PENNSYLVANIA JUVENILE JUSTICE

The Newsletter of the Pennsylvania Juvenile Court Judges' Commission

Volume 31, Number 5 May 2020

A VALIDATION OF SPEP™ IN PENNSYLVANIA A BRIEF SUMMARY

Edward P. Mulvey
Carol A. Schubert

Background

The Standardized Program Evaluation Protocol (SPEP™) is a method for determining how well aspects of an existing intervention (or service) match the characteristic of those interventions found to be most effective in reducing recidivism (based on extensive analyses of the research evidence). Under the auspices of the EPISCenter, the implementation of SPEP™ in Pennsylvania has been ongoing since 2012 and the number of different services examined with the SPEP™ has steadily increased over that time. To date, however, there has not been a systematic, large-scale effort to see if these efforts have been "paying off" for key stakeholders in this initiative. Stakeholder groups need some answers:

- the *Commonwealth of Pennsylvania* needs to know if the money provided by PCCD to support this work has improved service quality and outcomes of youth
- *service providers* need to know if the time and effort committed to going through the SPEP™ process makes any difference, and
- they need to be assured that *the youth* served have improved recidivism outcomes as a result of program improvements related to SPEP™

With the support of PCCD, an evaluation team from the University of Pittsburgh (under the direction of Dr. Edward Mulvey) was asked to lead efforts to validate SPEP™ in Pennsylvania with the cooperation of the EPISCenter and JCJC. The EPISCenter provided the evaluation team with data related to elements of services assessed with the SPEP™ protocol (e.g., service type, SPEP™ Total and POP Scores, % of high-risk youth served). JCJC provided de-identified information (e.g., prior court involvement, recidivism outcomes) about youths who were involved in the service at the time of the SPEP™ assessment. Importantly, there was information of this type provided for a subset of services which had both an initial SPEP™ and a reassessment.

This summary document begins with a summary of the primary findings of the validation study but it's important to remember that multiple research questions were examined, and a variety of analytic methods were applied. A summary of the procedural details is provided after the conclusions.

INSIDE:

Virtual Commencement Held for Class of 2020 4

Virtual Statewide Meeting on the Impact of the Coronavirus.... 5

Join Us! Virtual Training Series 5

This Is a Marathon - Not a Sprint: Part Two Understanding Reactivity During COVID-19 & Strategies to Stay Grounded 6

2019 JJSES Implementation Survey Results 9

Save the Date: 2020 James E. Anderson Pennsylvania Conference on Juvenile Justice..... 11

Technology Corner 11

Staff Development Highlights..... 12

National Juvenile Justice Announcements..... 12

Summary of Findings

Arguably the most innovative and important finding from this validation study involves a consideration of how the SPEP™ Total Score changes between the initial assessment and the first reassessment. *This is the first time any study of the SPEP™ has been able to look at this change.*

- **Overall there was improvement in SPEP™ Total Scores for services having an initial and reassessment rating, and positive change was associated with an improved 6-month recidivism outcome.**

The availability of data on SPEP™ reassessment scores for some services allowed for tests of whether improved or lowered scores were related to recidivism. These analyses indicated some favorable findings about the SPEP™ process as well.

- Thirty-eight services had both an initial and reassessment rating and on average the SPEP™ Total Score improved by 3.16 points. However, 45% of the services had the same or a lower SPEP™ Total Score upon reassessment.
- There was substantial variation in the number of days (range 170 to 1,714) between the date of the initial feedback report review and the SPEP™ reassessment. Unfortunately, the current, limited data is not sufficient to examine the impact of elapsed time between assessments as a factor in the effect of the change scores, but this topic seems worthy of further consideration. Such work could help establish guidelines for the optimal time for reassessments to ensure the consistency and validity of comparisons in program improvement.
- Analyses of the change in scores over time indicated that the amount of change in the SPEP™ Total Score for a service was significantly related to recidivism differences at the six-month point, but not at the twelve-month point. This is an initial finding (since the number of cases is relatively small) indicating that *when a service makes improvements to align with the SPEP™, there is a significant reduction in the six-month recidivism outcome for youth* who completed the improved service compared to those who completed the service at its lower level of performance.

The study also examined patterns and outcomes using just the initial SPEP™ assessment. This work was important to reaffirm the trends and conclusions that were reached when data from other states were examined and it adds to the body of evidence regarding the performance of the SPEP™.

- ***As implemented currently statewide, the SPEP™ rating process is producing seemingly valid scores across a variety of services.***

The rating system as applied in Pennsylvania appears to be doing an adequate job of differentiating among services. The patterns of the relationship between the SPEP™ Total and POP Scores and the recidivism outcomes indicated that services with higher SPEP™ scores have better than expected recidivism outcomes for recipient youth and those with low SPEP™ scores have worse than expected recidivism outcomes (variability in SPEP™ scores in the middle range do not show a strong relationship to recidivism).

- ***There are discernable subgroups of scores within the full continuum of SPEP™ Total and POP Scores that are associated with recidivism outcomes.***

Analyses were conducted to see if particular subgroups of SPEP™ Total and POP Scores are associated with better recidivism outcomes; the goal of this work was to give service providers benchmarks for achievement of SPEP™ scoring. Three data-driven, score-based groups emerged from this work (SPEP™ Total Score low group=scores 23-43; middle group=scores 44-77; and high group=scores 80-100). These subgroups are associated with better recidivism rates at twelve months. Working toward moving up to the next group thus seems to be a valid goal for service providers.

➢ ***Dimensions of program operations demonstrate varying influence on recidivism outcomes.***

A series of analyses examined the relations between each of the five dimensions of program operations (primary service type, theoretical orientation, evidence-base, setting, and amount/quality of service) and recidivism outcomes. The question examined was whether the difference between observed and expected recidivism is related to the "types" identified in each dimension of service (e.g., locally developed vs. evidence-based practice (EBP); residential vs. community-based) or the score for certain aspects of service provision (i.e., quality, duration, and dosage). The dimensions were tested one at a time to look at their independent effect in this study, not all together (meaning, we did not look at each dimension while simultaneously considering the scores on the other dimensions) as in some of the prior studies.

- The most consistent and strong findings were associated with service setting (community vs. residential). The recidivism differences were significantly more favorable for the community-based services at both six and twelve months. Given that the outcome measure for recidivism incorporates the risk level of the cohort of youths served, this result is not the product of residential services just simply working with "more difficult" adolescents.
- Locally-developed and EBPs were not significantly different from one another in their effect on recidivism outcomes at 6 and 12 months; neither one exerted a strong influence.
- Higher dosage and quality scores have a relationship to the recidivism outcome at twelve months.

The study findings must be viewed in the context of the sample and methods which produced them. In the next few paragraphs we provide some characteristics of the sample and important definitions.

The sample

This study examined 162 cohorts of youths who received a service that was assessed using SPEP™ between December 2012 and April 2018. Each cohort had 31 youths on average. The services examined represented a variety of service types, with cognitive-behavioral therapy (CBT) programs being the largest group (50 cohorts, 31%) followed by group counseling (17 cohorts, 11%), individual counseling (16 cohorts, 10%), family counseling (14 cohorts, 9%), job-related training and social skills training (each with 11 cohorts, 14%). There were 2,496 distinct youths represented in the cohorts (some youth were in more than one cohort). Thirty-eight of these cohorts also had a SPEP™ reassessment. The reassessment sample is composed of services from primarily three service types: cognitive behavioral programs (n = 14; 37%), family counseling (n = 6; 16%), and behavioral contracting (n = 4; 11%). A little over a thousand youths (N = 1.037) were in the cohorts connected to these services.

The outcome

Recidivism is the primary outcome of interest. For the purposes of this validation study, we define a recidivating event as either an adjudication or conviction for a misdemeanor or felony offense within two time periods: 1) six months (1-180 days) after the SPEP™ service end date or 2) twelve months (1-365 days) after the service end date. Using court record information provided by JCJC, each youth in the sample was given a positive value for a "*six month observed recidivism*" or "*twelve month observed recidivism*" if they met the above definition. A "*cohort observed recidivism rate*" was calculated for six and twelve months as well; this is simply the percent of youth in the cohort meeting each definition.

The youths in the sample are not all the same. They have a range of background characteristics that put them at more or less risk to recidivate. Also, these youths end up in particular services for a variety of reasons (e.g., court mandate, available beds, service goals). This means that some services are likely to have more high-risk youth than other services. Given this, simply comparing observed recidivism rates across services is not a fair assessment of effectiveness.

To account for the variability in risk (and because YLS scores were not available for a large proportion of the sample), a score was calculated for each youth to reflect his/her likelihood of recidivating during the six month and/or 12 months after their involvement with the service (we call this the *expected recidivism risk* for that individual). This score is based on the characteristics of the adolescent at the time of entry into the service being assessed; the characteristics used to derive this score (e.g., age at first offense, number of prior contacts with the juvenile justice system) are evidence-based, well-established risk factors for recidivism. These expected recidivism scores showed the same level of predictive accuracy as other risk assessment tools and corresponded well to the scores derived from the YLS/CMI. A "*cohort expected recidivism rate*" was then calculated for six and 12 months as the average predicted recidivism risk of youth in the cohort.

The *cohort observed recidivism rate* and the *cohort expected recidivism rate* are compared to determine if a particular service cohort is performing better or worse than might be expected, given the risk level of the group of youth served. This is done by simply subtracting the expected rate of the cohort from the observed rate of the cohort. If the expected rate is higher than the observed rate, the service is performing better than would have been expected given the risk of the youth served (the group recidivism rate is lower than what would have been predicted). If the expected rate is lower than the observed rate, the service is performing worse (the observed rate is higher than would have been expected).

Overall, it appears that efforts to implement the SPEP™ in Pennsylvania are well placed and generally successful. This study provides preliminary, but clear and consistent, support for the idea that program improvements in the SPEP™ framework should reduce recidivism by systematically improving service provision.

More detail about the study methods and finding can be found at:
https://www.pccd.pa.gov/Juvenile-Justice/Pages/Standarized-Program-Evaluation-Protocol.aspx

VIRTUAL COMMENCEMENT HELD FOR CLASS OF 2020

Congratulations to the Class of 2020 of the Juvenile Court Judges' Commission's Graduate Education Program at Shippensburg University! Though we were unable to recognize and celebrate the graduates at an in-person commencement ceremony and reception, Shippensburg University hosted a virtual celebration on Friday, May 8, 2020, 3:30 p.m.-4:30 p.m. On behalf of the Juvenile Court Judges' Commission and Shippensburg University, we offer our congratulations to Jacob France (Washington), Daisy Holston (Berks), Nilmarie Charlotten-Mayol (Berks), Jennifer McCune (Westmoreland), Neal McFarland (Allegheny), Marques Middleton (Philadelphia), Luis Munoz (Berks) and Michael Wieland (Blair), on this outstanding achievement.

Neal McFarland, a probation officer from Allegheny County, has been chosen as the Graduate Student of the Year. He will receive the Dr. Anthony F. Ceddia Award for Outstanding Scholarship in Juvenile Justice at the James E. Anderson Pennsylvania Conference on Juvenile Justice on November 5, 2020. On behalf of the Juvenile Court Judges' Commission and Shippensburg University, we again offer our congratulations on these students and wish them all the very best in their future endeavors.

VIRTUAL STATEWIDE MEETING ON THE IMPACT OF THE CORONAVIRUS

The extraordinary and dynamic nature of the worldwide coronavirus pandemic has required juvenile probation departments across the Commonwealth to take swift action in order to effectively continue operations in a way that protects the health and safety of court personnel, youth and families, and members of the public. All, or nearly all, of the state's juvenile probation departments have been compelled to modify their business practices and find creative solutions in order to carry out many critical juvenile justice practices.

To more deeply explore key issues related to the impact of the COVID-19 pandemic on juvenile probation operations, the Juvenile Court Judges' Commission (JCJC) and the Pennsylvania Council of Chief Juvenile Probation Officers are sponsoring a virtual panel discussion for chiefs, deputies, and supervisors. The event, conducted via Skype, will be held on Friday, June 5, 2020 at 10:00 am.

JCJC Executive Director, Rick Steele will facilitate the panel consisting of leaders from five juvenile probation departments across the Commonwealth. The panelists include: Chad Libby, Chief Probation Officer in Dauphin County, Russ Carlino, Chief Juvenile Probation Officer in Allegheny County, Beth Fritz, Chief Juvenile Probation Officer in Lehigh County, Cheri Modene, Chief Juvenile Probation Officer in Lancaster County, and Josh Leskovac, Deputy Chief Probation Officer in Mercer County.

The following four topics will be addressed by the panelists:

- Adjustment made to juvenile probation intake functions;
- Creative efforts to maintain consistent and effective service delivery;
- Emerging plans to resume office-related operations;
- The long term impacts the pandemic may have on juvenile probation practice.

Information related to registration and access to the event will be emailed to all chief juvenile probation officers.

JOIN US!
Virtual Training Series

The JCJC and members of the Peer Training Network are developing a series of virtual training events.

The first of these training events will be the **Four Core Competencies for Line Staff**, scheduled on June 22nd & 24th of 2020. Registration is limited. If you are interested in participating in the Four Core Competencies for Line Staff, please log into JEMS at www.jcjcjems.state.pa.us for more information.

Details will be forthcoming regarding the availability of Four Core Competencies for Supervisors, Brief Intervention Tools (BITS), and Carey Guides through a virtual training platform.

THIS IS A MARATHON - NOT A SPRINT: PART TWO UNDERSTANDING REACTIVITY DURING COVID-19 & STRATEGIES TO STAY GROUNDED

Reprinted with permission by TEND

April 9, 2020/By TEND - As we continue to face this global crisis, we all need to be mindful about our physical and mental health. How do we understand our knee-jerk reactions to stress and how can we stay grounded in the face of uncertainty?

This is Part Two of our strategies to stay well in the long-term in the face of the COVID-19 pandemic.

Understand Reactivity and the Threat Response

The threat response is hard-wired into all of us. Throughout the development of our species, this primitive system prepared our bodies to either flee, fight, or even collapse and play dead in response to a potential threat.

In our modern day, this can cause problems as the threat response is unable to distinguish between a *real* threat and a *perceived* threat. Therefore, we do not need to encounter a real sabretooth tiger to activate this system – merely *thinking* about a tiger can trigger a flood of stress hormones.

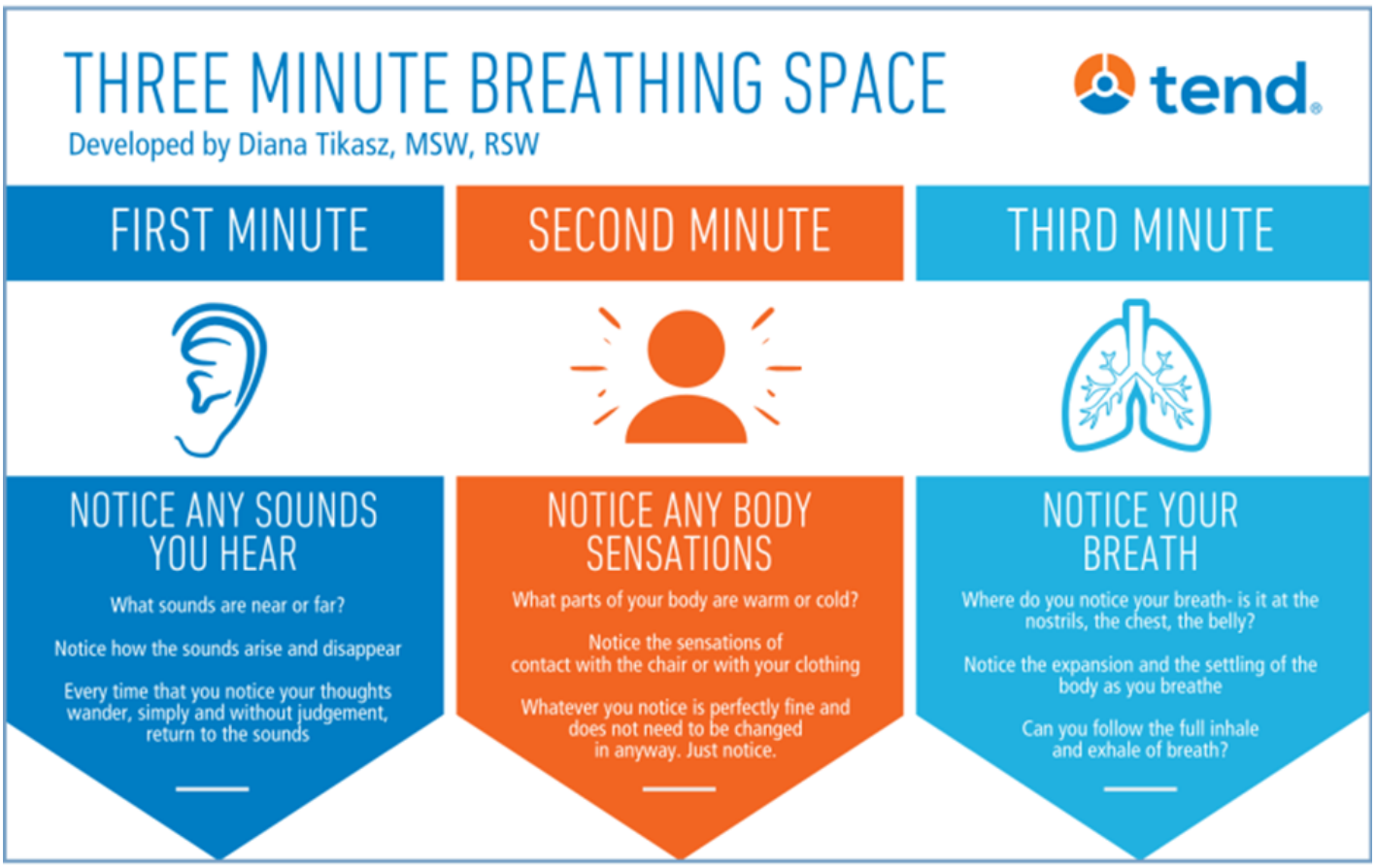
During this pandemic, we may find ourselves ruminating (*how could we have prepared better?*) and reliving past events (*could I have helped that person in a better way?*) – or we may find ourselves worrying and anticipating an uncertain future.

By doing so, we are igniting our threat response. This puts us in a reactive state that inhibits our ability to problem-solve and do our best work.

What can be done?

- **With Awareness Comes Choice:** Throughout your day, take a moment to check-in with yourself. Notice how you feel and identify what thoughts are coming up. When we become aware of our internal experience, we can avoid being hijacked by stress hormones and instead choose to connect with our problem-solving brain.
- **The Power of the Pause:** When we engage the mindful, problem-solving areas of our brain, we also activate the areas of the brain where empathy and compassion are processed. As frontline workers, this is critical during times of crisis.
- **Find a Ritual:** We are all being reminded to regularly wash our hands, and this can be a simple opportunity to pause, breathe and calm our nervous system. Rather than planning out the rest of your day, focus on the warm water, the soap bubbles and the process.
- **Remember to Breathe:** During times of high stress, many of us hold our breath or breathe very shallowly. Consciously slowing and deepening our breath activates the parasympathetic nervous system – the system that is responsible for relaxation
- **Model Calmness:** In our brains, we have a system of neurons that fire both when we take action and when we perceive others taking action. When we slow down our breathing, others will naturally and unconsciously mirror our slowed breathing rate.

Practicing the **Three Minute Breathing Space** can help us to cultivate the skills of mindfulness.



Find the Positive (Be Like Velcro)

Dr. Rick Hanson has said: "Positive is like Teflon (does not stick) and negative is like Velcro (sticks easily)."

Humans are neurobiologically hard-wired to register negative events far more quickly and clearly than positive events. In fact, we need to focus on a positive event for **20-30 seconds** for the event to register – whereas a negative event is registered instantaneously.

This is related to our threat response and our evolutionary survival instincts – we needed to be on the alert for the negative in order to survive.

This legacy has left us with a negativity bias. In order to combat this built-in bias, we need to be **purposeful in focusing on the positive**.

However, in the midst of a crisis, it can be challenging to find goodness when we are surrounded with fear, uncertainty and conflicting information.

What can be done?

- **Choose your company wisely:** Be mindful of who you spend time with, purposefully choose to speak with calm, level-headed friends and colleagues. Maintain boundaries with people who drain you.
- **Limit/monitor media exposure:** Dedicate 10 minutes in the morning or at the end of your work day to check trusted news sources, avoid media that focuses on shock-value or fear mongering.
- **Gratitude:** Create a habit of noting something you are grateful for each day. Pair this with another routine such as your first sip of coffee in the morning or brushing your teeth at night.
- **Build a Resiliency Bank:** Take a pause during moments of strength, meaning or pleasure to truly acknowledge them. Store these moments in your "resiliency bank" so that you can draw upon them in times of need.

Remember, Leaders Are People Too

We recently interviewed Dr. Patricia Fisher, TEND senior advisor, and she reminded us that, although leaders are often perceived as being exempt from stress, they are often the most overloaded people in our organizations.

Leaders are not super-humans. Middle managers especially are facing extraordinary pressure as they balance everything coming down from the top with the responsibilities coming up from those they supervise and the individuals that they serve.

And, like all us, they are also trying to navigate family demands and complex personal situations.

What can be done?

- **Be a role model:** If you are in a leadership role, remember that you are a powerful role model for your team. Ensuring that you are well rested and thinking clearly will have a powerful impact on the way the work is done.
- **Stay connected:** Connect with your own formal or informal mentors so that you are not alone in carrying the load.
- **What's in your control?** Identify the elements that are within your control or influence and focus on these vs the larger forces that you cannot change.

Creating a Transition Ritual

Most professionals in human service fields are familiar with shift change and handover processes. However, when work pressures are amplified, such as during this pandemic, it is easy to forget how important those debriefing connections are for our mental health.

It is likely that the way in which we do handover has changed: instead of face-to-face interaction, we may be working virtually; or perhaps we are so rushed to get home to take care of loved ones who have been isolated in the house all day that we just can't find the time to debrief.

Another aspect of transitioning from work to being off duty is finding a way to ground ourselves so that we can have some restorative time.

Our nervous system cannot be "on" 24/7 and we must establish routines and rituals, particularly during times of intense demands and uncertainty.

What can be done?

Debriefing:

- Take three minutes to connect with a colleague and debrief about your day. Be sure to use Low Impact Debriefing strategies
- If you are feeling upset or angry about a situation, use the Hot Walk and Talk protocol, even if that's by phone

Shifting to "off duty":

- **Tell others what you need:** If you share your living space with others, discuss what you all need in order to shift from work to rest mode – a set time to each discuss your work day?; a "no-news" agreement after a certain time of the day? What else?
- **Transition mindfully:** If you are working outside the home and are wearing PPES, you have to, by necessity, change clothes and decontaminate yourself. Instead of rushing through this process, use this as a time to mindfully transition. If you are not wearing protective equipment, changing clothes can mark the shift of your day from work to rest.
- **Designate a space:** If you are working from home at this time, designate a space that is for work only. If you live in a smaller space, ensure that your work laptop, files, etc. are tucked away for the remainder of your day.
- **Respect your own time:** Unless you are on-call, ensure that you have "office hours" and time where you are officially off duty. This is a time to unplug and restore, so avoid checking your email in the middle of the night, etc.

Final Thoughts

> *"In the end, with systems crashing and failing, what mattered most and had the greatest immediate effects were the actions and decisions made in the midst of a crisis by individuals." Sheri Fink, Five Days at Memorial*

Although the scale and impact of the COVID-19 pandemic are unprecedented, there are many lessons learned from the past. Sheri Fink's *Five Days at Memorial* highlights the crucial importance of ensuring basic physiological and emotional needs for all service providers and their leaders – this is always true, but particularly during crisis situations.

As Fink says in the quote above, it is in the moment-to-moment decisions that we will make as individuals that will matter most. The good news is that we have a vast body of knowledge about crisis management, human psychology, burnout, compassion fatigue and strategies to manage human physiology during times of crisis to help guide our way.

We won't be able to control many aspects of this pandemic, but we can control our responses and the ways that we take care of ourselves and one another.

We are in for a marathon, not a sprint – so, remember to take it one step at a time.

For more information visit www.tendacademy.ca

2019 JJSES IMPLEMENTATION SURVEY RESULTS

The 2019 Juvenile Justice System Enhancement Strategy (JJSES) Implementation Survey results are available on the Juvenile Court Judges' Commission (JCJC) website, www.jcjc.pa.gov. To conclude the 2019 JJSES Implementation Survey results multi-part newsletter series, the JCJC is eager to share the Cognitive Behavioral Interventions (CBI) infographic to visually demonstrate the implementation and application of Stage Three of the JJSES in Pennsylvania.

Stage Three of the JJSES focuses on behavioral change in order to reduce recidivism among juvenile offenders. Ultimately, antisocial cognitions or thinking patterns are what lead juvenile offenders to delinquent behaviors. Therefore, we have learned that effective behavioral change interventions must address the cognitions that lead to negative behaviors. These "thinking errors" include but are not limited to the tendency to rationalize and justify antisocial or delinquent behavior, difficulty interpreting social cues, underdeveloped moral reasoning, a sense of entitlement, a failure to assess consequences of actions, a lack of empathy for others, and poor problem-solving and decision making skills. Failure to address such "thinking errors" can otherwise lead to skill deficits resulting in ongoing delinquent behavior, impulsivity, and emotional or even violent reactions to perceived danger or disrespect from others.

CBI are designed to address antisocial cognitions by restructuring problematic thinking patterns and attitudes. This is accomplished by teaching juvenile offenders to monitor their patterns of automatic thoughts or "thinking errors" in situations that would otherwise lead to delinquent behaviors. Additionally, CBI focus on helping juvenile offenders develop necessary pro-social skills such as anger management, taking responsibility for their actions, seeing other people's perspectives and realistic goal setting. As we continue to learn more about adolescent development, probation departments throughout the commonwealth have developed supervision strategies that incorporate CBI in order to more effectively address the identified criminogenic risks and needs of juvenile offenders.

In response to the COVID-19 pandemic, many training events previously scheduled to take place face-to-face, have been postponed. These training events will be rescheduled as soon as possible. To learn more about future training opportunities as events are rescheduled, please go to the JCJC Event Management System (JEMS).

JJSES Implementation Survey 2019

Stage III: Behavioral Change

Cognitive Behavioral Interventions (CBI)

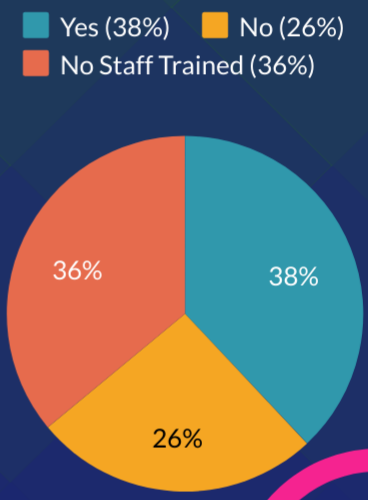
Does your department have a specific cognitive behavioral intervention policy?

94% No

6% Yes

In the state of Pennsylvania, there are over **200** juvenile probation staff trained as facilitators in the delivery of cognitive behavioral programs.

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



65% of youth in community-based programs are receiving cognitive behavioral programming in the majority of instances.

33% have included CBI activities in their JJSES Implementation Plan this fiscal year.

59% of staff are trained to facilitate NCTI/ Crossroads®

28% of staff are trained to facilitate ART®.

10% of staff are trained to facilitate Thinking for Change (T4C).

89% of youth in residential-based programs are receiving cognitive behavioral programming in the majority of instances.

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

pennsylvania
JUVENILE COURT JUDGES' COMMISSION

Harrisburg Hilton and Towers

NOVEMBER 4-6, 2020

2020 James E. Anderson

PENNSYLVANIA CONFERENCE ON JUVENILE JUSTICE

TECHNOLOGY CORNER

CPCMS Process and PaJCMS

Currently there are 13 counties using the CPCMS to PaJCMS Data sharing process. These counties can choose whether they have PaJCMS records automatically created and updated when PaJCMS receives records from the CPCMS process from AOPC. The choices include which types of messages they would like to process: CaseInitiation, CalendarPublish, WarrantPublish and LifeCyclePublish. Each type of message can either be turned on or off to allow the creation or updating of related PaJCMS records. Also, controlled by the counties, is whether to update Referral related information after a certain date or Hearing related information after a certain date. If the process is turned on, then the minimal record addition or updating is Juvenile and Juvenile related tables. The maximum currently is Juvenile, Referral, Hearing and any related tables.

Analysis is beginning to implement Disposition related information also. This would be all CPCMS DispositionPublish message types. As with Referral and Hearing information, the county can choose whether to turn this on or off and will be able to choose the date to start adding or updating after. There currently is no set date for this implementation.

If your county is not currently participating but interested in learning more, contact the JCJC Helpdesk at RA-JCJCHELPDESK@pa.gov.

STAFF DEVELOPMENT HIGHLIGHTS

June

2-3	Mindful Awareness Program for Wellness in Juvenile Justice - CANCELLED
22 & 24	VIRTUAL Four Core Competencies for Line Staff
23-24	Motivational Interviewing (MI) Coaches State College - CANCELLED

September

24	Standardized Program Evaluation Protocol (SPEP™) Informed Training State College

Registration available at www.jcjcjems.state.pa.us

NATIONAL JUVENILE JUSTICE ANNOUNCEMENTS

The following announcements are reprinted from JUVJUST, an OJJDP news service:

OJJDP BLOG DISCUSSES YOUTH MENTORING DURING CORONAVIRUS PANDEMIC

OJJDP has posted a new blog discussing OJJDP's efforts to support youth mentoring programs during the COVID-19 crisis. The blog highlights examples of how OJJDP's mentoring partners and grantees, including MENTOR: The National Mentoring Partnership and OJJDP's National Mentoring Resource Center, are providing resources and tips to help mentoring programs nationwide continue during this crisis including a large-scale virtual mentoring platform. The blog also highlights the Boys & Girls Clubs and Big Brothers Big Sisters' critical response to the coronavirus. In addition, OJJDP will be increasing its webinars while continuing to offer resources to dedicated staff and volunteers providing mentoring services.

RESOURCES:

- Visit OJJDP's mentoring webpage.
- View and download OJJDP's Mentoring Youth In Focus fact sheet.
- Follow OJJDP on Twitter and Facebook.

OFFICE OF JUSTICE PROGRAMS' BLOG DISCUSSES CHILDREN'S ADVOCACY CENTERS

The Office of Justice Programs has posted a new blog discussing Children's Advocacy Centers (CACs) in recognition of National Child Abuse Prevention Month. Children's Advocacy Centers coordinate the investigation, treatment, and prosecution of child abuse cases nationwide. The blog discusses OJJDP's funding of training and technical assistance through four regional CACs that support state chapters and local centers. OJJDP also funds the National Children's Alliance, which provides national leadership to support local centers. The blog details the mission of the National Children's Advocacy Center—a model for more than 1,000 CACs nationwide—and the CACs response to the COVID-19 pandemic.

RESOURCES:

- Visit OJJDP's Children's Advocacy Centers webpage.
- Learn more about how the Children's Advocacy Center model works.
- Follow OJJDP on Twitter and Facebook.

STATISTICAL BRIEFING BOOK OFFERS DATA SNAPSHOT ON TEEN DATING VIOLENCE

OJJDP has updated its Statistical Briefing Book to include a new Data Snapshot on teen dating violence. The Data Snapshot draws on data from the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System to document the trends and characteristics of dating violence reported by high school students.

Developed for OJJDP by the National Center for Juvenile Justice, the research division of the National Council of Juvenile and Family Court Judges, the Statistical Briefing Book offers easy online access to statistics on a variety of juvenile justice topics.

RESOURCES:

- Access the full list of Data Snapshots available from the Statistical Briefing Book.
- Keep up with the Statistical Briefing Book on Twitter.
- Follow OJJDP on Twitter and Facebook.

OFFICE OF JUSTICE PROGRAMS ANNOUNCES NEARLY $70 MILLION TO SUPPORT REENTRY

The Department of Justice's Office of Justice Programs (OJP) recently announced nearly $70 million in grant funding to help communities address public safety by supporting successful reentry of adult and juvenile offenders into their communities. OJJDP has released the Second Chance Act Youth Offender Reentry Program funding opportunity to reduce recidivism and improve outcomes for youth. OJJDP also supports reentering youth through programs and resources, including "Reentry Starts Here: A Guide for Youth in Long-Term Juvenile Corrections and Treatment Programs."

"The high rate of recidivism poses a dire threat to community safety and is being met with a robust response by this Administration," said OJP Principal Deputy Assistant Attorney General Katharine T. Sullivan. Visit the funding page for details about other OJJDP funding opportunities. To learn more about open OJP funding opportunities to support reentry, visit the OJP funding website.

NATIONAL JUVENILE JUSTICE ANNOUNCEMENTS

The following announcements are reprinted from JUVJUST, an OJJDP news service:

RESOURCES:

- Visit OJJDP's Model Programs Guide to learn about evidence-based reentry programs.
- View OJJDP's Juvenile Reentry Programs I-Guide.
- Follow OJJDP on Twitter and Facebook.

OFFICE OF JUSTICE PROGRAMS RECOGNIZES CHILD ABUSE PREVENTION MONTH

The Department of Justice's Office of Justice Programs (OJP) joins communities nationwide in observing Child Abuse Prevention Month.

"Child maltreatment is pervasive and happens in many ways, from neglect, physical and sexual abuse to online exploitation, sex trafficking and the damage wrought by America's addiction crisis," said OJP Principal Deputy Assistant Attorney General Katharine T. Sullivan.

The Department of Justice is investing significantly in the fight against child abuse. Last year, OJP awarded more than $143 million to support programs to protect children, including more than $20 million for OJJDP-supported Children's Advocacy Centers. Local centers served over 370,000 abused and neglected children. Learn more about how OJP is working to protect children from neglect and maltreatment.

RESOURCES:

- Learn how OJJDP is working to prevent child abuse through partnerships, programs, and training and technical assistance.
- Learn about the OJJDP-supported National Children's Alliance.
- Follow OJJDP on Twitter and Facebook.

OFFICE OF JUSTICE PROGRAMS OBSERVES SECOND CHANCE MONTH

The Department of Justice's Office of Justice Programs (OJP) is observing Second Chance Month to support successful reentry of adult and juvenile offenders. OJP awarded more than $74 million last year to support state, local, and tribal governments and nonprofit organizations in their work to reduce recidivism.

Last year, OJJDP provided more than $11 million through its Second Chance Act grant programs to develop and implement reentry services for detained juveniles and incarcerated parents with children under the age of 18. The funds also support the successful transition of young fathers and mothers back to their families and communities.

"The safety of our communities depends utterly on our paving the way for prisoners and jail inmates to make the transition to good and productive citizens," said OJP Principal Deputy Assistant Attorney General Katharine T. Sullivan.

Learn more about OJP-supported programs and services that help offenders successfully reenter their communities.

RESOURCES:

- View and download OJJDP's reentry fact sheet.
- Visit OJJDP's Model Programs Guide to learn about evidence-based reentry programs.
- View OJJDP's Juvenile Reentry Programs I-Guide.
- Follow OJJDP on Twitter and Facebook.

OJJDP OBSERVES NATIONAL PREVENTION WEEK

OJJDP joins the Substance Abuse and Mental Health Services Administration in observing National Prevention Week, May 10 to 16, 2020. This weeklong observance is dedicated to increasing awareness about substance use prevention and positive mental health.

OJJDP supports programs that employ a cross-system collaborative approach to address the needs of youth involved in the juvenile justice system with mental illness and/or substance abuse problems. Working together, juvenile justice and mental health agencies can improve the outcomes for these youth and increase public safety.

RESOURCES:

- Learn more about mental health and the juvenile justice system.
- Visit OJJDP's Model Program Guide to learn about mental health and substance abuse programs.
- View and download OJJDP's drug courts fact sheet.
- Follow OJJDP on Twitter and Facebook.

This publication is produced monthly by the Juvenile Court Judges' Commission.
Guest articles are welcome; please submit by e-mail to ra-oajcjcnews@pa.gov.

To subscribe to Pennsylvania Juvenile Justice, please send your request to ra-oajcjcnews@pa.gov to be added to the distribution list.
You will receive an e-mail alert each month when the latest edition is available.