Results First Mississippi

Issue Brief #2   Opportunities for Improving the Outcomes of Juvenile Justice Intervention Programs at the Oakley Youth Development Center

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The Pew–MacArthur Results First Initiative

The Pew-MacArthur Results First Initiative, a project of The Pew Charitable Trusts and the John D. and Catherine T. MacArthur Foundation, works with states and localities to develop the tools policymakers need to identify and fund effective intervention programs* that yield return on investment. Using innovative and customizable methods, Results First partners:

- create an inventory of currently funded intervention programs;

- review which programs in the inventory work according to high-quality research;

- conduct benefit-cost analysis to compare effective programs' likely return on investment; and

- use results of analysis to inform spending and policy decisions.

Taken together, these efforts have helped leaders to direct public resources toward effective, cost-beneficial approaches and away from programs for which there is no high-quality research or that the research shows to be ineffective. Mississippi, a Results First partner state since December 2012, is one of a growing number of states and counties that are customizing the Results First approach to improve the outcomes achieved with public dollars.

*The Results First Initiative defines an intervention program as a systematic set of activities or practices that engage specific participants to achieve a desired outcome(s), e.g., prevent recidivism, control addictions, and that may be subjected to experimental review for efficacy.

Purpose of Issue Brief

The purpose of this issue brief is to help policymakers ensure that state dollars expended on Oakley Youth Development Center (OYDC) intervention programs are being expended on programs supported by high-quality research. Such programs can yield long-term savings through improved youth development outcomes and reductions in recidivism.

OYDC's intervention programs provide rehabilitative and skill-building treatments designed to improve youth development outcomes and promote prosocial behavior thereby reducing recidivism. A reduction in recidivism produces measurable monetary benefits by way of reduced rearrest, readjudication, and recommitment to a juvenile residential facility or conviction and commitment to an adult corrections facility.

In conducting this analysis, legislative staff used the Results First approach to:

- create an inventory, as of May 2018, of juvenile justice intervention programs offered through the Mississippi Department of Human Services' Division of Youth Services at the Oakley Youth Development Center;

- identify which of the programs in the inventory are supported by high-quality research[1] documenting their effectiveness in improving youth development outcomes and reducing recidivism **if implemented with fidelity to program design;**[2]

- identify which programs in the inventory have no known high-quality research supporting them; and

- identify programs supported by high-quality research that OYDC could consider implementing in place of those programs with no known high-quality research supporting them.

Legislative staff was unable to conduct a benefit-cost analysis using the Results First Juvenile Justice Model due to missing data necessary to populate the model. For example, while OYDC maintains a record of juvenile offenders who return to the facility, the model requires a more comprehensive record of recidivism that include the return of juvenile offenders released from OYDC to any component of the state's juvenile justice system as well as contacts with the state's adult criminal justice system.

Overview of Mississippi's Juvenile Justice System

Commitment of a youth offender to state custody at the Oakley Youth Development Center (OYDC) is the most restrictive and highest cost of the disposition options available to Mississippi's youth court judges.

As the lead executive agency in the state's juvenile justice system, the Mississippi Department of Human Services through its Division of Youth Services (DYS) strives to assist youth court judges in placing youth offenders in the least restrictive environment appropriate to each case, based on a continuum of treatment and rehabilitative alternatives. In addition to the Mississippi Department of Human

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[1]See Appendix A, pgs. 17–19, for a discussion of legislative staff's method for defining high-quality research.
[2]Unless intervention programs shown to be effective through high-quality research are implemented with fidelity to program design, they will not achieve the reductions in recidivism reported in the research. None of the intervention programs identified in this report have been vetted by an external party for proper program implementation.

Services, other agencies involved in the administration of the state's juvenile justice system include the departments of Public Safety (Division of Public Safety and Planning), Mental Health (Division of Children and Youth Services), and Education and the Office of the Attorney General. Appendix B (see p. 20) contains a brief description of each agency's primary responsibilities in the system.

Mississippi's youth court judges have access to a range of disposition alternatives for youth offenders who have been adjudicated delinquent through a formal court process. From least to most restrictive, these options include community-based services, county-operated juvenile detention centers and temporary holding facilities, and commitment to the state's only secure residential facility for youth offenders.

Community-based Services

The least restrictive option is to order the offender to community-based services, e.g., drug and alcohol treatment. These services, where available, are generally provided through contracts with community mental health centers and nonprofit corporations.

County-Operated Juvenile Detention Centers and Temporary Holding Facilities

A more restrictive option is confinement in one of the state's fifteen county-operated juvenile detention centers (see Appendix C on p. 22 for a map showing the location of each facility). These centers are short-term secure facilities for both male and female youth offenders, ages 10 to 17. While excluded from this analysis, the intervention programs offered by Mississippi's 15 county-operated juvenile detention centers will be the subject of a future Results First issue brief.

MISS. CODE ANN. Section 43-21-605(1)(*l*)(i) (1972) sets the maximum length of stay at a juvenile detention center at 90 days. Youth offenders who are held in a detention center beyond 45 days must have their status administratively reviewed by a youth court judge for further action. Typically, youth offenders sentenced to a juvenile detention center have been accused of a misdemeanor or felony offense and are either:

- awaiting a court hearing or placement to another youth facility for probation and court ordered violations; or

- have been ordered to serve time at the detention center by a youth court judge.

Also, as shown on the map, four Mississippi counties operate temporary holding facilities where justice-involved youth may be held for up to 72 hours, after which time they must be released back to their parents or committed over to a detention center until a detention hearing is held.

State-Operated Secure Residential Facility

The most restrictive and most costly disposition option available to Mississippi's youth court judges is court ordered commitment to state custody.[3] The state, through the Mississippi Department of Human Services' Division of Youth Services, operates one secure residential facility, the Oakley Youth Development Center. This facility houses nonviolent and violent youth offenders between the ages of 10 and 17 in separate male and female housing units. During FY 2017, 85% of the youth offender population housed at OYDC were committed to the facility for nonviolent offenses consisting primarily of property crimes. According to the Office of Juvenile Justice and Delinquency Prevention, community-based services are generally more appropriate for nonviolent offenders than secure confinement;[4] however, community-based services may not be available in all communities and judges have the discretion to consider a juvenile's offense history when making a commitment decision. The violent offenses committed by 15% of the youth offenders housed at OYDC in FY 2017 consisted primarily of crimes against person for simple assault of a teacher or police officer, followed by aggravated assault, use of a deadly weapon, cruelty to animals, and sexual assault.

On average, OYDC houses 64 youth offenders, with the majority between 16 and 17 years of age. According to the Mississippi Department of Human Services' FY 2017 Annual Report, the average length of stay for a youth offender sentenced to OYDC is three months. While the maximum length of stay for youth offenders committed to OYDC is typically six months under one commitment, a youth court judge can order an offender to remain at the facility until his or her 20th birthday. Youth offenders may leave the facility sooner if their rehabilitative and treatment plans document sufficient improvement to support a successful transition back into their respective communities.

The Director of MDHS's Division of Youth Services estimates that the FY 2017 cost per day of housing a youth offender at OYDC was $425 (approximately $38,250 per youth offender for the average length of stay of three months). According to the Mississippi Department of Human Services' 2017 Annual Report, the recidivism rate for youth offenders' recommitment to OYDC was 18%. In this instance, recommitment is defined as a return to OYDC at any point in time prior to 18 years of age.

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[3]While not part of the state's juvenile justice system, the Mississippi Department of Corrections operates a 42 bed Youthful Offender Unit at its Central Mississippi (Adult) Correctional Facility. In order to be admitted to this facility, a youth commits one of the crimes under circuit court jurisdiction, such as murder or manslaughter, or a youth court judge waives jurisdiction, thereby allowing prosecution in a circuit court.
[4]Development Services Group, Inc. 2014. "Alternatives to Detention and Confinement." Literature review. Washington, D.C.: Office of Juvenile Justice and Delinquency
Prevention. https://www.ojjdp.gov/mpg/litreviews/AlternativesToDetentionandConfinement.pdf.

Inventory of Oakley Youth Development Center Intervention Programs

In FY 2017, the Division of Youth Services directly expended approximately $373,000 on 18 juvenile justice intervention programs at OYDC, representing 2.6% of total OYDC expenditures.

OYDC's intervention programs are intended to help youth offenders make a successful transition and reentry to their respective communities once paroled from OYDC. Appendix D (see pgs. 23–29) provides a description of each of the 18 programs offered by OYDC in FY 2017.

As shown in Exhibit 1 (see pgs. 6–8) the 18 intervention programs offered at OYDC target education (other than core academic instruction, which is not considered an intervention program), behavioral management, cognitive behavioral therapy, pre-release transitional services, and other support services. Exhibit 2 (p. 9) shows the percentage of total FY 2017 intervention program dollars spent on each of these targeted areas. As the exhibit shows, the largest percentage is expended on educational programs[5] (75%), followed by behavioral management (13%) and pre-release services (10%). While OYDC offered other support services in FY 2017 there were no direct expenditures associated with these programs.

Although $373,000 represents only approximately 2.6% of total OYDC expenditures for FY 2017, when implemented with fidelity to program design, programs supported by high-quality research have the potential to result in cost savings to the state. While the vast majority of OYDC financial resources are expended on operational costs associated with providing for the overall well-being and safety of the youth offenders housed therein, there is an opportunity to improve the outcomes OYDC is achieving by more strategically investing the limited resources that it currently expends on juvenile justice intervention programs.

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[5]These expenditures exclude the costs of providing core academic instruction to youth offenders housed at the facility as core academic instruction is not considered an "intervention" program.

Exhibit 1: Reported by Estimated FY 2017 Direct Program Expenditures, Total Participants Served, and Cost Per Participant; Quality of Research Supporting the Program; and Outcome(s) Measured, by Effect

Program, by Program Category	Estimated Total Direct Program Expenditures* (FY 2017)	Estimated Total Number of Participants Served (FY 2017)	Estimated Cost Per Participant (FY 2017)	Outcome(s) Measured, by Effect		Source
				Positive Effect	No Effect	
Programs Shown by High-Quality Research to Have a Positive Effect on One or More Targeted Outcomes						
Cognitive Behavioral Therapy for Substance Use Disorder						
Motivational Enhancement Therapy/Cognitive–Behavioral Therapy (MET/CBT5) for Adolescent Cannabis Use	$2,500.00	0 (19 served between January and May of 2018)	N/A	• Recidivism	• Cannabis use/abuse disorder • General substance use • Non-specific mental health disorders and symptoms	Retrieved May 21, 2018 from https://nrepp.samhsa.gov/ProgramProfile.aspx?id=1251
Educational						
Career Technical Education *(formerly vocational education)*	$159,500.00	64	$2,492.18	• Degree Attainment *(high school/GED)*	• Recidivism • Employment	http://www.wsipp.wa.gov/BenefitCost/Program/565 https://www.crimesolutions.gov/ProgramDetails.aspx?ID=533 https://www.rand.org/content/dam/rand/pubs/research_reports/RR500/RR564/RAND_RR564.pdf
General Education Development (GED)	$92, 266.00	68	$1,356.85	• Degree Attainment *(high school/GED)*	• Recidivism • Employment	http://www.wsipp.wa.gov/BenefitCost/Program/565 https://www.crimesolutions.gov/ProgramDetails.aspx?ID=533 https://www.rand.org/content/dam/rand/pubs/research_reports/RR500/RR564/RAND_RR564.pdf

Program, by Program Category	Estimated Total Program Expenditures (FY 2017)	Estimated Total Number of Participants Served (FY 2017)	Estimated Cost Per Participant (FY 2017)	Outcome Measured, by Effect		
Academic College Testing (ACT) Preparation	$500.00	8	$62.50	• Student scores on college entrance tests	N/A	https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_act_sat_100416.pdf
APEX Learning Tutorial Program	$4,200.00	40	$105.00	• Student academic performance	N/A	https://cdn.apexlearning.com/al/tutorials-14-15-efficacy-study.pdf
Sex Education (Abstinence Plus Program)	$500.00	160	$3.12	• HIV/AIDS protective sexual behavior program effect for behavioral and biological outcomes	N/A	http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0040275
Subtotal	**$259,466.00**					

Programs Not Known to be Supported by High-Quality Research for Justice-Involved Youth				
Program, by Program Category	**Estimated Total Program Expenditures (FY 2017)**	**Estimated Total Number of Participants Served (FY 2017)**	**Estimated Cost Per Participant (FY 2017)**	**Outcome Measured, by Effect**
Cognitive Behavioral Therapy				
SAMHSA: Anger Management for Substance Abuse and Mental Health Clients Manual***	$1,700.00	0 (2 between January and May of 2018)	N/A	No Known High-Quality Research on the Program's Effect on Targeted Outcomes
Cognitive Behavioral Therapy**** (Pesky gNATs Workbook for Children and Adolescents)	$2,500.00	22	$113.63	No Known High-Quality Research on the Program's Effect on Targeted Outcomes
Anger Management Workbook (Hazelden Youth Life Skills Program)	$700.00	0 (26 between January and May of 2018)	N/A	No Known High-Quality Research on the Program's Effect on Targeted Outcomes
Acceptance and Commitment Therapy***** (Workbook for Children with Autism and Emotional Challenges)	$200.00	0	N/A	No Known High-Quality Research on the Program's Effect on Targeted Outcomes
Behavioral Management				
Behavior Incentive System (Honors Program)	$35,708.00	40	$892.70	No Known High-Quality Research on the Program's Effect on Targeted Outcomes

Program	Expenditures	Participants	Cost per Participant	Research Status
Interactive Journaling for Behavioral Health Needs******	$10,000.00	286	$34.96	No Known High-Quality Research on the Program's Effect on Targeted Outcomes
Character Counts *(Ethics and Character Building Educational Program)*	$1,500.00	31	$48.38	No Known High-Quality Research on the Program's Effect on Targeted Outcomes
Pre-Release				
Pre-Release Transitional Services	$36,024.00	190	$189.60	No Known High-Quality Research on the Program's Effect on Targeted Outcomes
Educational				
Jobs for Mississippi Graduates	$25,000.00	54	$462.96	The effectiveness of this program in achieving targeted outcomes is currently being researched pursuant to Section 18 of H.B. 1592 (2018 Regular Session)
Other Support Services				
Community Workforce Program	$0.00	32	N/A	No Known High-Quality Research on the Program's Effect on Targeted Outcomes
Responsible Fatherhood Program and Healthy Marriage Program *(volunteer guest speakers)*	$0.00	0	N/A	No Known High-Quality Research on the Program's Effect on Targeted Outcomes
New Leash on Life *(training of shelter dogs)*	$0.00	5	N/A	No Known High-Quality Research on the Program's Effect on Targeted Outcomes
Subtotal	**$113,332.00**			
Grand Total	**$372,798.00**			

*Direct program expenditures include dollars spent on individuals directly responsible for providing the program to youth offenders at OYDC and on materials used to teach or implement the program. These expenditures were self-reported by the facilities and have not been audited for accuracy by legislative staff.

**For a definition of "high-quality research," see discussion, page 17–19, of this issue brief.

***While the "Anger Management for Substance Abuse and Mental Health Clients" manual is a high-quality research-based manual, this manual was specifically designed for adult clients ages 18 years and older. There are no known effectiveness research studies to support whether this treatment is appropriate for younger clients and if so how effective it is at treating adolescents between the ages of 10 and 17 years old, the age of youth offenders typically housed at OYDC.
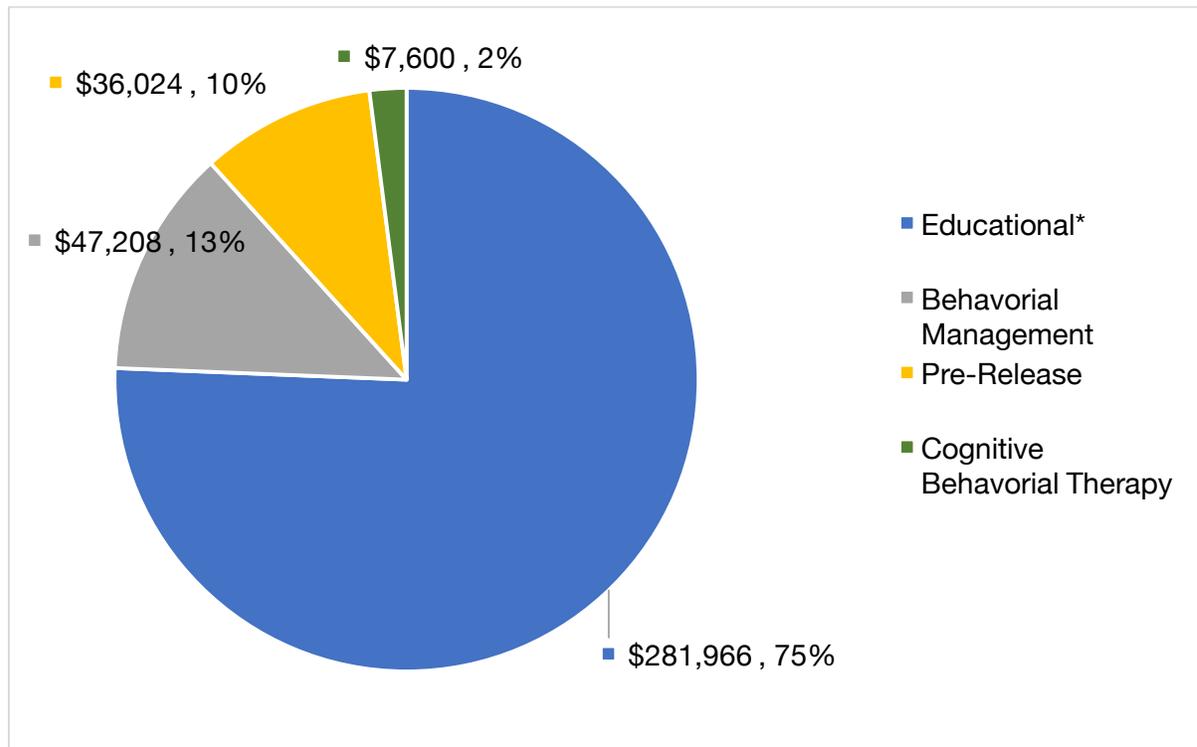
**** While "Cognitive Behavioral Therapy" is an evidence-based intervention, the current workbook being utilized by OYDC (i.e., Pesky gNATs Workbook for Children and Adolescents) is not a high-quality research-based or evidence-based workbook demonstrated to be effective in improving justice-involved youth outcomes.

***** While "Acceptance and Commitment Therapy" is an evidence-based intervention program for adults ages 18 and over, there are no known effectiveness research studies to support how this treatment work with adolescents. Moreover, the current workbook being utilized by OYDC (i.e., Workbook for Children with Autism and Emotional Challenges) is not a high-quality research-based workbook demonstrated to be effective in improving justice-involved youth outcomes.

******While "Interactive Journaling" is a high-quality research-based intervention, the current journals being utilized by OYDC (see list of journals p. 27) are not high-quality research-based exercise journals demonstrated to be effective in improving justice-involved youth outcomes.

Source: Legislative staff analysis, based on data and information provided by Oakley Youth Development Center. To determine which of the programs in the inventory are supported by high-quality research, legislative staff reviewed relevant published research contained in the Pew-MacArthur Results First Clearinghouse Database, cited in the Washington State Institute for Public Policy's Benefit-Cost Results on youth offenders in the juvenile justice system, and found by legislative staff through internet searc

Exhibit 2: Percentage Breakout of FY 2017 Oakley Youth Development Center Intervention Program Expenditures, by Program Category

Pie chart legend:
- Educational*
- Behavorial Management
- Pre-Release
- Cognitive Behavorial Therapy

Chart data labels:
- $7,600 , 2%
- $36,024 , 10%
- $47,208 , 13%
- $281,966 , 75%

*This category does not include core academic courses.
Source: PEER Analysis of OYDC Data.

Oakley Youth Development Center Intervention Programs Shown to be Effective by High–Quality Research

The majority (approximately 69%) of OYDC FY 2017 intervention program expenditures were for programs that high-quality research shows to be effective on various targeted outcomes for justice-involved youth.

Exhibit 1 (see pgs. 6–8) categorizes OYDC's 18 intervention programs by the quality of research supporting each program. While none of the 18 intervention programs meet the highest standard of "evidence-based" as set forth in MISS. CODE ANN. Section 27-103-159(1)(a) (1972) (refer to Appendix A, p. 17, for a discussion of the different levels of "high-quality research"), six of the programs are shown by high-quality research to have a positive effect on at least one targeted outcome for justice-involved youth. As shown in the exhibit, OYDC reported expending approximately $260,000 on these programs serving 340 youth in FY 2017.

Of the six programs supported by high-quality research, only one, Motivational Enhancement Therapy/Cognitive–Behavioral Therapy (MET/CBT5) for Adolescent

Cannabis Use, demonstrated effectiveness in reducing recidivism; however, this same program was shown to not have a statistically significant effect on cannabis use/abuse disorder or general substance abuse.

While the remaining five programs supported by high-quality research were either not measured for recidivism or tested and not shown to be effective in reducing recidivism, they all showed effectiveness with respect to one or more other targeted outcomes for justice-involved youth. Specifically, two of the six programs (Career Technical Education and General Education Development) were shown to have a positive effect on high school completion. The APEX tutorial and ACT prep test programs showed a positive effect on student academic performance and student scores on college entrance tests, respectively. Finally, the Sex Education Abstinence Program showed positive effects on HIV/AIDS prevention and protective sexual behavior.

Oakley Youth Development Center Intervention Programs Not Known to be Supported by High-Quality Research for Justice-Involved Youth

In FY 2017, DYS expended approximately $113,332, 31% of total estimated direct expenditures, on 12 programs at OYDC for which there is no known high-quality research showing their effectiveness in reducing recidivism or achieving other targeted outcomes for justice-involved youth. There are effective high-quality research based alternatives for seven of these programs.

As shown in Exhibit 1 (see pgs. 6–8), 12 of the programs in OYDC's inventory have no known high-quality research showing their effectiveness in targeted outcomes for justice-involved youth. Two of the programs, SAMHSA: Anger Management for Substance Abuse and Mental Health Clients Manual and Acceptance and Commitment Therapy are supported by high-quality research showing their effectiveness for adults, but the effectiveness of these programs for juveniles has not been studied.[6]

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[6]It should be noted that according to the Director of the Department of Human Services' Division of Youth Services, the behavioral management, pre-release transition, and "mental health" programs in OYDC's inventory that Exhibit 1 reports as not known to be supported by high-quality research for justice-involved youth were "acceptable to the U.S. Department of Justice and the Federal Judge overseeing Civil Action No. 3:03-cv-1354WSu. This suit required extensive mental health service to meet the needs of the juvenile population at that time. This suit was settled with the current programs in place in August 2014." While the Director asked for the inclusion of this acknowledgment in the issue brief, he was receptive to considering replacing these programs with programs supported by high-quality research where financially feasible.

The majority (73%) of OYDC's expenditures on programs not known to be supported by high-quality research for justice-involved youth were for behavior management and pre-release transitional programs. When supported by high-quality research and implemented with fidelity, behavior management and pre-release programs are critical to a youth offender's successful transition and reentry to the community.

Opportunities for Improving the Impact of OYDC's Limited Juvenile Justice Intervention Program Dollars

There are several steps that the OYDC can take to maximize the impact of its limited juvenile justice secure residential facility-based intervention program dollars:

1. **Move financial resources out of programs with no known high-quality research of their effectiveness into programs that high-quality research shows to be effective in reducing recidivism or achieving other targeted outcomes for justice-involved youth.**

   Exhibit 3 (see pgs.14–16) shows programs supported by high-quality research that OYDC could consider implementing in place of programs in its inventory without a known research base. Most of these possible replacement programs could be less costly to implement than the current OYDC programs that are not supported by high-quality research. It should be noted that while two of the programs shown in Exhibit 3 (the Family Integrated Transitions Multi-Systemic Therapy program and the Aggression Replacement Training® program) are shown to be effective by high-quality research, their high costs per participant could make them unfeasible as replacement options. PEER legislative staff was unable to conduct a benefit-cost analysis using the Results First Juvenile Justice Model (see p. 2); therefore, it is not known whether the monetized benefits of implementing these two programs in Mississippi would exceed the high costs, which the Director of the Department of Human Services' Division of Youth Services estimates to be $2,051,050 and $141,550, respectively.

   Appendix E (see pgs. 30–33) provides a description of each of these programs. For example, on a pilot basis, OYDC could consider the adoption and implementation of Facility-Wide-Positive Behavioral Interventions and Supports (FW-PBIS) practices as a viable alternative to its current Behavior Incentive System. Facility-wide[7] PBIS (FW-PBIS) is an evidence-based

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[7]Facilitywide refers to "settings in which 24/7 direct care is provided to children, youth, and adults, and where all staff no matter their discipline, beyond just education staff, implement FW-PBIS.

framework that has been adapted and implemented in secure residential juvenile justice facilities as a replacement to traditional behavior management systems that tend to be reactive and punitive in nature rather than preventive and proactive. Increasingly, FW-PBIS is being promoted and adopted by local and state governments, public policymakers, advocates, and researchers as a promising approach to meet social, emotional, and behavioral needs of youth offenders in secure juvenile justice facilities (e.g. Texas, Alabama, Georgia, North Carolina, Illinois, Washington) to improve youth behavior and outcomes.[8]

Currently, OYDC has in place a campuswide Behavior Incentive System (see pg. 26), which is similar to the recommended FW-PBIS in that staff counselors and team members individually assess unique and complex needs of youth offenders' behavior problems to make informed decisions. However, OYDC's current system is missing a critical component of FW-PBIS; specifically, a computerized data collection system that facilitates informed decisions through continuous monitoring of youth offender progress. OYDC's maintains its current Behavior Incentive System records in non-electronic files.

To incorporate FW-PBIS, which is a data-driven approach to decision-making, into OYDC existing Behavior Incentive System it is essential to have a computerized behavioral data system to track behavior incidents to determine highest need for behavioral interventions and then to match the level of support (i.e. Tier I, Tier II or Tier III; see Appendix F, p. 34, for description of tiers) with needs of youth offenders.

To ensure that OYDC is implementing the core features of FW-PBIS with fidelity, it is vital that each of OYDC's intervention programs are supported by high-quality research. At present, of the 18 programs in OYDC's inventory, less than half are supported by such research (see Exhibit 1, pgs. 6–8). It is also critical to the success of the program in achieving targeted outcomes that an evaluator assess the program's performance using the FW-PBIS Tiered Fidelity Inventory, which has been developed to measure PBIS implementation within secure residential juvenile justice facilities.[9] It should be noted that the Director of the MDHS Division of Youth Services stated that he is in the process of hiring a Research Statistician who will be

across the tiers during working hours across all facility environments" (Jolivette, K., Swoszowski, N.C., and Ennis, R.P., 2017).

[8]Gagnon, Joseph, Barber, Brian, and Soyturk, Ilker. (2018). Positive Behavior Interventions and Supports Implementation in Secure Care Juvenile Justice Schools: Results of a National Survey of School Administrators. *Behavioral Disorders.* 019874291876394. 10.1177/0198742918763946.

[9]Jolivette, K., Swoszowski, N.C., and Ennis, R.P. (2017). Facilitywide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

responsible for collecting and analyzing data as well as issuing reports on the effectiveness of programs and the services within the division.

2. **Ensure fidelity of high-quality program implementation.**

To achieve targeted outcomes for each intervention program supported by high-quality research, OYDC must deliver these programs with fidelity to the critical elements of program design. To achieve the monetized benefits that will accrue to the state and society from a reduction in subsequent delinquent contact with the juvenile justice system and potential future involvement in the adult criminal justice system, it is more effective to faithfully execute a few high-quality programs than to execute many high-quality programs poorly. The following suggested actions relate to ensuring fidelity of program implementation.

   a. *Create a fidelity audit plan for each high-quality intervention program delivered to youth housed at OYDC and assess annually each program's compliance with the critical elements of successful implementation.* The components of a program critical to achieving targeted outcomes reported in the research must be identified and replicated. These components include, but are not limited to, program content, program intensity and duration, program provider qualifications, and target population.

   b. *Monitor intervention program performance on an ongoing basis to ensure that reductions in recidivism reported in the research literature are being achieved.* It is important to monitor intervention program outcomes to make sure that they are in line with the results being reported in the research literature. Significant variance could indicate a problem with fidelity of program implementation. It is also important to monitor program unit costs to ensure that the programs are being delivered as efficiently as possible and in line with unit costs reported in the research literature.

   c. *Match intervention programs to rehabilitation needs of youth offenders.* Every intervention program supported by high-quality research has a specific target population for whom the intervention was designed to work.

   d. *Match areas of vocational skill training to employment opportunities.* DYS should work with the Mississippi Department of Employment Security to ensure that there are a sufficient number of available jobs in Mississippi or neighboring states to justify the number of youth being trained in each area of vocational skill certification offered.

Exhibit 3: Juvenile Justice Intervention Programs Shown to Be Effective by High-Quality Research that the Division of Youth Services Could Consider Implementing at OYDC in Place of the Programs in its Current Inventory that are not Supported by High-Quality Research: by Target Population, Estimated Cost Per Participant or Cost Associated with Resources for Implementation, and Link to the Supporting Research

Current OYDC Program Not Known to be Supported by High-Quality Research	Possible Replacement Program Shown to be Effective by High-Quality Research	Target Population	Estimated Cost Per Participant (noted in italics) or Cost Associated with Resources for Implementation for Replacement Programs	
Anger Management for Substance Abuse and Mental Health Clients	Residential Student Assistance Program _____ Retrieved June 7, 2018 from https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=131	alcohol and other drug (AOD) use among high-risk multiproblem youth	$220.00	**Includes:** informational video, data collection log, and implementation manual. At an additional cost, training and technical assistance are available to prepare agencies to replicate and operate the program with fidelity. _____ https://www.researchpress.com/books/931/equip-book-and-implementation-guide
Anger Management Workbook: Hazelden Youth Life Skills Program	Aggression Replacement Training® _____ https://www.crimesolutions.gov/ProgramDetails.aspx?ID=254	youth with a history of serious aggression and antisocial behavior	*$745.00*	Annual cost estimated per participant _____ http://www.wsipp.wa.gov/BenefitCost/ProgramPdf/39/Aggression-Replacement-Training-ART-for-youth-in-state-institutions

Pesky gNATs Workbook	Equipping Youth to Help One Another _____ http://www.crimesolutions.gov/ProgramDetails.aspx?ID=132	juvenile delinquents and other youth with conduct disorders	$69.99	**Includes:** Equip Book and Implementation Guide _____ https://www.researchpress.com/books/931/equip-book-and-implementation-guide
	School-based Social and Emotional Learning* _____ https://www.crimesolutions.gov/PracticeDetails.aspx?ID=39	universal, targets all students in the school, not only those exhibiting problem behaviors	Free	The Collaborative for Academic, Social and Emotional Learning (CASEL) Program Guide has an online suite of tools and resources accessed by users worldwide that provides guidance and support for districts and schools to implement high-quality, evidence-based SEL in their communities. _____ https://casel.org/resources-support/
Behavior Incentive System: The Honors Program	Safe & Civil Schools Positive Behavioral Intervention and Supports (PBIS) Model _____ Retrieved June 15, 2018 from https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=242	provides tools and strategies to help educators in schools establish proactive, positive (nonpunitive), and instructional schoolwide discipline policies, manage student misbehavior and foster student motivation, and create a positive and productive school climate	Price range: $20.00 through $1,500.00, depending upon materials ordered	Orders and detailed information about materials and each program can be found in the online *Program Catalog* through Pacific Northwest Publishing online marketplace. _____ https://www.safeandcivilschools.com/products/index.php

Interactive Journaling and Behavioral Health Needs	Say it Straight _____ Retrieved June 19, 2018, from https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=186	communication training program designed to help students and adults develop empowering communication skills and behaviors and increase self-awareness, self-efficacy, and personal and social responsibility	$300	**Includes:** Implementation Manual and *In the Classroom Training* DVD. Student workbook/journal $11.50 each. At an additional cost *Training of Trainers Workshop*s are available. _____ http://www.sayitstraight.org/joomla/index.php?option=com_content&task=view&id=37&Itemid=69
Character Counts	CharacterPlus Way® _____ Retrieved May 31, 2018 from https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=276	comprehensive whole-school intervention that aims to positively change the school environment in order to foster students' ethical, social, and cognitive development	*$1.00* per student, for schools with fewer than 3,999 students	CharacterPlus Way® requires school districts providing its program to pay a per student membership fee. _____ https://www.edplus.org/Page/588
Pre-Release Transitional Services	Family Integrated Transitions Multi-Systemic Therapy _____ Retrieved June 4, 2018 from http://nrepp.samhsa.gov/ProgramProfile.aspx?id=1242 http://www.crimesolutions.gov/ProgramDetails.aspx?ID=271	juvenile offenders who have co-occurring mental health and chemical dependency disorders. Services are provided during a juvenile's transition from incarceration back into the community	*$10,795*	Annual cost estimated per participant _____ http://www.wsipp.wa.gov/BenefitCost/ProgramPdf/22/Family-Integrated-Transitions-for-youth-in-state-institutions

Source: Legislative staff analysis of high-quality research on juvenile justice intervention programs. Replacement programs resulted either from PEW-McArthur Results Clearinghouse Database or directly from the website of the national searchable online registry (i.e., NREPP and CrimeSolution.gov).*

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Appendix A: Defining "High-Quality" Research for Purposes of Informing Public Sector Intervention Program Investment Decisions

The Need To Define High-Quality Research

To be worthy of public sector investment, an intervention program should be supported by research of sufficient quality to demonstrate with some degree of certainty that the program causes a desired outcome. Research meeting this standard is considered to be "high-quality" research. The definition of "evidence-based program" set forth in MISS. CODE ANN. Section 27-103-159(1)(a) (1972)[10] is the gold standard for high-quality research in that its requirements for multiple site randomized controlled trials across heterogeneous populations provides the highest degree of certainty that the demonstrated positive effects of a program tested in this manner are caused by the program and not by extraneous variables.

Because the number of intervention programs meeting Mississippi's "evidence-based" standard is limited, it is useful to also identify intervention programs falling short of this standard but supported by research demonstrating sufficient causal inference to justify consideration for public investment. Toward this end, legislative staff identified the Maryland Scientific Methods (MSM) scale as specified by Farrington et al.,[11] as a useful tool in further defining high-quality research. The MSM scale classifies research according to a five-level ordinal scale, according to which 1 is least rigorous and 5 the most. On this scale, levels 1 and 2 are not considered to support inferences about program effectiveness and do not therefore qualify as "high-quality research." Because levels 3 through 5 support such inferences with increasing certainty by ruling out certain threats to them, they do qualify as "high-quality research." Mississippi's legally defined standard for an evidence-based program is even stronger than MSM level 5, and correspondingly supports inferences about program effectiveness with greater certainty. A brief discussion of each level of the MSM scale follows.

MSM Levels Falling below the Threshold of High-Quality Research

MSM level 1 involves simple descriptive association between an intervention and an outcome—for instance, a correlation between individuals with exposure to a drug and improved health outcomes. This sort of design fails to establish that the drug caused the

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[10]MISS. CODE ANN. Section 27-103-159(1)(a) (1972) defines an evidence-based program as "a program or practice that has had multiple site randomized controlled trials across heterogeneous populations demonstrating that the program or practice is effective for the population."

[11]Farrington, David P., Denise C. Gottfredson, Lawrence W. Sherman, and Brandon C. Welsh. 2002. "The Maryland Scientific Methods Scale," pp. 13–21 in *Evidence-Based Crime Prevention*, Lawrence W. Sherman, David P. Farrington, Brandon C. Welsh, and Doris L. MacKenzie (eds.). New York, NY: Routledge.

improved health outcome, by failing to rule out many threats to causal inference, such as the possibility that the improved health outcome might be due to factors other than drug, e.g., socioeconomic status, exercise.

MSM level 2 adds a dimension of time to the observed association, examining individual outcomes both before and after the exposure. For instance, at this level one might test individuals for health outcomes before and after exposure to a drug. This design at least has the potential to rule out reverse causation—e.g., that improved health outcomes caused drug exposure rather than vice versa. This might happen because people who take care of their health are more prone to take a variety of medication. A level 2 design still fails to eliminate so many threats to inference (i.e., that a variable other than the drug caused the positive results) as to be effectively uninterpretable.

MSM Levels Qualifying as High-Quality Research

MSM level 3 adds a comparison to a control group to the level 2 standard. In this sort of design, some individuals would be given a drug and tested for outcomes both before and after administration; other individuals, thought to be comparable, would be tested but not given the drug. This design eliminates threats to inference springing from common trends—perhaps the health outcome of interest naturally improves over time—but does not rule out inferential threats due to nonequivalence of the experimental and control groups on relevant characteristics.

MSM level 4 adds an attempt to ensure the equivalence of the experimental and control groups. At this level, the attempt is often by statistical methods. For instance, if one believes that age is relevant to the health outcome of interest, the groups can be mathematically adjusted to factor out the effects of age from the effects of the drug. If done well, designs at this level can rule out threats to inference springing from group nonequivalence—but it is impossible to know *a priori* that all such threats have been handled.

MSM level 5 attempts to ensure equivalence of the experimental and control groups by true random assignment of individuals to experimental or control conditions. Properly doing so removes all threats to inferential validity springing from group nonequivalence—though there are still some challenges to appropriate implementation and analysis that can be at least partially dealt with through the stronger Mississippi standard for evidence-based programs.

Description of Elements of Research, by Level of Research Quality						
	Defining Elements Presented in the Research					
Level of Research Quality	Association between Program and Outcome	Pre- and Post-Program Outcome Measurements	Control Group	Efforts To Rule Out Confounding Variables	Random Youth Assignment of Units to Program and Control	Multiple Randomized Controlled Trials across Distinct Populations
Based on MISS. CODE ANN. Section 27-103-159(1)(a) (1972)						
Mississippi Evidence-based Standard	√	√	√	√	√	√
Based on Maryland Scientific Methods Scale						
Level 5	√	√	√	√	√	
Level 4	√	√	√	√		
Level 3	√	√	√			
Level 2	√	√				
Level 1	√					

■ Highest Quality   ■ Second-Highest Quality   ■ Unacceptable Quality

Source: Legislative staff analysis based on Maryland Scientific Methods Scale, http://www.whatworksgrowth.org/public/files/Scoring-Guide.pdf and MISS. CODE ANN. Section 27-103-159(1)(a) (1972).

Appendix B: Brief Description of Primary Responsibilities of State Agencies Involved in the Administration of Mississippi's Juvenile Justice System

The Mississippi Department of Human Services' Division of Youth Services	The Mississippi Department of Human Services' Division of Youth Services (DYS) administers the community services and institutional programs for juveniles who have been adjudicated delinquent in Mississippi Youth Courts or who are at risk of becoming delinquent. DYS provide professional counseling, probation supervision, and related services to children in their home communities, as well as education, rehabilitation and treatment services to children committed to institutional care. According to the Department's FY 2017 Annual Report, DYS works to: • Ensure a balanced approach to accountability, competency development and community safety while providing quality services that address the needs of children, their families, individual victims and the community. • Test the effectiveness of community-based programs on reducing commitments to institutional care. Establish multiagency, cooperative partnerships with local communities. Establish uniformity in DYS services, case management practices, and procedures.
	http://www.mdhs.ms.gov/annual-reports/
The Department of Public Safety's Division of Public Safety Planning, Office of Justice Programs	The Office of Justice Programs (OJP), within the Department of Public Safety's Division of Public Safety Planning administers federally funded grant programs, which include funds under the Juvenile Justice and Delinquency Prevention Act of 2002 (JJDPA). These funds include: Title II Formula funds, Title V Delinquency Prevention funds, and Juvenile Accountability Block Grant (JABG) funds. The Formula Grant Program (Title II) provides funding to support alternatives to detention, compliance monitoring, delinquency prevention, and improvements to the juvenile justice system. The Juvenile Accountability Block Grant (JABG) is a discretionary block grant. Its basic premise is that both the juvenile offender and the juvenile justice system must be held accountable. The objective is to reduce juvenile offending through both offender-focused and system focused activities that promote accountability. Additionally, the Division of Public Safety and Planning oversees the Juvenile Justice Advisory Committee (JJAC), which is a state advisory group appointed by the governor to advise all parts of the state on issues relating to juvenile justice.
	https://www.dps.state.ms.us/divisions/public-safety-planning/office-of-justice-programs/
The Mississippi Department of Education	MISS. CODE ANN. Section 43-21-321 (1972) requires that educational services are provided to students detained in a juvenile detention facility. In an effort to ensure that academic and behavioral concerns are addressed, the Mississippi Department of Education has set standards for the provision of educational services in accordance with all applicable federal and state laws. The law mandates that the Mississippi Department of Education promulgate rules for educational services by:

	• Collaborating with the appropriate state and local agencies, juvenile detention centers, and local school districts to ensure the provision of educational services to every student placed in a juvenile detention center. Such services may include, but are not limited to assessment in math and reading instruction, character education, and career and technical education. • Working with the appropriate state and local agencies, juvenile detention centers and local school districts to annually determine the proposed costs for educational services to youth placed in juvenile detention centers and annually request sufficient funding for such services as necessary. • Ensuring that academic and support services are provided to the students in juvenile detention centers.
	http://www.mde.k12.ms.us/docs/dropout-prevention-and-compulsory-school-attendance-library/educating-juveniles-in-detention-revised-2016.pdf?sfvrsn=2
The Mississippi Department of Mental Health's Division of Children and Youth Services	The Mississippi Department of Mental Health through its Division of Children and Youth Services supports juvenile outreach programs operated by community mental health centers throughout the state, which provide linkages and access to mental health services to youth who are involved in the juvenile justice system. The programs provide assessments, community support, wraparound facilitation, and a number of other services to youth with serious emotional disorders and/or mental illnesses who are in detention centers or the juvenile justice system. The programs not only provide access to treatment while youth are in a detention center, but aftercare or follow-up services for six months as well. The goal for the youth is to improve their behavioral and emotional symptoms, also to prevent future contacts between them and the youth courts.
	http://www.dmh.ms.gov/wp-content/uploads/2018/02/FY-18-20-Second-Quarter-Strategic-Plan-Highlights-Flyer.pdf
Office of the Attorney General, State of Mississippi	The Office of the Attorney General's Children's Division serves as the coordinator of Annie E. Casey's Foundation's Juvenile Detention Alternative Initiative (JDAI) and works closely with local sites, and other local and state agencies to bring about juvenile justice reform in the state. JDAI focuses on the juvenile detention component of the juvenile justice system and promotes changes to policies, practices, and programs to reduce reliance on secure confinement, improve public safety, reduce racial disparities and bias, save taxpayer dollars, and stimulate overall juvenile justice reforms. Under the direction of the Attorney General's Office, a State Level Advisory Group was formed, which consists of representatives from the five JDAI sites and local and state stakeholders.
	http://www.ago.state.ms.us/wp-content/uploads/2017/12/Annual-Report-FY2017_FINAL.pdf/

Appendix C: County-Operated Juvenile Detention Centers, Temporary Holding Facilities, and State-Operated Oakley Youth Development Center

Source: Based on Data Provided to Legislative Staff by the Department of Public Safety, Division of Public Safety Planning
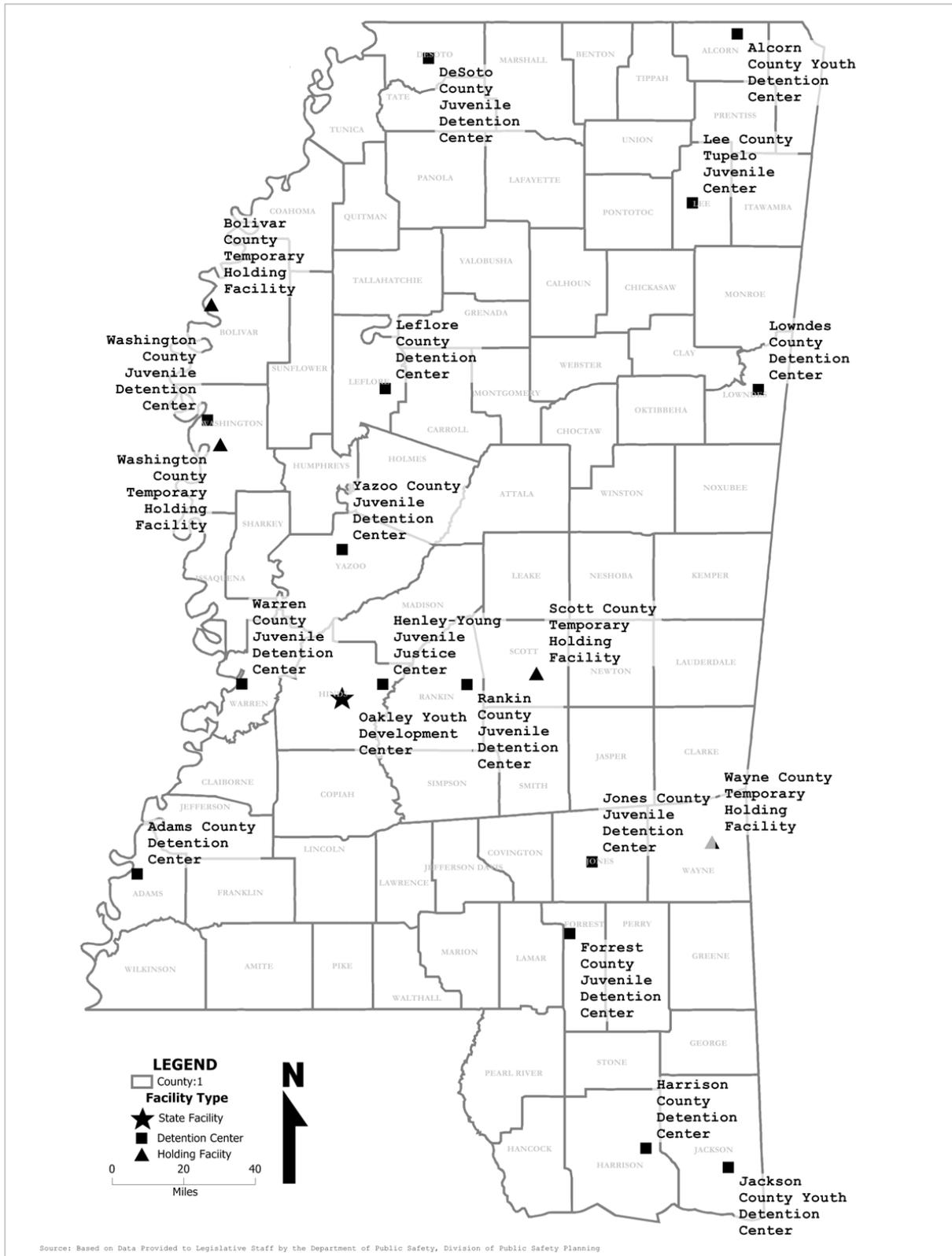
Appendix D: Description of Oakley Youth Development Center Juvenile Justice Intervention Programs, Categorized by Quality of the Research Supporting the Program

Programs Supported by High-Quality Research

Note: none of these programs have undergone a fidelity audit by an external party to ensure that they are being implemented in accordance with the program design specified in the research.

Programs Meeting Definition of "Evidence-based" in MISS. CODE ANN. Section 27-103-159

None.

Programs Meeting Criteria for Levels 3, 4, or 5 of the Maryland Scientific Methods Scale

Substance Use Disorder Treatment

Substance Abuse and Mental Health Services Administration Cannabis Youth Treatment Series— (Motivational Enhancement Therapy and Cognitive Behavioral Therapy for Adolescent)

This manual is designed to help train substance abuse treatment counselors to conduct a brief five-session treatment intervention for adolescents with cannabis use disorders.

Curriculum: SAMHSA: Substance Abuse and Mental Health Services Administration Cannabis Youth Treatment Series Manual
Duration: three to six months
Frequency: once per week for 45–50 minutes
Instructor Qualifications: doctoral-level staff only
Wait List: no

Educational

Career Technical Education (formerly vocational education)

Williams School at OYDC offers introductory CTE classes in welding, small engine repair, carpentry, and custodial maintenance for students who are enrolled in GED or were enrolled in CTE program in their home school district. Students have to be at least 16 years of age or in the 10th or 11th grade to take a CTE program. The school is operational year-round. Because of the relatively short average stay at OYDC, youth offenders who participate in CTE classes do not earn a professional certification as CTE certification typically requires at least one academic school year. Upon release from OYDC, youth offenders receive a certificate with hours completed toward earning a specified certification.
Curriculum: MDE Curriculum
Duration: length of stay or completion of program, if prior to release
Frequency: daily, for approximately 1 hour and 50 minutes per day
Instructor Qualifications: Mississippi Department of Education (MDE) licensed teacher
Wait List: no

General Education Development (GED)

Williams School operates a GED program that allows students housed at OYDC to begin or complete work towards a GED.
Curriculum: MDE Curriculum
Duration: length of stay or completion of program, if prior to release. The program operates year-round.
Frequency: daily, for approximately 55 minutes per day
Instructor Qualifications: Mississippi Department of Education (MDE) licensed teacher
Wait List: no

American College Testing (ACT)

Preparation and testing is offered to students who have graduated or earned a GED and who register for the program.
Curriculum: ACT Workbook
Duration: service offered year-round
Frequency: daily, for approximately 55 minutes per day
Instructor Qualifications: Mississippi Department of Education (MDE) licensed teacher
Wait List: no

Apex Learning Tutorial Program

Williams School uses the Apex e-learning program to offer online resources to aid teacher's instruction. The program also has the capability to allow students to enroll in courses not offered by a current teacher at Williams School.
Curriculum: Apex Workbook
Duration: service offered year-round
Frequency: weekly, as needed
Instructor Qualifications: no instructor; instruction provided online
Wait List: no

Sex Education Abstinence Plus Program

Williams School adopted the Abstinence Plus program to address the MDE mandate of a sex education program. The program is taught in conjunction with the Physical Education program and the science courses.
Curriculum: MDE Curriculum
Duration: nine months
Frequency: three sessions, 12 classes, 55 minutes each
Instructor Qualifications: Mississippi Department of Education (MDE) licensed teacher
Wait List: no

Programs Not Known to be Supported by High-Quality Research for Justice-Involved Youth

Cognitive Behavioral Therapy

Anger Management for Substance Abuse and Mental Health Clients

It should be noted that this program is supported by high-quality research showing its effectiveness for adult clients ages 18 and older, but its effectiveness on juveniles has not been researched. The manual used in this program is designed for use by qualified substance abuse and mental health clinicians who work with substance abuser and mental health clients with concurrent anger problems.
Curriculum: SAMHSA Anger Management for Substances Abuse and Mental Health Clients: A Cognitive Behavioral Therapy Manual
Duration: three to six months
Frequency: once or twice per week, depending on high-risk needs within specified housing units, for 45–50 minutes
Instructor Qualifications: doctoral-level staff
Wait List: no

Pesky gNATs

The workbook is a collection of worksheets to help children and young teenagers develop skills to help them manage a wide range of emotional and behavioral problems. The worksheets are intended for use by psychologists, social workers, child care workers, child psychiatrists and other mental health professionals to assist them in their routine clinical practice. The workbook can be applied to a range of problems that children present with in clinical settings. The workbook was created to provide a freely available resource for clinical work that (a) facilitates the discussion of life experiences, self-perception, family relationships and (b) supports skill development in areas such as expressing how you feel, recognizing and changing distorted thinking, managing anger, problem solving, planning good times, and relaxation.
Curriculum: A Cognitive Behavioral Therapy Workbook for Children and Adolescents
Duration: three to six months
Frequency: twice per week for 45–50 minutes
Instructor Qualifications: doctoral- or master's-level staff
Wait List: no

Anger Management: Youth Life Skills Program

Encourages youth to explore the necessary truths about anger and develop the skills they will need to make sense of it and use it constructively.
Curriculum: Anger Management: Hazelden Youth Life Skills Program Workbook
Duration: three to six months
Frequency: once or twice per-week, depending on high-risk needs within specified housing units, for 45–50 minutes
Instructor Qualifications: doctoral level staff only
Wait List: no

Acceptance and Commitment Therapy: For Children with Autism and Emotional Challenges

It is a tool for behavior analysts in need of solutions for working with children presented with a wide variety of social and emotional disabilities.
Curriculum: Acceptance and Commitment Therapy: For Children with Autism and Emotional Challenges Exercise Workbook
Duration: three to six months
Frequency: once or twice per week, depending on high-risk needs within specified housing units, for 45–50 minutes
Instructor Qualifications: doctoral-level staff
Wait List: no

Behavioral Management

Behavior Incentive System: Honors Program

The Behavior Incentive System consist of campuswide stages and associated privileges that youth offenders progress through while participating in rehabilitation and educational programs. Each stage has responsibilities, expectations, and consequences. The highest stage is the Honors Program, which is a voluntary program for eligible youth that combines specialized classes with work projects designed to benefit other youth at the facility and the public. The program allows youth to participate in the election process, contribute to the local community and learn to preserve the environment. Youth attend special classes, participate in the student government at Williams School, which helps direct the program activities, engage in work projects both on the OYDC campus and in the local community and earn additional privileges, both on-campus and off. Preparation and testing is offered to students who have graduated or earned a GED.
Curriculum: Honors Policy XIII.13
Duration: offered year-round
Frequency: daily, on a continuous basis
Instructor Qualifications: master's-level staff
Wait List: no

Interactive Journaling for Behavioral Health Needs

This series of interactive journals is used to teach life skills to adolescents. The table on page 27 contains a brief description of each journal in the series.
Curriculum: Interactive Journaling Change Companies Journal Workbooks
Duration: three to six months
Frequency: one to five times per week, depending on high-risk needs within specified housing units, for 45–50 minutes
Instructor Qualifications: master's level staff
Wait List: no

Name of Journal	Brief Description
Self-Control	Participants consider the connection between criminal behavior and self-control. They are taught risk factors associated with low self-control and how to deal with attitudes affecting their daily functioning at home or in school.
Skill Streaming the Adolescent	Teaches participants how to manage their feelings and ways to properly communicate what they are feeling.
Why Am I Here?	Provides participants with the opportunity to explore the reasons for entering a program for making positive life changes and prepares them for the work ahead.
Avoiding Behaviors	Familiarizes the user with helping tools for "avoiding high-risk behaviors."
Responsible Behavior	Teaches participants about thinking how to make positive changes in their lives.
Faulty Beliefs (The Con Game)	Participants examine errors in thinking that may have led to their high-risk behavior. They are also given tips on ways that they can change their beliefs to be more responsible.
Community and Peers—Personal Relationships	Helps participants learn how to improve current relationships and build new ones by exploring positive personal characteristics and good communication skills.
Peer Relationships	This journal focuses on risk factors associated with criminal peers. Participants consider their past and present peer relationships and learn the differences between healthy and unhealthy relationships. Participants learn how to handle peer pressure and build a positive support network.
My Family	Helps participants to take a closer look at their families and issues affecting their family structure.
Living with Others	Gives participants the opportunity to evaluate and practice skills in areas that are important to interacting with other people.
Family Ties	Addresses risk factors associated with dysfunctional family ties.

Character Counts

Based on the concept of the Four Wheels of Success (identified in The Josephson Institute's Model Standards for Academic, Social, Emotional and Character Development), Character Counts places emphasis on establishing a positive school climate and instilling critical academic, social and emotional skills, as well as core character traits.
Curriculum: Ethics and Character-building Curriculum
Duration: three to six months
Frequency: once per-week for 45–50 minutes
Instructor Qualifications: master's level staff
Wait List: no

Pre-Release

Pre-Release Transitional Services

It is the policy of the Mississippi Department of Human Services, Division of Youth Services (DYS) that a successful transition plan development for a committed youth is critical and consistent with the rehabilitative ethic embodied in the state's juvenile justice code [see MISS. CODE ANN. Section 43-21-605(1)(g)(iii)]. It is an opportunity to redirect the lives of young people, through continuity of care, toward productive, self-sufficient, and law-abiding behavior to their own benefit while at the same time making our communities safer places to live.

Curriculum: DYS Policy XIII.19
Duration: offered year-round
Frequency: monthly basis totaling two hours per student
Instructor Qualifications: master's level staff
Wait List: no

Educational

Jobs for Mississippi Graduates

Jobs for Mississippi Graduates is a statewide program that is offered to "at risk" students to encourage completion of high school and success in the workforce. The course is taught by a contract teacher who is trained to administer the programs and guidelines set forth by the national program curriculum. Additionally, the program offers a certification in ServSafe® (food and beverage safety training) which takes approximately 1½ months to complete.

Curriculum: Jobs for American Graduates (JAG) Curriculum
Duration: nine months (any portion of the program not provided at OYDC is typically provided through the youth participant's home school district)
Frequency: daily for approximately 55 minutes
Instructor Qualifications: Mississippi Department of Education (MDE) licensed teacher
Wait List: no

Other Support Services

Community Workforce Program

The Community Workforce Program is a structured program within the facility where youth have the opportunity to work within the facility for time off their length of stay at OYDC.

Curriculum: none
Duration: offered year-round
Frequency: daily, between one to eight hours per day
Instructor Qualifications: A high school diploma or some college credentials
Wait List: no

Responsible Fatherhood Program

Guest speakers come to OYDC periodically to present information to the youth on being a responsible father.

Curriculum: none
Duration: offered periodically by volunteer guest speakers
Frequency: based on need
Instructor Qualifications: none specified
Wait List: no

Healthy Marriage Program

Guest speakers come to OYDC periodically to present information to the youth on healthy families.

Curriculum: none
Duration: offered periodically by volunteer guest speakers
Frequency: based on need
Instructor Qualifications: none specified
Wait List: no

New Leash on Life

This is a new program created through a partnership between OYDC and the Mississippi Animal Rescue League (MARL). This program allows the residents of OYDC to train shelter dogs that will be used as service dogs for disabled clients or injured veterans. The residents will work with a trainer from MARL to learn the proper way to train a dog. With this training, the residents learn about responsibility and develop a further sense of empathy for others. The program is a positive way for them to show their emotions.

Curriculum: none
Duration: offered year-round
Frequency: daily for approximately 5 hours
Instructor Qualifications: animal trainer from the Mississippi Animal Rescue League
Wait List: no

Source: Program information provided by staff of the Oakley Youth Development Center.

Appendix E: High-Quality Research-based Programs Shown to be Effective in Achieving Targeted Outcomes that Could Replace Oakley Youth Development Center Juvenile Justice Intervention Programs without Known High-Quality Research Supporting Their Effectiveness

Cognitive Behavioral Therapy

The Residential Student Assistance Program
The Residential Student Assistance Program (RSAP) is designed to prevent and reduce alcohol and other drug (AOD) use among high-risk multiproblem youth ages 12 to 18 years who have been placed voluntarily or involuntarily in a residential child care facility (e.g., foster care facility, treatment center for adolescents with mental health problems, juvenile correctional facility). Based on the Employee Assistance Program (EAP) model, the intervention focuses on wellness and addresses factors that hinder adolescents from being free from AOD use, such as emotional problems and mental disabilities, parental abuse and neglect, and parental substance abuse. The program is delivered in residential facilities by master's-level counselors who use a combination of strategies, including assessment of each youth entering the facility, an eight-session prevention education series, group and/or individual counseling for youth who have chemically dependent parents and/or are using substances, and referral to substance abuse treatment programs. These services are delivered over 20–24 weeks and are fully integrated into the adolescent's overall experience at the residential facility. The counselors also conduct facilitywide awareness activities, provide training and consultation on AOD prevention to facility staff, and lead a task force for staff and one for residents, both of which aim to change the facility's culture and norms around substance use and facilitate referrals to the program.
Outcome Measured: alcohol and other drug use (aod)
https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=131

Equipping Youth to Help One Another
Equipping Youth to Help One Another (EQUIP) is a multicomponent treatment program administered in juvenile correctional facilities for juvenile delinquents and other youth with conduct disorders. It seeks to establish a "climate for change" where youth can turn antisocial and self-destructive behavior into positive behavior that helps them and others around them. This is done by teaching antisocial youth problem-solving and helping skills, anger management and social skills, and moral education. Curriculum sessions, or "equipment meetings," occur daily for a period of 1 hour to 90 minutes. These meetings are small, youth-run treatment groups with adult supervision.
Outcome Measured: social skills and moral judgment, institutional misconduct/ and recidivism
http://www.crimesolutions.gov/ProgramDetails.aspx?ID=132

Aggression Replacement Training® (ART®)

Aggression Replacement Training® (ART®) concentrates on development of individual competencies to address various emotional and social aspects that contribute to aggressive behavior in youths. Program techniques are designed to teach youths how to control their angry impulses and take perspectives other than their own. ART® consists of a 10-week, 30-hour intervention administered to groups of 8 to 12 juveniles three times per week. The program relies on repetitive learning and transfer training techniques to teach participants to control impulsiveness and anger so they can choose to use more appropriate prosocial behaviors.

Outcome Measured: felony recidivism rates, social skills, moral reasoning, and problem behavior

http://www.crimesolutions.gov/ProgramDetails.aspx?ID=254

School-based Social and Emotional Learning Programs

Social and emotional learning (SEL) is the process through which students acquire and apply the knowledge, attitudes, and skills associated with five interrelated sets of cognitive, affective, and behavioral competencies: (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship skills, and (5) responsible decision-making. Universal, school-based SEL programs are designed to foster the development of these core competencies, and teach students to understand and manage emotions, set and achieve goals, feel and show empathy, establish and maintain relationships, and make responsible decisions. These competencies provide a foundation for better adjustment and academic performance in students, which can result in more positive social behaviors, fewer conduct problems, and less emotional distress.

Outcome Measured: behavior conduct problems and emotional distress

https://www.crimesolutions.gov/PracticeDetails.aspx?ID=39

Behavioral Management

The Safe & Civil Schools Positive Behavioral Interventions and Supports (PBIS) Model

The Safe & Civil Schools Positive Behavioral Interventions and Supports (PBIS) Model is a multicomponent, multitiered, comprehensive approach to schoolwide improvement. Integrating applied behavior analysis, research on effective schools, and systems change management theory, the intervention is an application of positive behavior support (PBS), a set of strategies or procedures designed to improve behavior by employing positive and systematic techniques. The intervention focuses on guiding members of an entire school staff in developing a schoolwide environment that is safe, civil, and conducive to learning. One of the core features of the Safe & Civil Schools PBIS Model is its emphasis on staff communication, collaboration, and cohesion. The intervention provides tools and strategies to help educators in elementary, middle, and high schools establish proactive, positive (nonpunitive), and instructional schoolwide discipline policies, manage student misbehavior and foster student motivation, and create a positive and productive school climate. It also aims to boost teacher satisfaction, contributing to increased teacher retention, and to engage students in the educational process, increasing their connectedness to the school community. Implementation involves delivery of professional development services (e.g., in-service training, workshops, conferences), ongoing on-site coaching and support, and materials (e.g., books, DVDs, CDs) by the program developer to all members of a school's staff, typically over a 1- to 3-year period.

Outcome Measured: education, social functioning, and violence

https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=242

Say It Straight

Say It Straight (SIS) is a communication training program designed to help students and adults develop empowering communication skills and behaviors and increase self-awareness, self-efficacy, and personal and social responsibility. In turn, the program aims to reduce risky or destructive behaviors such as substance use, eating disorders, bullying, violence, precocious sexual behavior, and behaviors that can result in HIV infection. SIS began as a school-based program for use in grades 3–12. Its application has been expanded to include students in detention and treatment, student mentors and mentees, parents, high-risk communities, adults in treatment, college students, and the homeless. SIS is based in social learning and positive psychology, emphasizing values such as resiliency, courage, compassion, and integrity. SIS also incorporates feedback, journaling, and small- and large-group discussion. In school settings, SIS is delivered in 5 to 10 sessions, each 45–50 minutes in duration. The sessions can be held once per week or on consecutive days. One or two trainers facilitate the program with groups as large as 35 students. With participants other than students, SIS is delivered in 5 to 15 sessions, 1-3 hours each, depending on group size and group needs.

Outcome Measured: alcohol, recidivism, drugs, education social functioning

https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=186

CharacterPlus Way®

CharacterPlus Way® is a comprehensive whole-school intervention that aims to positively change the school environment in order to foster students' ethical, social, and cognitive development. Focus is placed on the school environment because it can positively or negatively affect students' feelings of belonging within the school community, which in turn can affect students' academic performance and conduct. The CharacterPlus Way® seeks to influence this environment by developing staff members' and students' sense of belonging, instilling respect and trust in teachers and students, providing support for adult and student learning, and fostering a collaborative learning and working environment for students and school staff. The CharacterPlus Way® is implemented throughout a school district (kindergarten through grade 12) by leadership teams. The intervention consists of a 3-year holistic process in which each school develops character education initiatives to meet its needs.

Outcome Measured: school culture, school climate, math and reading scores, and discipline referrals

https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=276

Multi-Systemic Therapy

Family Integrated Transitions Multi-Systemic Therapy

	Family Integrated Transitions Multi-Systemic Therapy (MST–FIT) provides individual and family services to help incarcerated youth or youth out of home in placements with co-occurring mental health and substance use disorders transition back into their home communities. The program is an intensive, 6-month family- and community-based treatment program, which begins during the last 2 months of a youth's residence in a residential facility. The next 4 months of treatment occur while the youth transitions back to their home community. The goals of the FIT program include lowering the youth's risk for recidivism, connecting the family with appropriate community supports, helping the youth achieve abstinence from alcohol and other drugs, improving the mental health status of the youth, and increasing the youth's prosocial behavior.
	Outcome Measured: recidivism, abstinence from alcohol and other drugs, mental health status of youth, family with appropriate community supports, and prosocial behavior
	http://nrepp.samhsa.gov/ProgramProfile.aspx?id=1242
	http://www.crimesolutions.gov/ProgramDetails.aspx?ID=271
	https://whatworks.csgjusticecenter.org/program/employ-minnesota

Source: Legislative staff analysis of information presented in the Results First Clearinghouse Database and the Washington State Institute for Public Policy's Benefit-Cost Results.

Appendix F: Multitiered Systems of Support: Facilitywide Positive Behavioral Interventions and Supports (FW-PBIS) for State-level Secure Juvenile Justice Residential Facilities

Tier	Prevention Description
I. **Primary** (Universal Supports, Primary Prevention)	Supports are universally delivered to all youth, in all settings, throughout the day, afternoon, evenings, and weekends by all staff. Facilitywide behavioral expectations are established and practiced in each setting with staff monitoring youth social and emotional behaviors.
II. **Secondary** (Targeted Supports, Secondary Prevention)	Supports build upon Tier I and provide additional services to the youth that do not respond to universal supports, by providing more intensive interventions. Secondary tier interventions are typically delivered in small groups or one-on-one with youth displaying similar problem behaviors.
III. **Tertiary** (Intensive Supports, Tertiary Prevention)	Supports that are often individualized and based on the function of their behavior. The specific tiered supports a youth needs are dependent upon their data and the evidence-based practices adopted by the agency/facility with each facility's "menu" of practices being different based on their unique population and mission/vision.

Source: https://www.pbis.org/Common/Cms/files/Forum17_Presentations/RDQ%2010%20Brief%20-%20Juvenile%20Justice.pdf.

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