Overheard...

Regarding implementation of a new EBP:

I have been doing _______________ for months and I still see my clients failing on probation, getting re-arrested, coming back...
Juvenile justice outcome data

- Caseloads, terminations – successful and unsuccessful
- Detention, placement, confinement
- Cases diverted
- Adjudication
- New crimes and/or technical violations on probation/parole
- Rates of recidivism, re-arrest, re-adjudication/re-conviction (primarily available for those who have been in custody)

What does this data tell us?
What (else) can data tell us?

• What is working
• What is not working
• What is missing
• Progress
• Program and client needs
• Staff needs
• Fidelity to research and practice
• Outcomes
Core principles for reducing recidivism and improving outcomes

• Use validated risk and needs assessments
  – Risk and supervision
  – Prioritize resources for high risk youth
  – Identify primary causes of delinquent behaviors
  – Mental health and substance use assessments

• Implement effective programs demonstrated to reduce recidivism and use data to evaluate
  – Support what is proven to work
  – Evaluate your implementations and outcomes and use this data to guide your decision making around policy, practice and resources

Source: Core Principles for Reducing Recidivism and Improving Other Outcomes for Youth in the Juvenile Justice System, National Reentry Resource Center, July, 2014.
Core principles for reducing recidivism and improving outcomes

• Coordinate approaches across service systems

• Design policies, programs and supervision to reflect needs
  – Engage families/support
  – Promote positive behavior change
  – Respond appropriately to violations
  – Address impact of behavior on others
  – Acknowledge and address system bias and disparate treatment of youth of color

Source: Core Principles for Reducing Recidivism and Improving Other Outcomes for Youth in the Juvenile Justice System, National Reentry Resource Center, July, 2014.
Energize others

• Start where they are, not where you are
  – How do your staff feel about data? What results are they hoping or expecting to see as part of a new way of doing business?

• Empower them to help design a data development and review process
  – What information and insights can your staff provide from the front line to inform direction, policy, practice, client outcomes?

Energize others

• Engage people across sectors collaboratively and inclusively
  – Which units/agencies do you and your clients regularly interact with? Who else is supporting your clients and providing services?

• Include non-traditional voices
  – Who is least likely to be involved in data, analysis and process improvement? Whose voices would be valuable to the process?

Energize others

• Orient toward a collective process
  – Everyone owns a piece of the puzzle. Data is easily tracked, accessible and understandable. Staff understand why it is being collected and how it informs intended outcomes. In what spaces can you review and discuss data?

• Speak to loss
  – What are staff giving up as part of a new way of doing business? What are they being asked to do, learn, keep track of that is new to them?

Develop or find easily accessible sources of data

- Program/innovation logic models
- Client program surveys and interviews
- Staff surveys and interviews
- Coaching and fidelity reports
- Official reports and records
- Attendance and completion data
- Literature, research
It’s About Change
Leading Through Change

“Change asks people to question and perhaps refine aspects of their identity, it also challenges their sense of competence. Loss, disloyalty, and feeling incompetent. That’s a lot to ask. No wonder people resist.”

- Ronald Heifetz
Who Wants to Hire George Costanza?

Changing employees’ attitudes, knowledge and beliefs changes their individual behavior.

Fact... but

The most effective way to change behavior is to put people in a new organizational context which imposes new roles, responsibilities, relationships....

• Coordination (Teamwork)
• Commitment
• Competencies

Technical vs. Adaptive

Technical Challenges
- Easy to define and involves a clear, linear path to solutions

Adaptive Challenges
- No simple, painless solutions
- Distinguish between what’s essential and what’s expendable
- Difficult to define, involves more complex solutions and are ever evolving
### Technical vs. Adaptive

<table>
<thead>
<tr>
<th></th>
<th>Defining the problem</th>
<th>Who solves the problem</th>
<th>The solution</th>
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</thead>
<tbody>
<tr>
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<td>Simple</td>
<td>The Expert</td>
<td>Easy and Apparent</td>
</tr>
<tr>
<td><strong>Adaptive</strong></td>
<td>Complex and Difficult</td>
<td>The Individual/Multiple Stakeholders</td>
<td>Unclear and Evolving/Requires new learning</td>
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## Technical vs. Adaptive

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<tr>
<td>Technical</td>
<td>Not enough time</td>
<td>Supervisor</td>
<td>Shift portion of workload to another staff member</td>
</tr>
<tr>
<td>Adaptive</td>
<td>Employee struggles with skills or lacks confidence using EBP</td>
<td>Employee</td>
<td>Dialogue, coaching, others?</td>
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**Symptom:** Staff is not using the new EBP
## Technical vs Adaptive challenges

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**Symptom:**
Implementation Drivers

Reliable Benefits
Consistent and Competent Use of Innovation

Develop practitioners’ competence and confidence to implement

Ensure sustainability at the organization and system levels

Use the right leadership strategies for the situation

Source: Building Implementation Capacity, 2015, Schroeder, et al

EPIC
Questions

1. How can we find time to do implementation?
2. Why does implementation seem so complicated?
3. What’s the message to staff when multiple policy and practice changes are being implemented at once.
Thank You!

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