained in Appendix D). The majority of the respondents were in agreement that they perceived that they had an understanding of EBP and that they understood how to effectively apply it to probation supervision. However, there were an equal number of respondents who were non-committal in their responses choosing to neither to disagree or agree. This lack of a committed response represents a barrier to successful implementation. When staff does not see the reasons behind change or a correlation between the change and outcomes, there is a lack of behavioral change in the organization. As a part of implementation it is paramount that an organization gives focus to those in a leadership position as well as line staff who fit into this category. Leadership should focus on communicating the need for change and can benefit by utilizing Kotter's eight step change model (Kotter, 2002):

- Create Urgency
- Form a powerful coalition
- Create vision for change
- Communicate the vision
- Enabling action and remove obstacles
- Create short term wins
- Build on the change
- Anchor the change in the culture

High Levels of Disagreement and/or Lack of Understanding Re: EBP

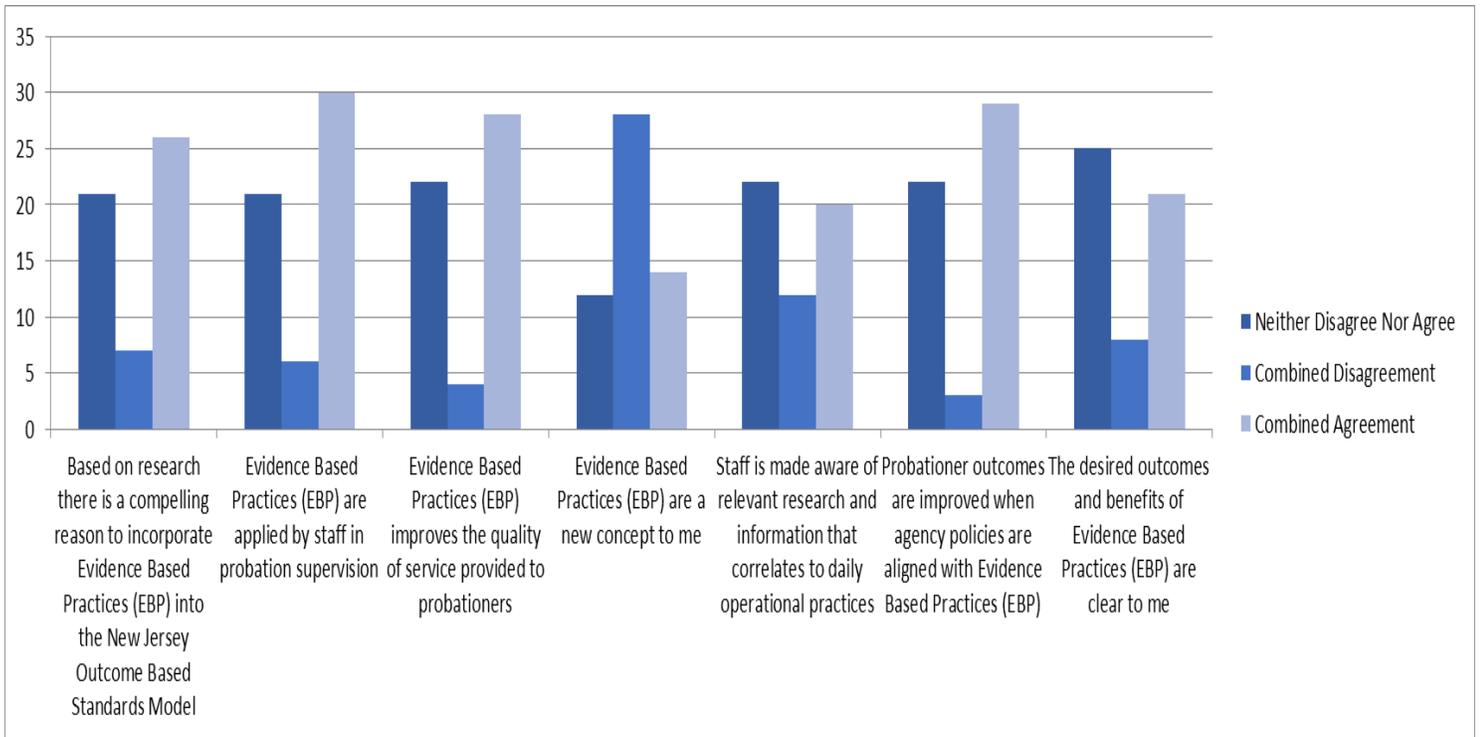


Figure 8. Levels of Disagreement and Understanding

Recommendation 3 - Successful organizational change requires thorough and continuing staff involvement.

In addition to the immediate staff inclusion in the diagnostic process described above, we know that positive outcomes from an implementation are not always instantaneous and may take anyone from one to five years to show progress. Utilizing best practices of establishing an implementation team, engagement of those showing commitment to the cause, and addressing issues of readiness, to include identifying inherent and needed resources offer a roadmap for organizational success. Staff need to be prepared in stages for the expected changes creating a supportive climate to mitigate resistance and help to build motivational momentum. The implementation and success of specialized courts have all used these best practices. In a climate of dwindling funding streams, courts must be even better at skillfully streamlining processes to provide for effective offender outcomes while maintaining fiscal responsibilities to the public. Research and preparation for these events allow for forecasting projected growth and needs of the organization, creating an

infrastructure with purpose that is sustainable through the many inevitable organizational transformations that take place.

Conclusion 4 – An unacceptably high number (forty percent) of staff are undecided on the effects that EBP has on supervision.

The average percentage of respondents that responded with neither an agreement nor disagreement is 37.32%. The highest undecided percent of responders is 48.15%, to survey question twenty-one “Training for staff in Evidence Based Practice is readily available”. The lack of a committed response could be attributed to a lack of communication, lack of knowledge or understanding of how EBP aligns with the organizational goals. Organizational change cannot be accomplished if staff are not invested in the change. Using Kotter’s first step, creating a sense of urgency, by showing the prevailing reasons why incorporating the principles of Evidence Based Practice begins the investment. Organizational leaders must take a look at the current processes and decide which ones help promote the principles and which processes need to be altered or stopped.

Recommendation 4- Build champions of change to encourage committed compliance to implementation.

The perception of the respondents in agreement about their knowledge of EBP and understanding of how to effectively use the principles is 38.46%. This is only a difference of 1.14% to the amount of respondents that gave an uncommitted response. This represents an opportunity to use those who show a high commitment to change and EBP as mentors and coaches. Similar to the process used when implementing JDAI, a slow progression of change, championed by an implementation committee, allows for constant and consistent communication of the vision. Staff become more engaged in the implementation and invested in the change when they are a part of creating the vision. This framework utilizes the first four steps of Kotter’s change model: Creating a sense of urgency, forming a powerful coalition, creating a vision for change and communicating the vision. Once these steps have been implemented it is imperative that polices and

processes are aligned with the new vision. Staff engagement through mentoring and coaching has provided an avenue for Kotter's sixth step to enable action. Aligning policies and procedures completes this step by allowing the organization to remove obstacles to ensure successful implementation. Building on the strength of staff engagement allows the change to be anchored in the culture and continues the organizational memory allowing for successful sustainability of the change.

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APPENDICES

APPENDIX A- Organizational Readiness Survey

Introduction

This survey was developed as part of the Court Project Phase of the Institute for Court Management Fellowship Program through the National Center for State Courts. The survey information that is being collected will be used in the support of the court improvement project regarding implementing and sustaining evidence based practices into the daily practices of probation supervision. The survey is also being used to gauge the perception of implementation of evidence based practices by both Administrators and Probation Officers.

The term Evidence Based Practice in this survey is being referred to as those decisions and outcomes that are based on both quantitative and qualitative research through multiple observations. By continuous evaluation decisions for case supervision take on a more directed approach to improve outcomes for each individual.

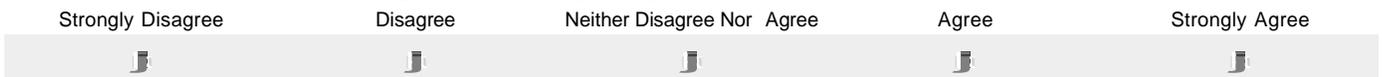
The term Outcome Based Model in this survey is being referred to as those decisions based on risk principle from a risk needs assessment and then applied to produce the outcomes desired to those individuals that fall into that risk level.

The term Organizational leaders in this survey refer to those in the positions of Judges, Court Administrators, Division Managers, Directors, Chiefs or Assistant Division Managers and Assistant Chiefs.

Your assistance is needed and greatly appreciated. The survey is voluntary and it should take no more than 10 minutes to complete. Individual item responses cannot be identified and are anonymous and will be reported aggregately. If you have questions about this survey please contact Audrey Rigsbee by e-mail at audrey.rigsbee@judiciary.state.nj.us

Thank you for your time and participation in this survey.

***1. Organizational leaders align priorities to improve probationer future outcomes.**



***2. The implementation of Evidence Based Practices is supported by organizational leaders.**



***3. Organizational leaders use Evidence Based Practices when determining probation supervision conditions.**



***4. Organizational leaders discuss with staff the benefits of implementing Evidence Based Practices.**



***5. Organizational leaders support changes to increase probationer outcomes.**



***6. The organizational culture supports change quickly.**



***7. Our court desires to improve its performance in decision making outcomes for probation supervision.**



***8. The mission for New Jersey probation supervision is clear.**



***9. The goals of probation supervision are linked to Evidence Based Practices to increase probationer outcomes.**



***10. Based on research there is a compelling reason to incorporate Evidence Based Practices (EBP) into the NJ Probation Outcome Based Standards Model.**



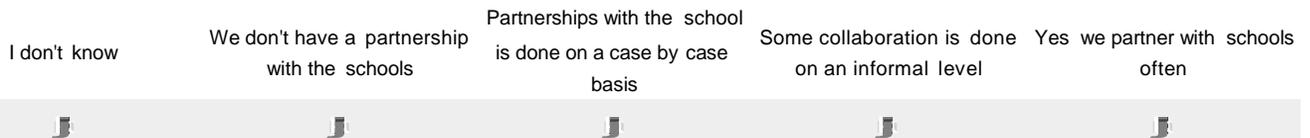
***11. Evidence Based Practices (EBP) are applied by staff in probation supervision.**



***12. Evidence Based Practices are supported through on going skill development training.**



***13. My agency has a formal partnership with the schools within the county to establish inclusive supervision plans for juvenile probationers to increase school attendance and reduce behavioral problems including suspensions.**



***14. Evidence Based Practices have been incorporated in the strategic plan for probation supervision.**



***15. Evidence Based Practice improves the quality of service provided to probationers.**



***16. Evidence Based Practices (EBP) are a new concept to me.**



***17. Staff is made aware of relevant research and information that correlates to daily operational practices?**

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

***18. Probationer outcomes are improved when agency policies are aligned with Evidence Based Practices.**

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

***19. I understand how to effectively utilize Evidence Based Practices in the supervision of probationers.**

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

***20. I often read current research literature related to my profession to keep abreast of trends.**

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

***21. Training for staff in Evidence Based Practices (EBP) is readily available.**

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

***22. Lack of support amongst staff is a barrier to using Evidence Based Practices.**

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

***23. The operational goals are supported when decision making is evidence based.**

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

***24. The desired outcomes and benefits of Evidence Based Practices (EBP) are clear to me.**

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

***25. Outcome based supervision models allow probation officers greater flexibility in managing probationer outcomes.**

Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree

***26. Staff receives feedback regarding performance related to probation outcomes.**

Never During performance appraisals When mistakes are made Monthly Weekly Daily

***27. My role in the organization is**

Division Manager	<input checked="" type="checkbox"/>
Supervisor	<input checked="" type="checkbox"/>
Probation Officer	<input checked="" type="checkbox"/>
Support Staff	<input checked="" type="checkbox"/>

***28. I have been in my current position for.**

N/A	1-5 years	6-10 years	11-15 years	16-20 years	21+ years
<input checked="" type="checkbox"/>					

***29. My current supervision caseload is comprised of.**

	N/A	low risk	moderate risk	high risk
I do not have a supervision caseload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11-15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 - 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 or more				

APPENDIX B – Organizational Readiness Survey – Perceptions

Organizational Readiness Survey Results							
Perceptions of organizational readiness to adopt Evidence Based Practices							
	Rating Average	Agree	Disagree				
Q2. The implementation of Evidence Based Practices is supported by organizational leaders.	3.46	27	6				
Q4. Organizational leaders discuss with staff the benefits of implementing Evidence Based Practices.	3.19	16	14				
Q12. Evidence Based Practices are supported through on going skill development training.	3.31	4	8				
Total	9.96	47	28				
Perceptions of motivation for change, adequacy of resources, staff attributes and organizational culture							
Q6. The organizational culture supports change quickly.	2.57	10	21				
Q7. Our court desires to improve its performance in decision making outcomes for probation supervision.	3.30	22	10				
Q 21. Training for staff in Evidence Based Practices (EBP) is readily available.	2.96	9	15				
Q 22. Lack of support amongst staff is a barrier to using Evidence Based Practices.	3.30	19	5				
Total	12.13	60	51				
Perceptions of the appropriateness of change, management support, self-efficacy and personal benefit							
Q8. The mission for New Jersey probation supervision is clear.	3.26	20	10				
Q16. Evidence Based Practices (EBP) are a new concept to me.	2.72	10	23				
Q19. I understand how to effectively utilize Evidence Based Practices in the supervision of probationers.	3.54	26	3				
Q20. I often read current research literature related to my profession to keep abreast of trends.	3.52	19	7				
Q 24. The desired outcomes and benefits of Evidence Based Practices (EBP) are clear to me.	3.22	20	6				
Q 25. Outcome based supervision models allow probation officers greater flexibility in managing probationer outcomes.	3.09	17	8				
Total	19.35	112	57				
Q 26. Staff receives feedback regarding performance related to probation outcomes.	Rating Average	Never	During Performance Appraicals	When mistakes are made	Monthly	Weekly	Daily
	3.39	4	10	13	20	2	5
Q 28. I have been in my current position for.	Years in Position						
		0-1	1-5	6-10	11-15	16-20	21+
	2.59	4	20	11	9	3	7
Risk Assessment							
Q 29. My current supervision caseload is comprised of.	Response Count	N/A	low	moderate	high		
I do not have a supervision caseload	20	19	1	1	1		
1-5	4	1	3	1	1		
6-10	3	1	1	1	2		
11-15	4	2	2	1	2		
15 -20	7	1	1	4	4		
20 or more	33	4	6	15	12		

APPENDIX C – Organizational Readiness Survey – Rating Averages

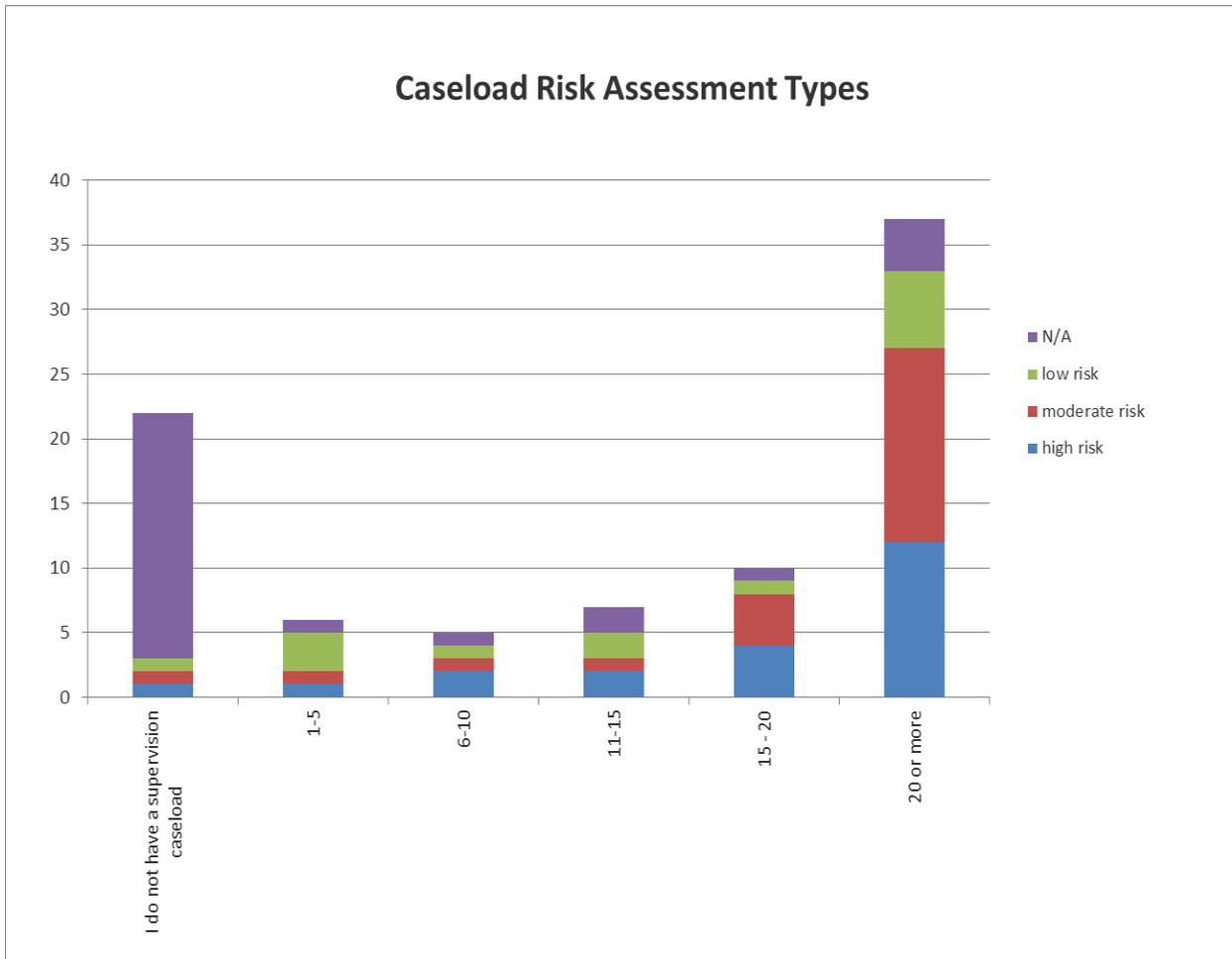
Organizational Readiness for Applying Evidence Based Principles in Juvenile Supervision						
Survey Questions	Answer Options					
	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Rating Average
Q2. The implementation of Evidence Based Practices is supported by organizational leaders.	0	6	19	27	2	3.46
Q4. Organizational leaders discuss with staff the benefits of implementing Evidence Based Practices.	0	14	20	16	4	3.19
Q6. The organizational culture supports change quickly.	6	21	17	10	0	2.57
Q7. Our court desires to improve its performance in decision making outcomes for probation supervision.	2	10	16	22	4	3.3
Q8. The mission for New Jersey probation supervision is clear.	2	10	18	20	4	3.26
Q12. Evidence Based Practices are supported through on going skill development training.	1	8	22	19	4	3.31
Q15. Evidence Based Practice improves the quality of service provided to probationers.	0	4	22	23	5	3.54
Q16. Evidence Based Practices (EBP) are a new concept to me.	5	23	12	10	4	2.72

APPENDIX C - Organizational Readiness Survey – Rating Averages (Cont.)

Q19. I understand how to effectively utilize Evidence Based Practices in the supervision of probationers.	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree		Rating Average
	0	3	22	26	3		3.54
Q20. I often read current research literature related to my profession to keep abreast of trends.	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree		Rating Average
	1	7	18	19	9		3.52
Q21. Training for staff in Evidence Based Practices (EBP) is readily available.	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree		Rating Average
	1	15	26	9	3		2.96
Q22. Lack of support amongst staff is a barrier to using Evidence Based Practices.	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree		Rating Average
	1	5	27	19	2		3.3
Q24. The desired outcomes and benefits of Evidence Based Practices (EBP) are clear to me.	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree		Rating Average
	2	6	25	20	1		3.22
Q25. Outcome based supervision models allow probation officers greater flexibility in managing probationer outcomes.	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree		Rating Average
	4	8	23	17	2		3.09
Q26. Staff receives feedback regarding performance related to probation outcomes.	Never	During performance appraisals	When mistakes are made	Monthly	Weekly	Daily	Rating Average
	4	10	13	20	2	5	3.39
Q28. I have been in my current position for.	0-1	1-5 years	6-10 years	11-15 years	16-20 years	21+ years	Rating Average
	4	20	11	9	3	7	2.59
Q29. My current supervision caseload is comprised of.	N/A	low risk	moderate risk	high risk	Response Count		
I do not have a supervision caseload	19	1	1	1	20		
1-5	1	3	1	1	4		
6-10	1	1	1	2	3		
11-15	2	2	1	2	4		
15 - 20	1	1	4	4	7		
20 or more	4	6	15	12	33		

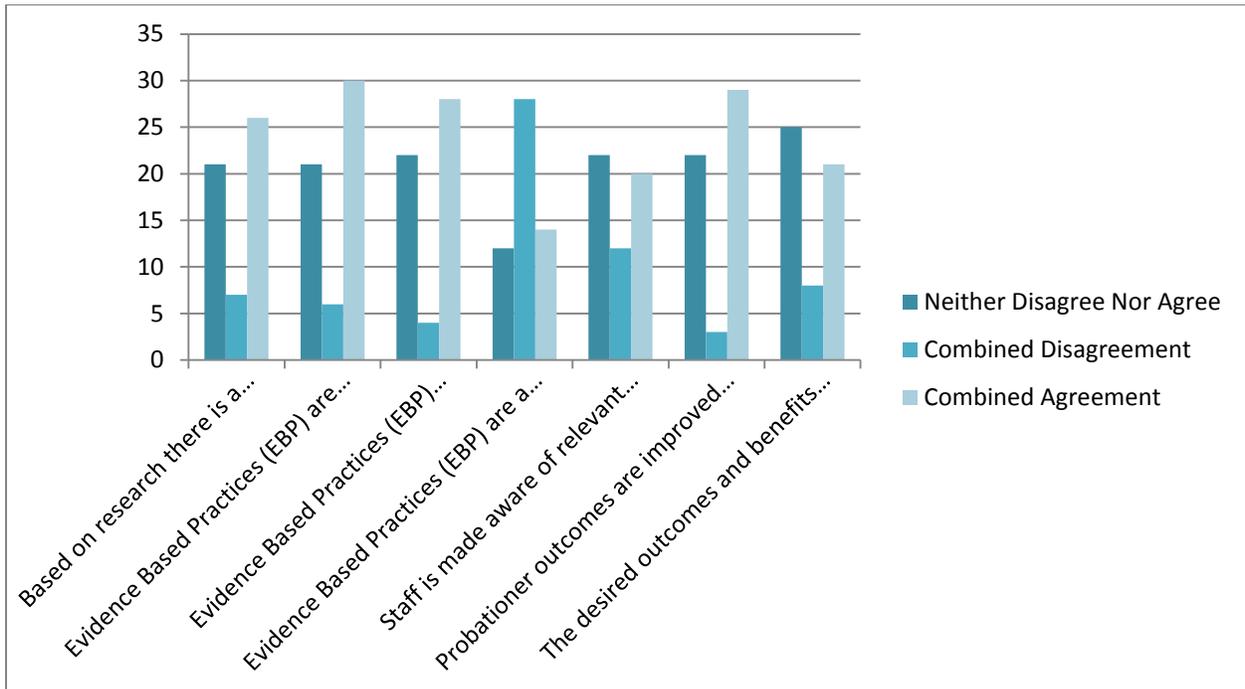
APPENDIX E –Figure 6 Table and Survey Results

My current supervision caseload is comprised of	Risk Assessment Status				
	N/A	Low Risk	Moderate Risk	High Risk	Response Count
I do not have a supervision caseload	19	1	1	1	20
1-5	1	3	1	1	4
6-10	1	1	1	2	3
11-15	2	2	1	2	4
15-20	1	1	4	4	7
20 or more	4	6	15	12	33



APPENDIX F – Figure 7 Table and Survey Results

Levels of Disagreement and Understanding									
Survey Questions		Answer Options							
Perceptions of EBP Understanding		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Rating Average	Combined Disagreement	Combined Agreement
Q10	Based on research there is a compelling reason to incorporate Evidence Based Practices (EBP) into the New Jersey Outcome Based Standards Model	2	5	21	21	5	3.41	7	26
Q11	Evidence Based Practices (EBP) are applied by staff in probation supervision	0	6	21	28	2	3.43	6	30
Q15	Evidence Based Practices (EBP) improves the quality of service provided to probationers	0	4	22	23	5	3.54	4	28
Q16	Evidence Based Practices (EBP) are a new concept to me	5	23	12	10	4	2.72	28	14
Q17	Staff is made aware of relevant research and information that correlates to daily operational practices	5	7	22	19	1	3.07	12	20
Q18	Probationer outcomes are improved when agency policies are aligned with Evidence Based Practices (EBP)	1	2	22	25	4	3.54	3	29
Q24	The desired outcomes and benefits of Evidence Based Practices (EBP) are clear to me	2	6	25	20	1	3.22	8	21



APPENDIX G – Juvenile Justice Commission Demographics & Statistics

Juvenile Justice Commission Residential Placements Juvenile Demographics and Statistics (Adapted from Published Statistics for January 3, 2012 - October 17, 2014)			
Vicinage		Population	Probationers
2012	Burlington	12	0
	Mercer	30	4
	Passaic	93	3
2013	Burlington	20	1
	Mercer	19	2
	Passaic	66	1
2014	Burlington	22	2
	Mercer	31	8
	Passaic	53	0

Statewide Placements				Race/Ethnicity				% of Population			
		Population	% of	African	Hispanic	White	Asian/ Other	African	Hispanic	White	Asian/ Other
Total Placements	VOP's	VOP'S									
2012	918	767	41.9	839	184	85	6	69.61	20.04	9025	0.65
2013	775	595	60.89	514	178	79	4	66.32	22.97	16.19	0.52
2014	679	515	60.94	453	149	75	2	66.72	21.94	11.05	0.29

APPENDIX H – NJ Adult Probationer Risk Assessment - Initial

ADULT PROBATIONER RISK ASSESSMENT			
Name: _____			
CAPS Client Identification: _____			
	<u>Male</u>	<u>Female</u>	<u>Score</u>
1.	If the probationer was arrested for a crime or an offense in the 1 year period preceding the date of the instant offense:	Add 10	Add 5 + ____
2.	If the probationer had two or more prior adult convictions for crimes of first through fourth degree:	Add 2	Add 2 + ____
3.	If the probationer was 19 years or younger when first arrested:	Add 8	Add 2 + ____
4.	If the probationer was 20 or 21 years when first arrested:	Add 4	Add 4 + ____
5.	If the probationer has no prior incarcerations - jail or prison:	Subt 2	Subt2 - ____
6.	If the probationer was not employed at the beginning of the probation term:	Add 7	Add 7 + ____
7.	If the probationer was employed on a part time basis at the beginning of the probation term:	Add 5	Add 5 + ____
8.	If the probationer was habitual user or dependant on CDS during the 1 year preceding arrest for the instant offense:	Add 8	Add 8 + ____
9.	If the probationer was under 21 years of age at sentencing:	Add 2	Add 2 + ____
10.	If the probationer had no prior adjudications of juvenile delinquency:	Subt 4	Subt 4 - ____
11.	If the probationer was employed for 7 or more months during the last 12 months:	Subt 3	Subt 3 - ____
	TOTAL		____
<u>Classification:</u>	<u>Male</u>	<u>Female</u>	
Reduced (Low Risk)	LT or EQ -3 pts	LT or EQ -1 pt	
Regular (Medium Risk)	GT -3 pts LT or EQ 25 pts	GT -1 pt and LT or EQ 23 pts	
Close (High Risk)	GT 25 pts	FR 23 pts	
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APPENDIX H – NJ Adult Probationer Risk Assessment – Initial (Cont.)

New Jersey Probation Standardized Dynamic Risk Instrument

Dynamic Risk Factors	Points
1. Current Age	
45 and above	0
35-44	1
25-34	2
24 and younger	3
2. Current Employment	
Employed FT/ No Problems/Homemaker/FT Student/Retired/Disabled/Unable To Work	0
Employed PT/Seasonal/Unstable Employment or Under Employed	1
Un-employed	2
3. Residence	
Satisfactory	0
Homeless –Unsatisfactory	2
4. Compliance With Case Management Plan	
Full Compliance	0
Partial Compliance	1
Non-Compliance	3
5. Current Gang Membership	
Non-Member	0
Active Member	3
Total Dynamic Score	
Static Risk Level Adjustment	
Reduce One Level (If Low Risk Retain at Low Risk)	0-3
Retain at Current Risk Level	4-8
Increase One Level	9 and above

Risk Adjustment Matrix

Current Static Risk Level	Dynamic Risk Score Guidelines		
	0-3 pts Decrease Risk	4-8 pts No Change in Risk	9-12 pts Increase Risk
Low	Low	Low	Medium
Medium	Low	Medium	High
High	Medium	High	High

APPENDIX I: Implementing Effective Correctional Management of Offenders in the Community Implementation Checklist

August 20, 2004

This checklist is a tool to guide organizations in their self-assessment and planning for implementation of evidence-based practices for community corrections. It is built on the integrated model of implementation which focuses equally on evidence-based practices, organizational development, and collaboration.

Instructions:

1. Bring together a cross-representational group of organizational members (management, supervisors, and line staff) to complete this checklist.
2. Using a scale of 1=low through 10=high, ask the group to rate how important they think each item is to your organization's implementation of evidence-based practices.
3. Using the same rating scale, ask the group to rate each item's current implementation status for your organization.

Evidence-Based Practices Implementation Checklist	Rate these items 1 (low) through 10 (high)	
	Importance	Current Status
Administration and Planning		
1) Leadership		
A) Identify organizational leadership that is committed to implementing EBP and has the leadership, change management, and coaching skills necessary to do so.		
B) Identify champions throughout the organization who are committed to EBP and willing to assist in coordinating implementation		
2) Vision / Mission Statement		
A) Redefine vision, mission, and values statement to reflect a commitment to EBP.		
B) Use an inclusive process that elicits agency-wide and stakeholder participation.		
C) Post throughout organization.		
D) Consistently reference in decision-making and operations		
3) Policy and Procedures		

A) Write or revise policies and procedures to reflect the principles of EBP.		
B) Use an inclusive process that elicits agency-wide and stakeholder participation.		
4) Policy and Implementation Teams		
A) Develop an implementation structure that identifies what work will occur at the state level versus the local level.		
B) Establish statewide and local policy teams of system policy- and decision-makers to guide implementation at a systemic level.		
C) Establish implementation and work teams that both staff the policy teams and focus on the logistics of implementation.		
D) Using a chartering process, establish working agreements for teams to clarify roles, reporting and communication structures, membership and attendance expectations, decision-making processes, and information sharing and input gathering structure.		
E) Establish the following during the first one or two meetings:		
i) Identify a chair, lead worker, and / or coordinator		
ii) vision, mission, and goal statements,		
iii) resource needs, i.e., staffing and facilitation		
iv) action plans with timelines and assignments.		
5) System Stakeholders / Collaboration		
A) Involve external stakeholders, such as other public safety partners, community-based providers, and local business representatives in the planning and implementation processes.		
B) System Stakeholders & Policy Makers		
i) Involve local government officials as partners and champions in the planning and implementation process.		
ii) Provide brief educational presentations/training sessions to these officials regarding EBP.		
iii) Meet regularly with and involve system stakeholders in the planning and implementation process. Provide regular implementation updates and share successes and challenges.		
C) Media		

i) Develop a media policy and identify an internal spokesperson.		
ii) Educate the media about what EBP means in and to the field of corrections.		
iii) Cultivate relationships with local media and invite them to visit facilities & offices, conduct ride-alongs, and hear about the work of the agency.		
D) Community-based Service Providers		
i) Involve community-based service providers in the planning		
and implementation of EBP.		
ii) Provide EBP-related training slots or sessions to community-		
based providers.		
iii) Incorporate requirements including the use of EBP, use of social learning theory and cognitive behavioral techniques, and measurable performance indicators into provider contracts.		
iv) Develop a system for monitoring and providing feedback regarding contract measurements and hold providers accountable for contract requirements.		
6) Planning		
A) Develop a strategic action plan for implementing EBP.		
B) Include cross-agency and stakeholder representation in the planning process.		
C) Address operations, organizational development issues, and collaboration.		
D) Include measurable and time limited goals and objectives, and assign individuals responsibility for completion of each objective.		
E) Complete regular updates of the strategic action plan indicating implementation status and timeline for each objective.		
F) When possible, maintain a balanced workload by eliminating existing tasks when new tasks are adopted.		
7) Communication		

A) Develop a plan / strategy for communicating information regarding planning and implementation throughout the organization and to external stakeholders.		
B) Establish a communication subcommittee responsible for ensuring communication flow.		
C) Celebrate successes, even small wins!		
8) Resources / Budget		
A) Align budget structure with EBP priorities.		
i) Focus funding on programs that serve medium- and high-risk offenders.		
ii) Focus funding on programs that are based on EBP.		
iii) Focus funding on programs that provide evidence of recidivism reduction.		
iv) Redesign or eliminate programs that are in conflict with EBP.		
Human Resources & Training		
Rate these items 1 (low) through 10 (high)		
9) Recruitment and Hiring		
A) Develop recruiting strategies and literature that focus on the knowledge, skills, and attitude necessary to deliver EBP.		
B) Rewrite job descriptions to emphasize the knowledge, skills, and attitude necessary to deliver EBP.		
C) Develop interview and hiring processes that emphasize the knowledge, skills, and attitude necessary to delivery EBP.		
D) Develop a succession planning strategy.		
i) Provide leadership skill building opportunities to staff whose behavior and attitude are in alignment with EBP.		
ii) Build on staff strengths.		
iii) Balance internal promotional opportunities and external hiring as appropriate.		
10) Training		
A) Review current training curriculum and identify training needs.		

B) Incorporate experiential teaching techniques and adaptations for participant learning styles into trainings.		
C) Develop a training plan that incorporates training all agency staff in the principles, philosophy, and implementation of EBP.		
i) Include EBP training in staff orientation sessions.		
ii) Include EBP training in officer academy/initial training.		
iii) Train staff in motivational interviewing, social learning theory, and cognitive behavioral techniques.		
iv) Train staff to administer assessment tools using motivational interviewing techniques.		
v) Train staff / supervisors / management in the interpretation of data and other reporting mechanisms.		
D) Train supervisors to conduct performance evaluations and ongoing performance monitoring and EBP		
E) Train management and supervisors in leadership skills and change management.		
11) Performance Management		
A) Develop performance evaluation forms that reflect the principles of EBP.		
i) Use of positive reinforcements (4 to 1) with each other and offenders		
ii) Contact with community supports during case planning		
B) Develop a system of performance evaluation and monitoring that is ongoing (not limited to once / year).		
C) Develop methods of feeding back performance information for all staff on a regular basis.		
D) Develop methods of providing 360 degree feedback, especially for supervisor, mid-management, and executive level staff.		
E) Conduct random video/audio/observation review of staff performance.		
F) Conduct periodic and random reviews of assessments and case plans.		

G) Develop methods of rewarding staff for aligning their behavior with EBP.		
H) Promote staff based on their knowledge, skills, ability, and attitude related to EBP.		
I) Measure supervisor performance based on the following:		
i) Ability to teach and model EBP with staff and others.		
ii) Ability to observe officer/offender interaction and provide feedback, reinforcement, and instruction in support of EBP.		
J) Observe and / or provide clinical supervision for cognitive behavioral treatment groups.		
Information Systems, Measurement, & Evaluation		
12) Measurement		
A) Develop outcome measures to track progress toward strategic goals. (Incorporate data identified in measurement matrix.)		
B) Develop process and intermediate measures that can be tracked on a regular basis to monitor progress toward strategic goals. (Incorporate measures identified in measurement matrix)		
13) Information Management		
A) Develop or adjust information system to provide data required by measurement matrix.		
B) Develop reporting mechanisms that allow for regular feedback of identified data to managers, supervisors, and staff.		
C) Collect data regarding offender assessment and case management and provide regular reports back to managers, supervisors, and staff.		
D) Measure incremental offender change and provide regular reports back to managers, supervisors, and staff.		
E) Develop mechanisms to measure treatment dosage at individual and aggregate levels as identified in measurement matrix.		
14) Research / Evaluation		
A) Develop research and evaluation capacity (hire well trained staff or partner with a local university / contractor).		

B) Use the intermediate and outcome measures to measure the effectiveness of internal and contracted programs, treatment, and general supervision.		
C) Evaluate implementation to ensure fidelity to implementation model.		
D) Conduct regular, random case audits to ensure that officers are implementing assessments, developing case plans, following-through on case plans, and utilizing sanctions appropriately.		
Assessment, Case Planning, Interventions, and Supervision		
15) Assessment and Classification		
A) Use a preliminary screening tool to assess risk on all offenders at intake.		
B) Place low-risk offenders on administrative caseloads.		
C) Implement a third-generation assessment tool for all offenders that score as medium & high-risk on preliminary screening tool.		
D) Implement specialized instruments / trailers for special populations.		
E) Implement a system of regular reassessments and reflect changes in case plans.		
F) Implement a quality assurance system to ensure that officers are correctly administering assessment instruments and using motivational interviewing techniques. Involve line staff in identifying what is and what isn't working well.		
16) Case Planning		
A) Develop personalized case plans for all offenders.		
B) Use the case plan to appropriately target interventions based on EBP:		
i) Prioritize supervision and treatment resources for offenders assessed as higher risk.		
ii) Address at least the top four criminogenic needs as identified by the assessment.		
iii) Be responsive to temperament, learning style, motivation, gender, and culture when referring to programs.		

iv) Incorporate appropriate doses of services, pro-social structure, and supervision based on risk level, i.e., structure 40-70% of high-risk offenders' time during the initial three to nine months.		
C) Incorporate treatment into the full sentence / sanction requirements, ensuring that treatment interventions are delivered in a targeted and timely manner.		
D) Incorporate engagement of natural and community supports in offenders' lives.		
17) Intermediate Sanctions		
A) Assess availability of intermediate sanctions, identify gaps and develop a plan for increasing or adjusting availability.		
B) Use a multidisciplinary team to develop guidelines for sanctions / revocations.		
C) Consider the use of administrative sanctions in lieu of formal revocations, keeping the length of sanctions short, as timeliness of response is more important than duration.		
18) Treatment / Programs		
A) Review current in-house treatment / programs for adherence to EBP, including the use of cognitive behavioral techniques, motivational interviewing, skill training with directed practice, and positive reinforcement.		
B) Assess strengths and gaps using a program assessment tool, such as the CPAI.		
C) Develop a plan for strengthening, eliminating, or adding programs in alignment with EBP.		