



Making Ends Meet: The Practical Nuances of SB 653 and SB 1630

*A presentation provided for the Juvenile Justice Training Academy
August 11, 2016*

Reviewing the Road of Juvenile Justice Reform in Texas¹

2007

Senate Bill 103:

- Eliminated the ability to commit misdemeanants to the state.
- Reduced the age of state jurisdiction from 21 to 19.

TJPC receives \$57M to help serve youth locally:

- Intensive Community Based Program Grant
- Intensive Community-Based Pilot Program

4 state-secure facilities closed between 2007-2008.

2009

TJPC receives additional funds to help serve youth locally:

- “Grant C” for commitment diversion
- County-based programming

Eligibility for “Grant C” funding tied to “cap” put on the # of youth counties can commit to TYC.

2 state-secure facilities closed in 2010.

2011

Senate Bill 653:

- Merged TYC & TJPC to create TJJD.
- Codified the prioritization of community based alternatives over commitment, as well as research-based practices, in TJJD’s purpose and goals.

Funding for state operations decreased while county funds stayed in-tact.

Legislative mandate to shutter 3 more state-secure facilities.

2013

Funding provided to community juvenile justice to help serve youth locally:

- Prevention & Intervention
- Mental Health Services

Legislative mandate to shutter 1 more state-secure facility.

2015

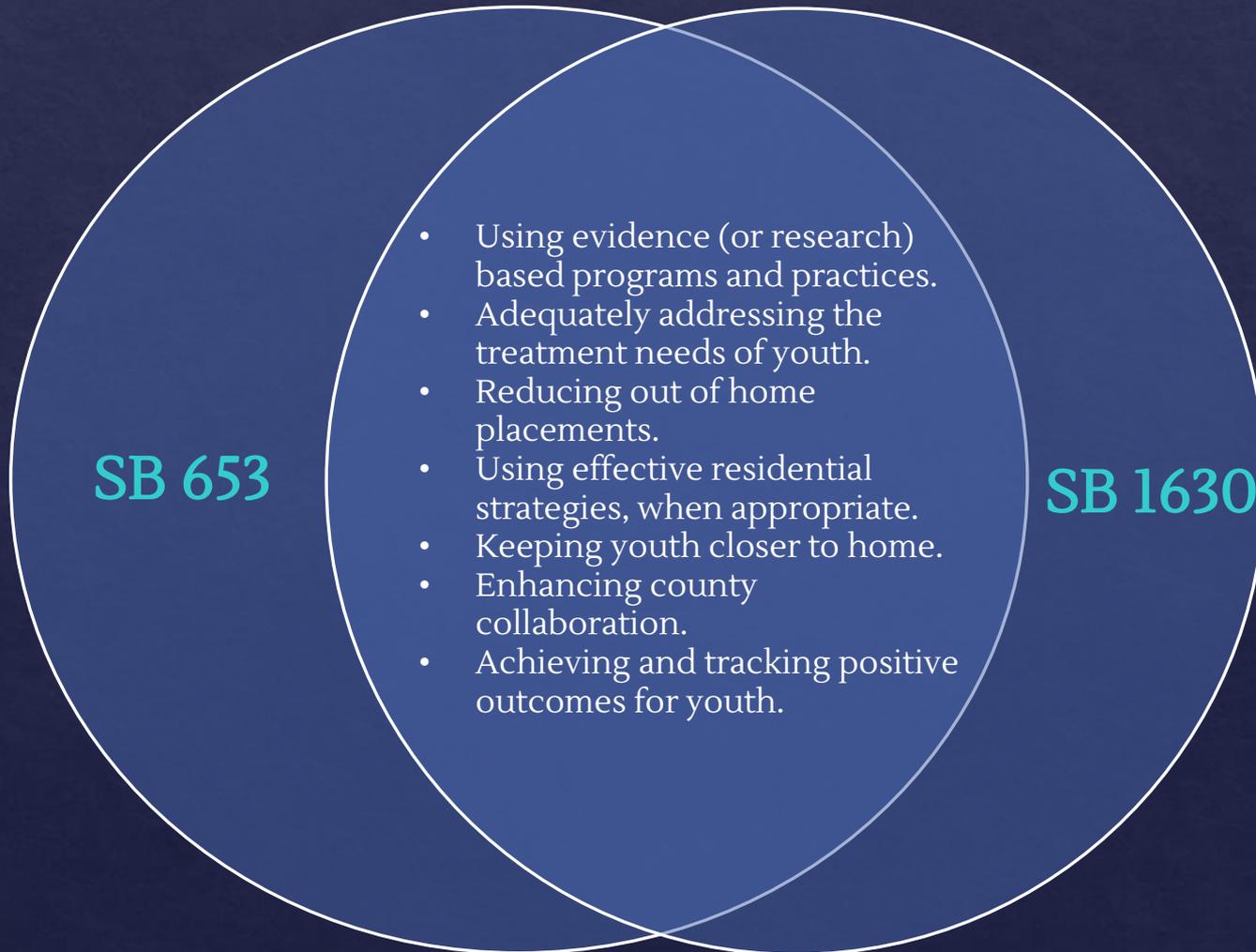
Senate Bill 1630:

- Creates a special commitment finding for indeterminate sentenced youth.
- Requires TJJD to conduct a thorough case review of currently committed youth with the goal of further de-populating state secure facilities.
- Requires the TJJD to create a regionalization plan to serve eligible youth in or near their home communities.

Changes seen in TJJD’s Budget:

- A re-structuring of funds to support the use of state dollars for community-based programs over pre & post-adjudication facilities.
- A dedication of funds specifically to support the regional plan.

Overlapping Tenets of SB 653 & SB 1630



Using Evidence (or Research) Based Programs and Practices

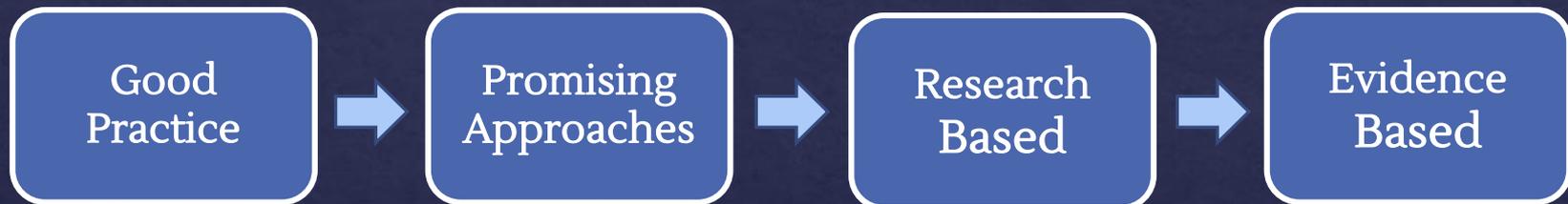
What are *Evidence*-Based Programs and Practices?

“Those clinical and administrative practices that have been proven to consistently produce specific, intended results.”²

Evaluating Effectiveness³

1. Define purpose and scope of evaluation.
2. Specify evaluation questions.
3. Create evaluation design.
4. Collect, sort, and analyze data.

Defining *Research*-Based Programs and Practices⁴



“We have done it, we like it, and it feels like we make an impact.”

“Some positive findings but the evaluations are not consistent or rigorous enough to be sure.”

“Program or practice is based on sound theory informed by a growing body of empirical research.”

“Program or practice has been *rigorously evaluated* and has *consistently* been shown to work.”

Evidence-Based *Programming*

There are resources available that serve as a repository of previously evaluated programs:

Interactive Websites

- ◆ Blue Prints for Healthy Youth Development
- ◆ National Institute for Justice: Crime Solutions.gov, Programs & Practices
- ◆ Office of Juvenile Justice & Delinquency Prevention: Model Programs Guide
- ◆ Youth.gov: Program Directory

Publications

- ◆ Washington State Institute for Public Policy

Blueprints

FOR HEALTHY YOUTH DEVELOPMENT



Big Brothers Big Sisters of America

Communities that Care

Familias Unidas

Head Start Redi

Peer Assisted Learning Strategies



Functional Family Therapy (FFT)

Multisystemic Therapy – Problem Sexual Behavior (MST-PSB)

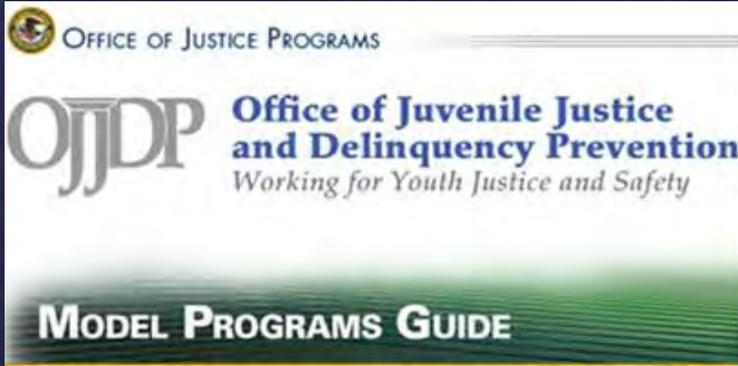
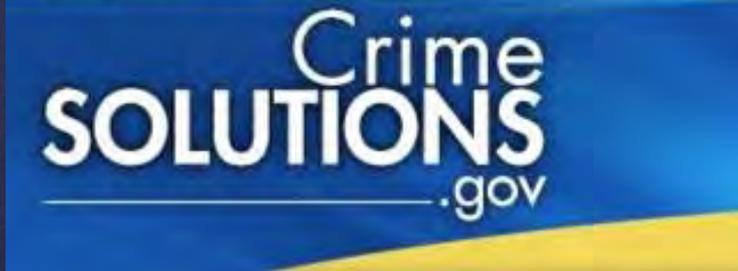
Project Towards No Drug Abuse

Parent Management Training



Life Skills Training

Multisystemic Therapy (MST)



Evidence Rating System

Evidence Rating	Icon		Description
	One Study	More than One Study	
Effective			Strong evidence when implemented with fidelity.
Promising			Some evidence, additional research is recommended.
No Effects			Strong evidence program does not achieve intended outcomes.



Washington State
Institute for Public Policy



June 2016

Updated Inventory of Evidence-Based, Research-Based, and Promising Practices:
*For Prevention and Intervention Services for Children and Juveniles in the
Child Welfare, Juvenile Justice, and Mental Health Systems*

Evidence-Based *Programming v. Practices*

Programming

Clinical practices aimed to treat youth.

Practices

Administrative practices associated with supervising youth.

Evidence-Based *Practices*

Substantial evidence exists to support the use of the following practices in juvenile justice:

- ◆ Assessing risk, needs, and protective factors;⁵
- ◆ Prioritizing family integration;⁶
- ◆ Eliminating disparities in treatment and services.⁷
- ◆ Maintaining safety, security, and order by:
 - Sustaining reasonable staff to youth ratios,⁸
 - Building rapport between staff and youth,⁹
 - Minimizing the use of seclusions and restraints.¹⁰

Why Implement Evidence (or Research) Based Programs & Practices?¹¹

1. Service to youth
2. Quality assurance
3. Systemic improvement
4. Cost-effective
5. Accountability

A young child is sitting at a table, their face completely obscured by a large, spiky, grey wig. The child's head is bowed down, and their hands are resting on the table. The background is a simple room with a wooden chair visible. The entire image has a blue color cast.

Adequately Addressing the Treatment Needs of Youth

Risk and Needs Assessments



Risk – informs level of supervision



Needs – informs treatment plans

Risk Assessment in Juvenile Justice: A Guidebook for Implementation

Gina M. Vincent, Ph.D.

Laura S. Guy, Ph.D.

Thomas Grisso, Ph.D.

National Youth Screening & Assessment Project

ModelsforChange
Systems Reform in Juvenile Justice

Employing the RNR Principles to Guide Treatment¹²

- ◆ Risk Principle
- ◆ Need Principle
- ◆ Responsivity Principle

Risk Principle

Suggests targeting intensive monitoring and services to youth who are only *high risk* of re-offending or violence.

Need Principle

Suggests targeting interventions to address factors associated with reducing delinquent behavior.

Factors that are Factored into a R&N Assessment

Static Factors

Elements in a youth's life that are unchangeable.

Dynamic Factors

Elements in a youth's life that can be altered.

Responsivity Principle

Suggests tailoring interventions to a youth's individual characteristics to avoid negatively impacting their response to treatment.

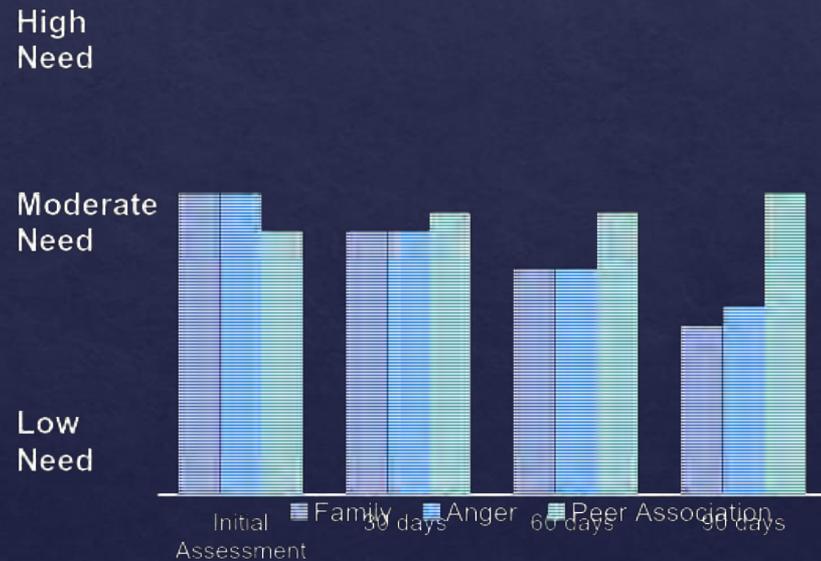
The Importance of the Fidelity Principle

“underscores the importance of ensuring adherence to the RNR principles through intentional efforts to measure and improve the quality of such services.”¹³

The Fidelity Principle in Practice

Youth: Scott Summers Risk Level: Moderate Needs Level: Moderate	
Treatment Need	Service Plan
to strengthen family relationships	place youth and family in Functional Family Therapy (FFT) program
to address underlying issues of aggression	place youth in Aggression Replacement Training (ART) program
to strengthen pro-social peer relationships	place youth in departmental group therapy that meets three times a week

S. SUMMERS Needs
RE-ASSESSMENT CHART



Factoring in Protective Factors: What Are They?

“positive [or strength] variables that help a youth deal with change.”¹⁴

Protective Factors in Practice

Youth: Scott Summers Needs Level: Moderate-Low		
Treatment Need	Protective Factors	Service Plan
to strengthen pro-social peer relationships	strong commitment to school.	create action plan with school liaison to foster involvement in school activities
	strong academic record, currently straight A's.	
	specified graduation plan, indicating future planning.	

Re-Visiting the Fidelity Principle

Youth: Scott Summers Service Plan Log

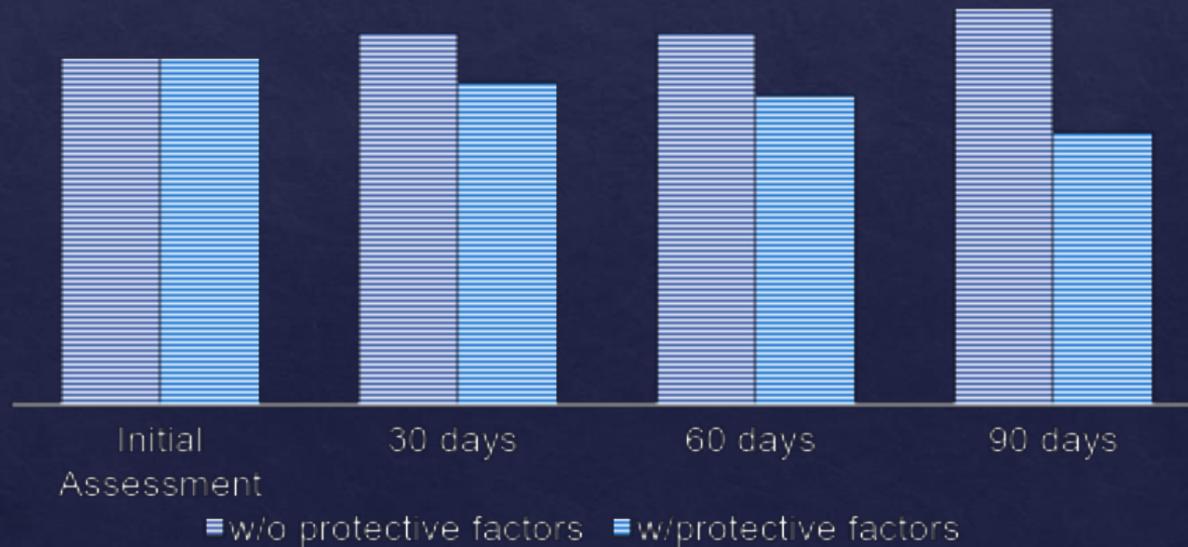
Initial Assessment	30 Day Assessment	60 Day Assessment	90 Day Assessment
create action plan with school liaison to foster involvement in school activities	<p>Scott joined an afterschool program that aims to educate students on robotics and engineering.</p> <p>Scott doesn't talk much to other members but thinks the program is "cool."</p>	<p>Scott is still involved in his afterschool program, though he has missed a group or two, he is still getting to compete at an upcoming competition.</p> <p>Scott has also started talking to and having lunch with Logan, another student in his program.</p>	<p>Scott's after school program ended, but he plans on signing up again next year.</p> <p>Scott still talks to Logan and is looking forward to an end of the year school trip with him and some other members from the program.</p>

S. Summers Needs Re-Assessment: Pro-Social Peer Association

High
Need

Moderate
Need

Low
Need



A photograph of a person with their back to the camera, covering their face with their hands. They are standing in front of a brick wall. The entire image has a blue color cast. The text 'Reducing Out-of-Home Placements' is overlaid in a light blue color.

Reducing Out-of-Home Placements

Employing Risk Levels to Help Make Decisions on Out of Home Placements



High Risk



Moderate-High Risk



Moderate Risk



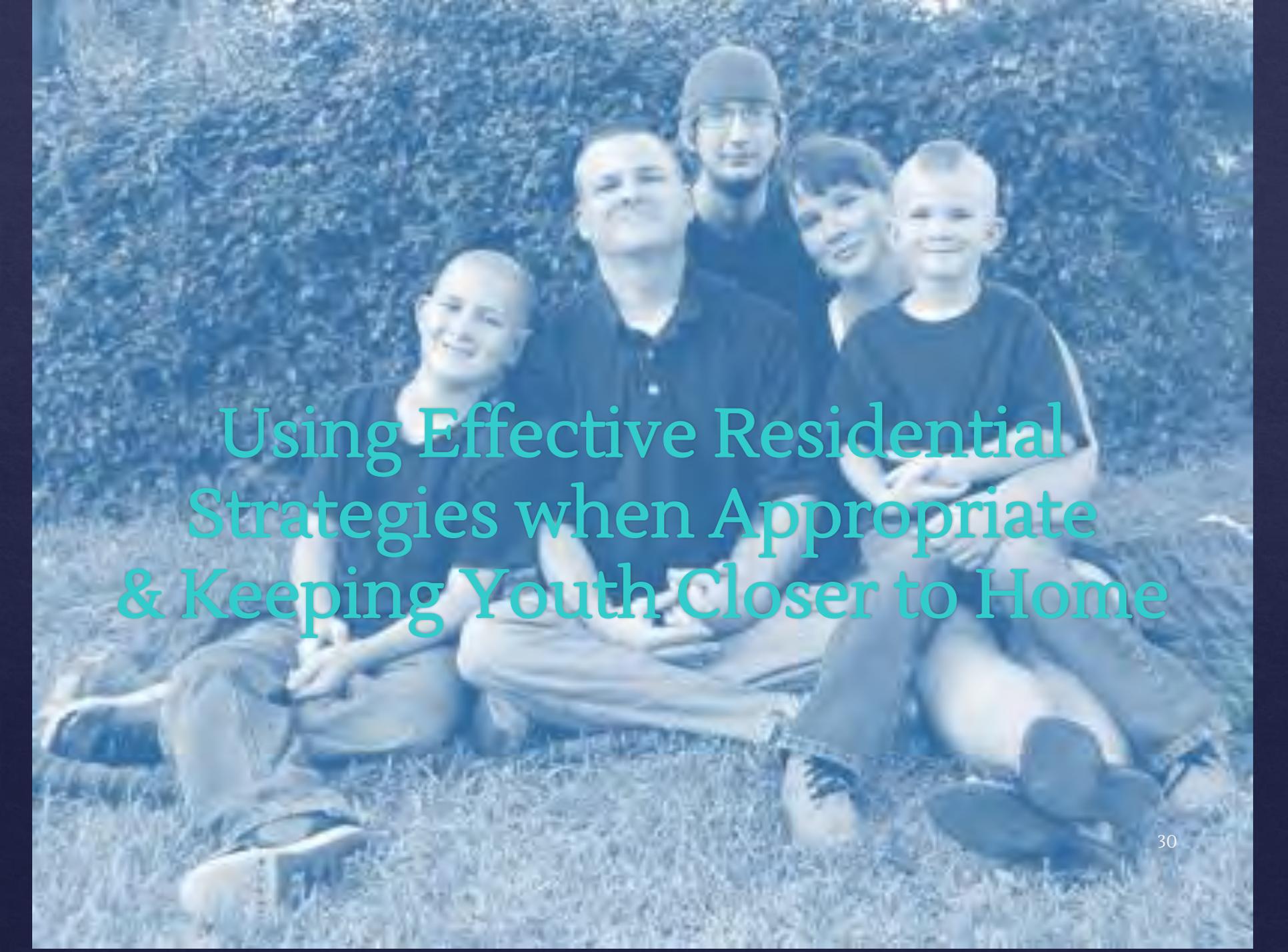
Low-Moderate Risk



Low Risk

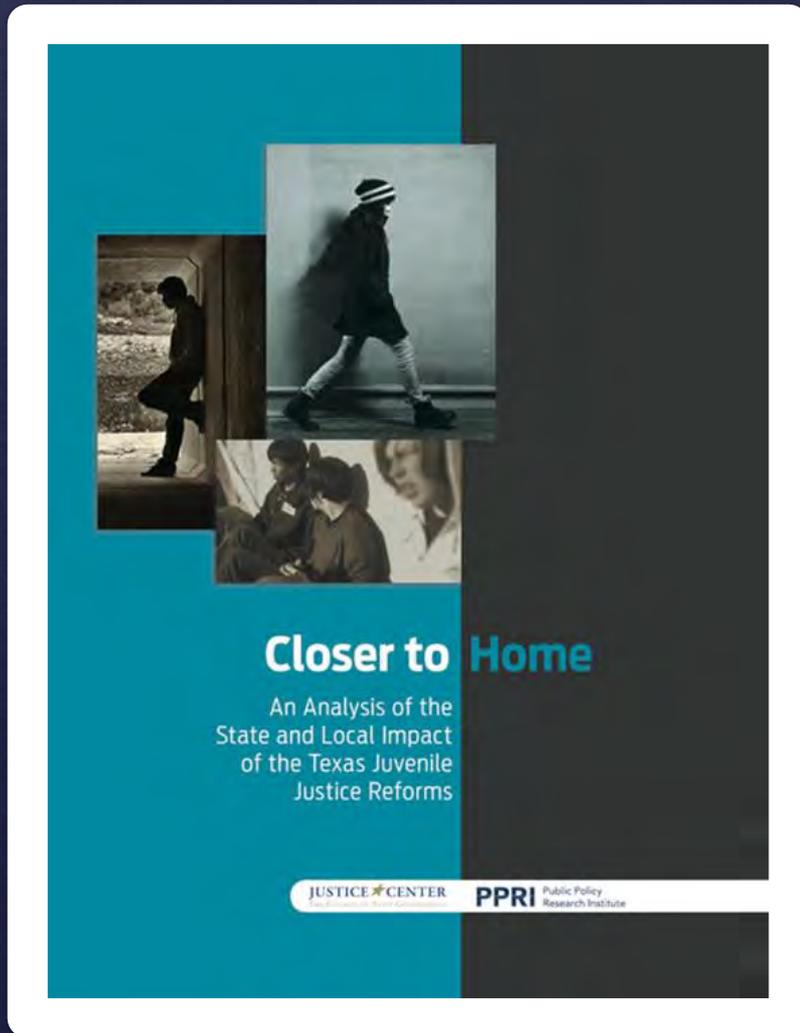
REMEMBER:

Intensive monitoring and services [should be given] to youth who are only *high risk* of re-offending or violence. ¹⁵

A photograph of a family of five sitting on a grassy lawn. From left to right: a woman with short blonde hair, a man with a beard and glasses, a woman with dark hair, and a young boy. A man with a beard and glasses is sitting in the back row. They are all smiling and looking towards the camera. The image has a blue tint.

Using Effective Residential Strategies when Appropriate & Keeping Youth Closer to Home

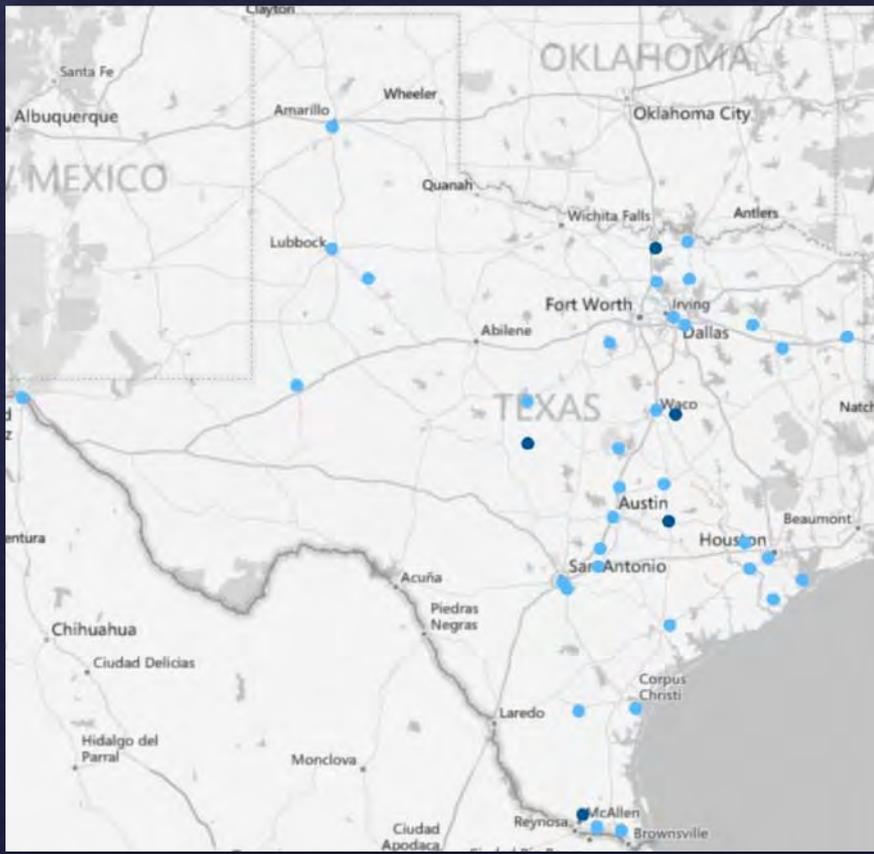
Keeping Youth “Closer to Home”



KEY TAKEAWAYS

- ◆ Youth do better when they are kept out of state-run facilities and in their communities.
- ◆ Youth who are low-risk are still being confined to state-run facilities when they should be served in their community.
- ◆ Counties need help in ensuring the best outcomes for their youth.
- ◆ Data collection/analysis should be prioritized by all jurisdictions to ensure the best outcomes for youth.

When a Youth Poses a *High Risk* to Public Safety: A Facility Closer-to-Home IS Better



- State-Secure Facilities
- Local Post-Adjudication Facilities

CONSIDERATIONS FOR RESIDENTIAL PLACEMENT

- ◆ Is the facility close to the youths positive supports?
- ◆ How big is the facility?
- ◆ Does it have effective programming and practices that meets the youth's needs?
- ◆ What has external oversight said about the facility?
- ◆ Are there non-secure alternatives?



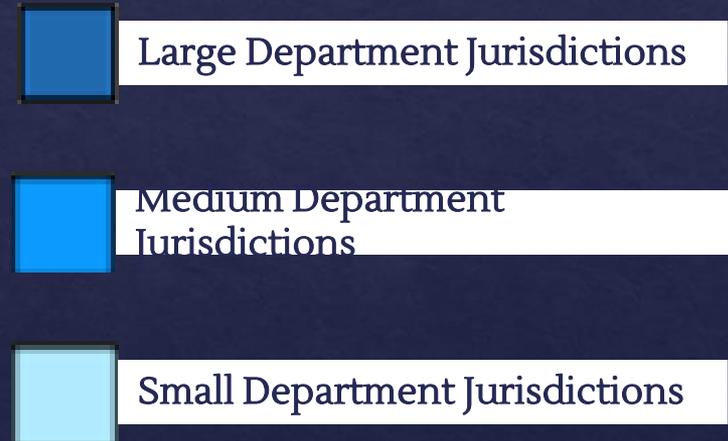
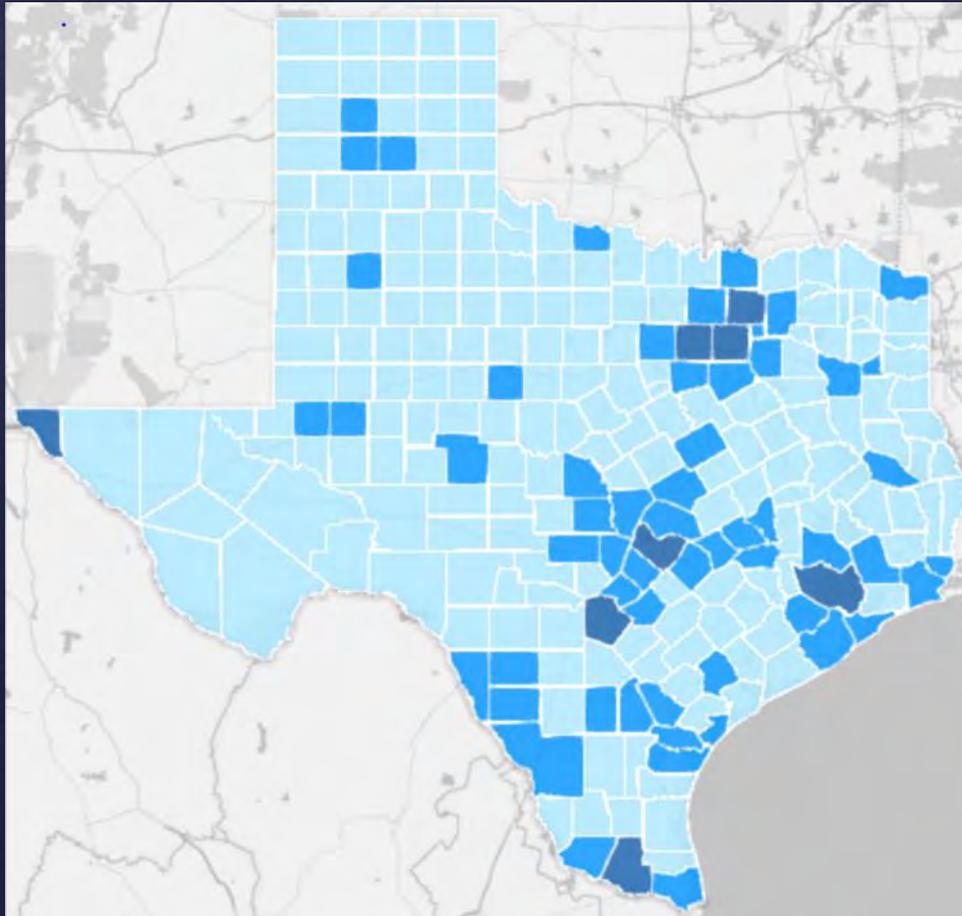
Enhancing County Collaboration

Success in Community Juvenile Justice is a Team Effort

Local departments need to work together to:

1. Identify the communities with the most need,
2. Identify services and treatments to meet those needs,
3. Support the expansion of treatment and services to those communities.

Identifying Communities in Need: The Uniqueness of 'Small' Juvenile Probation Departments



Identifying Communities with the Most Need



Juvenile Referrals w/MH Needs in Small Departments (2014)

Referral Intervals	Counties
0 to 5	Baylor, Castro, Cochran, Coleman, Crane, Crockett, Dallam, Haskell, Howard, Kleberg, Palo Pinto, Parmer, Presidio, Shelby, Sutton, Swisher, Upton, Winkler, Yoakum, Brewster, Garza, Houston, LaSalle, Leon, Limestone, Montague, Panola, Reeves, Val Verde, Dawson, Floyd, Frio, Hansford, Madison, Wilbarger, Zapata, Concho, Mitchell, Hale, Navarro, Runnels, Bailey, Duval, Gray, Lamar, Scurry, Brooks, Fayette, Lamb, & Refugio
6 to 10	Comanche, Deaf Smith, Eastland, Jackson, Wheeler, Cass, Hopkins, Erath, Ward, Young, Childress, Harrison, Hutchinson, Ochiltree, & Pecos
11 to 20	Terry, Andrews, Coke, Grimes, Starr, Calhoun, Red River, Uvalde, Matagorda, Tyler, Moore, Maverick, & Nolan
21 to 30	Cooke, Fannin, Wood, Van Zandt, Gaines, Henderson, Brown, & Jasper
31 to 40	Lavaca, Titus, Hill, Kerr, Anderson, & Hockley
41 to 50	Burnet, Walker, Jim Wells, & Wharton
51 to 60	Karnes, Willacy, Cherokee, & Dewitt
61 to 70	Polk, Nacogdoches, & Angelina
71 to 80	Milam

Identifying Services and Treatment to Meet those Needs

Better Solutions for Youth with Mental Health Needs in the Juvenile Justice System

By the Mental Health and Juvenile Justice Collaborative for Change: A Training, Technical Assistance and Education Center and a member of the Models for Change Resource Center Partnership



“The short answer is this: whenever safe and appropriate, youth with mental health needs should be prevented from entering the juvenile justice system in the first place. For youth who do enter the system, a first option should be to refer them to effective treatment within the community.”¹⁶

Supporting the Expansion of Treatment
and Services to Those Communities in
Need

Mobile



Mental Health

A woman with glasses, wearing a white shirt and a dark tie, is sitting at a desk. She is smiling and talking on a mobile phone held to her ear. Her left hand is on a laptop keyboard. The background is a plain, light-colored wall. The overall image has a light blue tint.

Tracking and Achieving Positive Outcomes for Youth

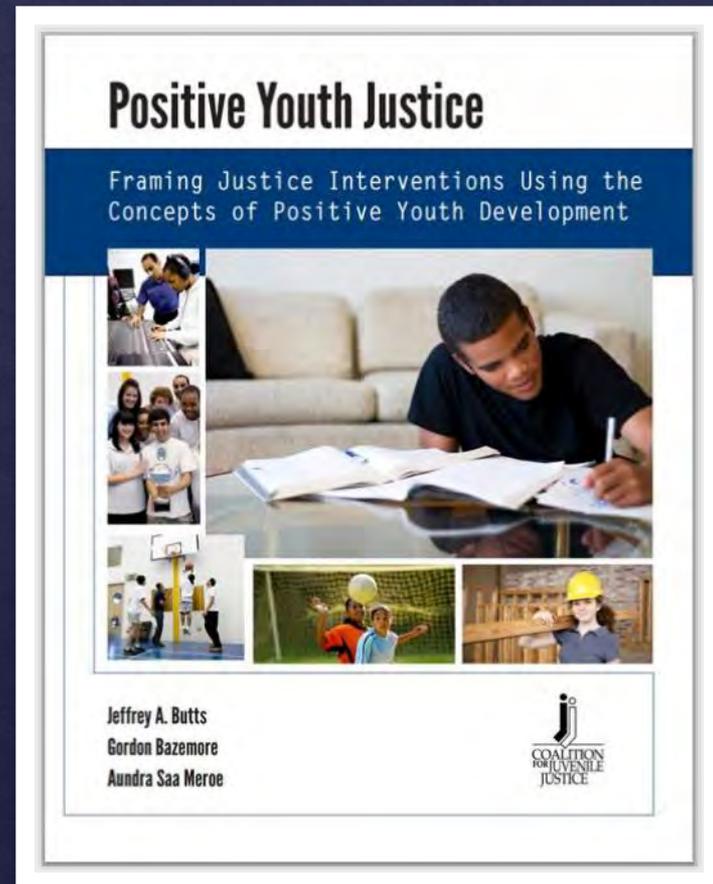
Positive Youth Outcomes & Positive Youth Development



*“A philosophy and an approach to policies and programs...[that focuses on] the development of **assets** and **competencies** in all young people.”¹⁷*

Introducing: the Positive Youth Justice Model

*“a means of focusing
community efforts on a finite
set of activities for individual
youth.”¹⁸*



The Positive Youth Justice Model: Core Assets and Domains¹⁹

Two Core Assets

Learning/Doing

- Developing new skills and competencies
- Actively using new skills
- Taking on new roles and responsibilities
- Developing self-efficacy and personal confidence

Attaching/Belonging

- Becoming an active member of pro-social group(s)
- Developing and enjoying the sense of belonging
- Placing a high value on service to others and being part of a larger community

Six Practice Domains

Work

- Job experience
- Apprenticeships
- Job preparedness
- Income and independence

Education

- Literacy
- Credentials
- Learning skills
- Career planning

Relationships

- Communication skills
- Conflict resolution
- Family systems
- Intimacy and support

Community

- Civic engagement
- Community leadership
- Service
- Responsibility

Health

- Physical activity
- Diet and nutrition
- Behavioral health
- Lifestyle and sexuality

Creativity

- Personal expression
- Visual arts
- Performing arts
- Language arts

PYJM Outcomes in Practice²⁰

Objective Selected to Define Primary Goal

Intervention, Programming, or Service Offered

Measure Used to Determine Success of Objective

Primary Goals to Determine Success in Fostering PYD

Positive Youth Justice Model

PRACTICE DOMAINS	Domain-Specific Example*	CORE ASSETS			
		Learning / Doing Activity or Opportunity	Doing Outcome Measures	Attaching / Belonging Activity or Opportunity	Belonging Outcome Measures
Work	Job readiness	Resume writing workshop	Resume submitted to potential employer	Job-seeker support group	Frequency or length of group participation
Education	Computer skills	One-on-one skill building in HTML or other language	Youth has an operating web site	Youth-to-youth tutoring program	Number of successful tutoring matches
Relationships	Communication skills	Training in conflict management	Youth completes training program	Youth-adult mentor program	Frequency and duration of mentoring relationship
Community	Youth-led civic improvement campaign	Prepare and present formal testimony	Youth speaks at public hearing	Launch new advocacy organization	Number of meetings attended
Health	Physical Fitness	Weight training	Number of training circuits completed	Team sports	Number of games played
Creativity	Self-expression	Mural art program	At least one mural designed or completed	Group performance, music or theater	Number of performances in which youth participated

* The interventions listed in the table (job readiness, computer skills, etc.) are merely examples. Ideally, a youth justice system would employ multiple interventions within each of the six practice domains, and each intervention would address both of the two core assets in the Model.

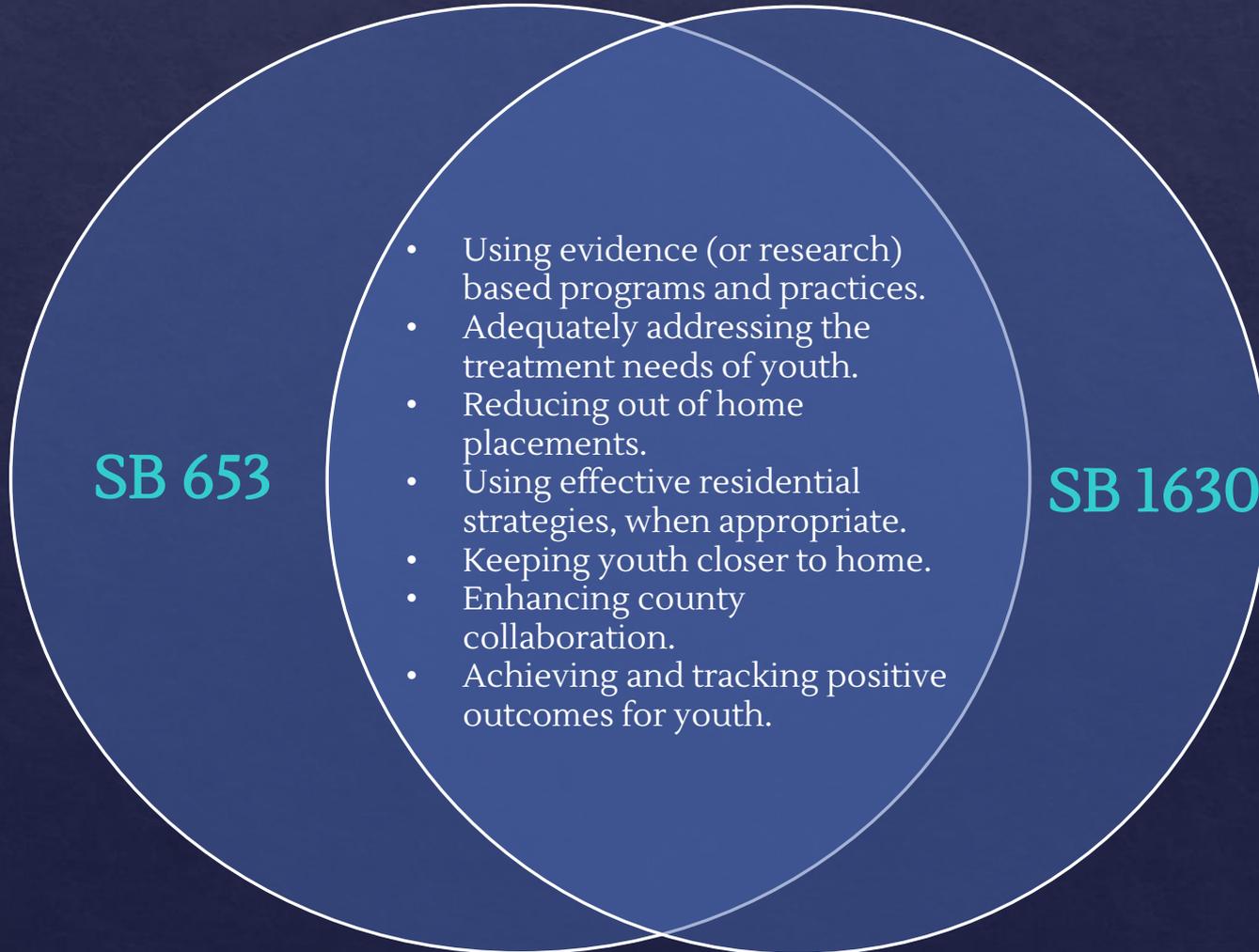
How Might this Look in Texas?

TJJD's Current Outcome Measures for Community Juvenile Justice	Additional Outcome Measures for Community Juvenile Justice Using the Positive Youth Justice Model
Rate of successful completion of deferred prosecution.	Rate of academic improvement
Rate of successful completion of court-ordered probation.	Diploma or GED Rate
Re-referral rate.	Rate of successful completion of vocational licensing
	Rate of successful completion of familial therapeutic programming
	Rate of successful completion of civic engagement activities

Tying Outcomes to Funding²¹

Outcomes	Amount per Youth
25 hours of Community Service Completed	\$300
50 hours of Community Service Completed	\$400
75 hours of Community Service Completed	\$500
Arts Performance or Presentation	\$250
Certified Curriculum Completed (8 hours or less)	\$250
Certified Curriculum Completed (more than 8 hours)	\$300
Clean Drug Screens for 90 days	\$400
College Acceptance	\$100
College Enrollment (attend at least 30 days)	\$250
College Retention (after 1st semester and has registered for 2nd semester)	\$500
Educational Gain	\$400
Employment (0-45 days)	\$400
Employment Retained (46-90 days)	\$750
Employment Retained (91+ days)	\$1,000
Apprenticeship (0-30 days)	\$350
Apprenticeship Retained (31-60 days)	\$600
Enrollment & attendance in non-DC Youthlink Services	\$150
GED or HS Diploma Earned	\$1,000
GED Section Passed	\$400
Industry Recognized Credential (8 hours or less)	\$375
Industry Recognized Credential (more than 8 hours)	\$500
Learning/Doing or Attaching/Belonging Gains	\$250
Life Skills (obtaining a bank account, library card, etc.)	\$50
Military Enrollment	\$500
No new arrests or convictions (reviewed every 3 months)	\$250

Revisiting the Overlapping Tenets of SB 653 & SB 1630



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Solutions for Youth Justice Project
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