The Governor’s Office of Management and Budget (GOMB) and Division of Juvenile Justice Services (JJS) spent four months in 2018 applying a focused implementation of the state’s SUCCESS Framework to JJS. The purpose of this effort was to provide better outcomes for JJS youth and state taxpayers, as well as address legislative reforms.

**GOAL & AMBITIOUS TARGET**

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**GOAL**

To promote community safety and prevent delinquency

**AMBITIOUS TARGET**

Reduce the risk of recidivism by 25%

Historically, more than half of youth served by JJS reoffend within one year. In order to reduce recidivism, JJS will work to decrease youth’s risk of reoffending. Reduced risk is a leading indicator of, and correlates with, reduced recidivism.

**CURRENT RESULTS**

- Reduced the average risk of recidivism by 31%
- 1,142 hours of time working with youth instead of on transports over the last 9 months
- 82% of youth reduced dynamic risk in second quarter of 2019
- ~50% fewer assaults with injury over 15 months
- 26% increase in family satisfaction through Quality Service Reviews
- 12.5 hours of dosage (treatment) a week offered to secure care youth for positive, sustainable change, which is considered best practice
**IMPROVEMENT PLAN**

JJS redesigned both the early intervention and custody systems with numerous improvements under a few key strategies. The top three key strategies are:

1. Generate capacity for staff to have the time to focus on serving youth that need it most
2. Apply new capacity to reduce youth risk of reoffending by providing a concentrated dosage of evidence-based treatment to change mindset and behavior in a timely manner
3. Strengthen home environments so youth are more likely to be successful at home

**SYSTEM CHANGES**

<table>
<thead>
<tr>
<th>Old System</th>
<th>New System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspirational/ unmeasurable mission and vision statements</td>
<td>Focus on primary goal and working toward achieving a measurable, ambitious target to increase youth success and reduce recidivism</td>
</tr>
<tr>
<td>System where time and resources were fragmented</td>
<td>System designed so staff time and resources are prioritized to focus on time with youth and families to build trust, affect change and result in lower recidivism</td>
</tr>
<tr>
<td>Developed long, bureaucratic, overwhelming plans for youth over the course of a month or more</td>
<td>Developed a short, simple and understandable plan for youth’s success within two weeks</td>
</tr>
<tr>
<td>Managed caseloads</td>
<td>Track and facilitate caseload movement and youth’s progress</td>
</tr>
<tr>
<td>Spent more time and attention implementing new, evidence-based practices</td>
<td>Optimize existing evidence-based practices, operations and process flow to generate capacity and improve quality</td>
</tr>
</tbody>
</table>

**EXAMPLE OF SIMPLIFIED YOUTH PLAN**

**JOHN SMITH**

Treatment/Dosage Hours: 125

Comm: 3/7/18

LOS: 5 - 9 mo

Time Served: 4 mo

Credited: 2 mo

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#64 - Drugs Main Contributor to Behavior

**Chuck**

- what he uses substances
- identify the environmental and internal conditions associated with his substance use
- the risks related to substance use: short-term and long-term effects

#75 - Sense of Responsibility

**Chuck**

- examine his beliefs, thoughts and emotions related to antisocial behavior
- identify and recognize the function of his behaviors (escape, avoidance, reinforcement, stimulation etc.)
- develop interventions and scripts through role playing in group settings

#75 - Belief in use of Physical Aggression

**Chuck**

- list and develop positive core beliefs that support healthy conflict resolution
- self-monitor and note when he is falling back into bad habits and acting out physically

#86 - Consequential Thinking

**Chuck**

- define the problem and behaviors that directly relate to his behavior cycle
- evaluate his consequential thinking errors and evaluate effects of engaging in behavior before acting
- follow the rules, hold himself accountable and anticipate how he is avoiding undesired behavior outcomes

**Protective Factors**

- Chuck has good attendance and grades at school.
- He believes in the value of an education.
- He has teachers and counselors he feels comfortable talking to.