

# Strength-based Practices and Youth Competency Assessment Training and Research Project

## Alaska Division of Juvenile Justice Youth Facilities 2008-2009

### *Final Report*



*Submitted to:*

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Assessment Training and Research Project  
Alaska Division of Juvenile Justice Youth Facilities  
2008-2009**

***FINAL REPORT***

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*Informing policy, improving programs*



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## EXECUTIVE SUMMARY

### Project Overview

In October 2008, the Alaska Department of Human Services, Division of Juvenile Justice contracted with NPC Research to provide training and research services related to implementation of a strength-based approach to service delivery within its youth facilities, including use of a strength-based assessment tool, the Youth Competency Assessment. NPC conducted eight training workshops in six facilities from November 2008 through April 2009, and collected data from a variety of sources. This report summarizes the results of the data collected during this project.

### Summary of Strengths and Challenges

#### *Strengths*

While each site has its unique strengths, common themes emerged across facilities, through interviews with leadership and contact with staff during the trainings. These shared strengths include:

- Division leadership buy-in and support for the strength-based approach
- Supportive staff
- Creative and individualized services that play to each facility's unique strengths

#### *Challenges*

In addition to strengths, there were also challenges were observed or reported in more than one facility. Concerns included strength-based philosophy being a passing fad, strength-based practices decreasing youth accountability, and these practices were being appropriate or feasible for all types of youth and correctional settings. In addition, while Alaska's geographic diversity is a strength, it also presents unique challenges for implementing statewide initiatives. As expected with any new initiative, there are staff who are uncomfortable with change and with the implications that new practices may have on their day-to-day work. These challenges are areas that warrant attention as the Division continues to move toward implementation of competency development and restorative justice models.

### Summary of Post-training Survey Results

A post-training survey was offered to all staff attending the trainings. Participants were asked to rate eight statements, such as, "I understand DJJ's vision and plan and how this training fits into larger agency/system goals," "I understand the strengths perspective and approach, and why it is beneficial and appropriate for juvenile justice/social services," and "The ideas/materials/ strategies that were presented at the training will be useful to me in my work" on a scale of 1 (low) to 5 (high). The average ratings across these items ranged from 4.0 to 4.4. Please see the full report for detailed feedback offered by participants about the trainings.

### Summary of CIES Results

A key task of this project was to measure environmental changes (using the Correctional Institutions Environment Scale) within participating Alaska Division of Juvenile Justice youth facilities

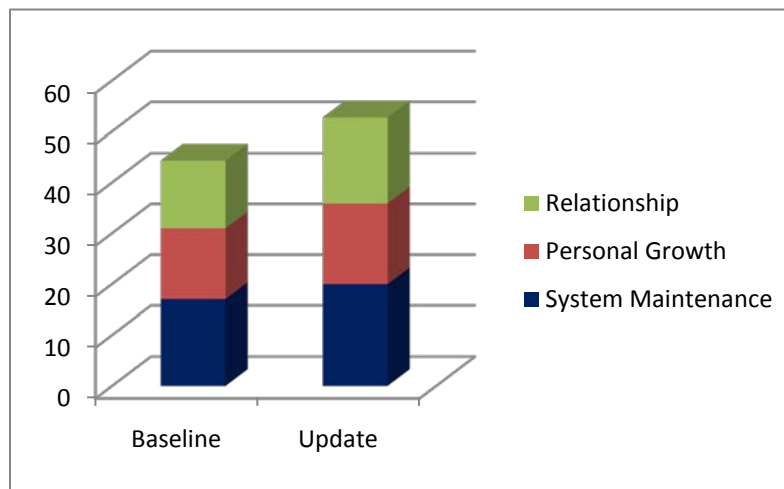
as a result of training and implementation of strength-based approaches and practices. The CIES tool has three domains: Relationship (the extent to which residents support each other and are supported by staff, and the amount of spontaneity in these relationships), Personal Growth (the facility’s treatment orientation, including the extent to which residents are encouraged to be independent and responsible for their own decisions, how much the program includes practical preparation for residents’ release, and the extent to which the program seeks to increase the resident’s self-understanding), and System Maintenance (related to keeping the correctional institution functioning in a well-organized, clear, and coherent manner). Baseline data were collected just prior to the training for six sites (one of which was not a training site); two sites provided update data 6 months after the training sessions.

Results of the CIES surveys include:

- Residents had lower ratings of social climate in their facility than staff, both prior to and after the trainings
- Both residents and staff rated their facilities as having more positive social climate 6 months after the trainings than before
- On average, residents rated their facilities higher on social climate than the average of residents who use this same tool across the country
- Resident scores tended to show greater positive change over time than staff scores

Figure A illustrates the changes in resident social climate ratings from prior to the trainings to 6 months after the trainings.

**Figure A: Total of Average Resident CIES Scores from Baseline to Update (Pre-Post)**



## Summary and Recommendations

The Alaska Division of Juvenile Justice has undertaken a ground-breaking effort, to implement strength-based philosophy and practices within its juvenile correctional facilities (detention and treatment units) across the state. The Division will face inevitable and predictable challenges and resistance, but has many reasons for optimism. The state-level leadership and facility-level leadership is supportive, and many staff within the units understand and endorse the movement to incorporate additional strength-based tools and procedures. Initial data from both staff and residents illustrate positive changes are occurring in the social climate of the facilities. Over time, as the implementation process progresses, staff will experience the benefits of this approach, find that youth are engaged, see that strength-based practices are fully compatible with (and help ensure) accountability, and observe positive changes in the youth and in their work environment.

### RECOMMENDATIONS

- **Maintain open communication:** Staff copes with change best when they are fully informed about the directions that the Division is taking and planned timelines and when management expectations of them in this process are clear. Staff expressed appreciation for communication and support from facility administration, and want to see that leadership is advocating for these changes and noticing the progress that is being made.
- **Continue to provide training and consultation:** Staff, supervisors, managers, contractors, partner agencies, etc., all need to have the same information about strength-based philosophy and practices so that everyone on the team will be on the same page and working consistently with the youth across the system. Some staff members in participating agencies have not yet received training and others could use additional support, follow-up over time, and refreshers. Supervisors are encouraged to work with the materials in the training binder to review casework documentation to ensure that strengths information is present and that appropriate goals for youth are being developed and pursued. Managers are encouraged to review implementation tasks and timelines regularly with staff to ensure that system change progress, even if it is slow, is happening.
- **Review data and use it to plan next steps:** The CIES results offer some interesting topics for staff discussions and agency planning. The CIES results vary at the site level, so each site is encouraged to use its own local data to look at areas of strength and areas where additional work would benefit the social climate. In addition, reviewing resident ratings offers important information about the perception of “consumers” or recipients of services – looking to see if any of the results are surprising is one way to learn from this source of information. There was also useful feedback as part of the training exit surveys and these data are also available at the facility level for management to use for planning.
- **Address staff concerns and barriers:** This project highlighted a lot of areas where staff could benefit from additional training, support, guidance, and information. Whether individual staff members agree with the direction the Division is taking, they will appreciate—and usually respond well to—clear and concrete instructions and communication so that they know that they were heard. Addressing misperceptions will remove some barriers and making feasible adjustments and accommodations requested by staff will remove others.



## PROJECT OVERVIEW

**I**n October 2008, the Alaska Department of Human Services, Division of Juvenile Justice contracted with NPC Research to provide training and research services related to implementation of a strength-based approach to service delivery within its youth facilities, including use of a strength-based assessment tool, the Youth Competency Assessment. NPC conducted initial phone interviews with leadership of six facilities in preparation for training visits. NPC staff distributed surveys to four of the facilities to measure institutional climate, both from resident and staff perspectives, prior to the training visits. NPC then conducted eight trainings at the six facilities from November 2008 through April 2009, collecting post-training surveys from participating staff. NPC also summarized the notes from each training session and provided them back to the contact at the respective facility. NPC then contacted each facility that had participated in climate surveys approximately 5 months after the trainings, to set up plans for follow-up surveys, to gather updated institutional climate ratings from residents and staff. This report summarizes the results of the various data collected throughout this project.



## SUMMARY OF STRENGTHS AND CHALLENGES

**N**PC Training/Consultation staff conducted phone interviews with the superintendent and/or managers at each facility prior to each training to discuss local issues and concerns. This information was used to inform and individualize the training agenda at each site, ensure that appropriate leadership would be present to introduce plans and set the tone for the training, plan the logistics of the training and the practice exercise interviewing youth, and plan for the implementation session on Day 2 of each training. In addition, each staff training began with a conversation with attendees about what background and/or interest the participants had related to strength-based approaches to service delivery, and their “best hopes and worst fears” about the Division/their facility moving in this direction, and about the training in general.

While the Division as a whole had incorporated restorative justice and competency development as part of its operating framework, each facility was at a different place in its path toward incorporating these approaches, had a different local social and political context, and had different staff dynamics. However, there are some similar strengths and challenges that emerged across more than one facility; these are summarized here. Additional details about each site’s identified strengths and challenges can be found in Appendix A.

### Strengths

Many strengths appeared among the sites participating in the trainings. They are described in more detail below.

#### **DIVISION LEADERSHIP BUY-IN AND SUPPORT**

The top level management of the Division has expressed support of the strength-based approach and sees it as fitting well with its overarching mission and goals. Leadership attended early training sessions and this visibility helped reinforce for participating staff the importance that the training had to state administrators.

In addition, facility superintendents have supported the approach, asked for training, and attended trainings to show their staff that they value this work. When superintendents were present at any point during the trainings, staff appeared to have greater buy-in. Having supervisors attend the training was also really important, and reinforced both the importance of the material and the understanding that concrete strategies and steps would be taken to implement strength-based practices. Thus, rather than the strengths approach being something that was discussed in theory, the staff saw how this material would actually be applied to their day-to-day work.

#### **SUPPORTIVE STAFF**

There are many staff across the various facilities who support using strength-based approaches and approve of the Division’s move toward this goal. These individuals provided examples of their own practices and experiences, contributed ideas, and encouraged others to make the needed changes to accommodate strength-based practices within the facilities.

Some staff expressed gratitude that they were gaining official validation for strength-based practices they had used before the facility adopted this approach. There was also a realization from some staff that even if formal implementation of the strength-based approach was slow, they

could still utilize some of the strength-based ideas and tools individually to build rapport with youth and families and gain additional useful assessment information for their own casework.

Staff members were responsive to discussing issues related to adolescent development, and recognized that different youth of the same age could be at different developmental stages and would therefore impact the type of messages they could understand and the interventions that would be appropriate for them.

### **FACILITIES PLAY TO THEIR UNIQUE STRENGTHS**

Alaska's youth facilities serve diverse geographic areas, ranging from urban/larger communities to rural/frontier regions. Each facility works with its local resources to provide the best services it can to youth. McLaughlin, due to its size and location in an urban area rich with not-for-profit organizations and cultural groups, has access to a greater number of service providers and community resources than other facilities. However, smaller facilities often have more personal knowledge of youth and community partners, are able to build relationships, and provide one-on-one services to youth more easily than can be done in a larger facility. In less populated areas, staff members are more likely to see previous residents outside the facility, so there is likely to be ongoing, if informal, contact. Additionally, some of the smaller facilities provide youth more opportunities for developing community connections, which provides a smoother re-entry process. Smaller facilities try to serve local youth rather than sending them to other regions so they are not at risk for cultural and community disconnection. These facilities have fewer staff members, who appear to communicate with each other more frequently and report fewer turf issues.

### **Challenges**

In addition to strengths, there were also challenges observed or reported in more than one facility. Common concerns included strength-based philosophy being a passing fad, strength-based practices decreasing youth accountability, and these practices not being appropriate or feasible for all youth and settings. These concerns warrant attention as the Division continues to implement competency development and restorative justice models.

### **VIEW THAT STRENGTHS ARE NOT APPROPRIATE FOR ALL SETTINGS OR ALL YOUTH**

While change is always difficult, some staff members were resistant to the use of strength-based practices because they viewed their youth populations as inappropriate for this model (such as serious offenders sentenced to long-term detention stays) or were concerned about a loss of youth accountability. Others were not convinced that strength-based approaches could be appropriately integrated into short-term care.

#### *Detention*

Detention staff members sometimes see their role as somewhat different from treatment staff, and as a result it is more difficult for them to envision their work setting as a therapeutic environment. The training and consultation addressed this issue by suggesting that principles of strength-based practice fit in any setting where individuals are interacting, particularly in developing a foundation for future involvement with other agencies or partners. Even if the youth is only present for a short period of time, it is still appropriate for juvenile justice staff to 1) view the youth and family with respect, 2) involve them in decisions (particularly around accountabili-



ty requirements and how those are met), 3) identify motivators for change, 4) identify resources that will support change, and 5) engage the youth and family in wanting to change. Any contact with youth or family members is an opportunity to plant a seed, start to gather information, support a youth's positive development, and strengthen future public safety. One of the purposes of adopting strength-based practices is to change youths' (and families') view of corrections, by creating an environment that is supportive rather than punitive.

Detention staff across facilities may want to discuss their efforts and successes, to draw from each other's positive experiences and generate ideas for overcoming barriers. Detention staff in some facilities has built rapport with youth and they report their youth to be more compliant, perhaps in part because the youth are more engaged. Staff in smaller settings has more opportunity to develop relationships with residents; however, this model could also be beneficial to staff working at the larger facilities.

Short-term therapy models could offer some lessons here as well. These approaches assume that when a person comes into service you may only see her/him once. These models ask, "What can you do in that one session to make a lasting impact?" An individual staff person will not always know that a comment they make or example they set will positively affect someone, but we hear stories from youth again and again that a small gesture or brief interaction made a difference for how they saw themselves or their situation. Any contact between youth and juvenile justice professionals, no matter how brief, can potentially have longer-term positive impacts; and interactions with numerous staff over time will have a cumulative effect.

### *Probation*

There seemed to be lack of support for strength-based approaches from probation leadership as well as from probation staff in many (though not all) of the facilities. While the YCA tool and process was originally developed with and for probation (community-based supervision) staff, there was little understanding of the relevance of strength-based principles to their work. This is an area that has huge potential to provide continuity of philosophy and practice across the Division as well as to engage youth in services and behavior change before they end up "graduating" to detention and/or treatment facilities.

## **DIFFERENCES BETWEEN McLAUGHLIN AND OTHER FACILITIES**

Alaska's youth facilities serve a wide range of geographic regions, from urban/larger areas to rural/frontier communities. McLaughlin serves the longer-term, more serious youthful offenders. Some staff reported a perception that this population is harder to work with; requires a tougher, more structured environment; and that a strength-based approach may allow too much freedom and opportunity for manipulation than these youth should be provided. In addition, there was concern about how potentially difficult it could be to maintain needed consistency across youth while implementing individualized plans. As a response to these concerns, results from other jurisdictions using this model were presented during the training that illustrate how a focus on a youth's developmental stage, building relationships, and behavioral approaches (e.g., use of incentives as well as sanctions) can fit well in a correctional environment, engaging youth and increasing accountability.

Larger facilities often serve a diverse population of youth from across the state. Children from the remote frontier areas are separated from their cultural base and from their home community,

making this transition to institutional living even more difficult. Staff reported that it can be difficult to find culturally relevant services for children from remote Native villages.

Another challenge for smaller facilities is the lack of additional staff to act as a back-up during training days. This structural reality requires creative scheduling and staffing to allow for necessary professional development activities (such as having staff come over from other facility to watch the units).

One challenge for McLaughlin was the reported concern that it is difficult to change the culture of a large organization. However, the facility's approach to phase in implementation slowly is one way to address this issue.

### **VIEW THAT RISK/NEEDS ASSESSMENT IS STRENGTH-BASED**

The State of Alaska Division of Juvenile Justice uses a standardized risk assessment tool, the YLS, to assess youth level of risk to offend and to identify needs for services. Many staff reported that because they already conduct the YLS, the questions on the YCA were not necessary. Some staff members were resistant to the adding of additional questions to their assessment process or to changing what they do because they feel the current assessment tool (YLS) is strength-based and that thus they are already doing strength-based assessment. In addition, other staff reported that they were not permitted to modify the YLS (to include the YCA or individual questions) because it is a standardized, scored instrument.

It is important to clarify with staff that strengths assessment augments risk and needs assessment in a variety of positive ways, but that neither is a replacement for the other. There are examples of jurisdictions in other states that have successfully integrated strengths questions into risk/needs assessment to allow for a more comprehensive assessment process, and other jurisdictions that have added in YCA questions in at different points in the intake and case planning process. The tool is intended to be adapted to fit the specific needs of each jurisdiction using it.

### **RESISTANCE TO CHANGE**

Even positive change is stressful and there was widespread concern that implementation of a new strength-based practice initiative would create extra burden on staff, and that staff would be expected to make huge changes in a short time frame. Because most staff members view the current system as effective, there was fear that changes would create unnecessary and harmful disruption.

### **CONCERN ABOUT FULL IMPLEMENTATION AND KNOWLEDGE TRANSFER**

Because not all staff could be trained during one visit (some staff had to be on their units), there was some concern about how best to share the information with the staff who did not attend the training. Some attendees suggested that training in the future should be conducted twice at the same facility, so that half of the staff could be trained during one session and then in the second session the others who had been covering the units could be trained. There was also some concern about whether there would be lasting support from the upper management and from partnering agencies for the integration of a strength-based approach and practices. Related to this perception, staff across many facilities noted their concern that the strength-based approach would be a fad that would be replaced in time with some other approach.

Finally, some managers and line staff viewed strength-based approaches as fine in theory but difficult to envision in practice (this concern was addressed in the training). They were worried about what changes this approach would require in the day to day operations of their facilities. These concerns were addressed during Day 2 of the training. In addition, the training offered one tool, the YCA, as a concrete example of how to implement a strength-based approach, and participants spent time working on implementation issues in each site individually, to discuss what changes would be appropriate and feasible in each location as the facility works to adopt practices consistent with a strength-based model of service delivery.



## SUMMARY OF POST-TRAINING SURVEY RESULTS

A post-training survey was offered to all staff attending the trainings. Of 143 participants across the 8 trainings, 122 staff completed and returned a training survey (for a return rate of 85%). Table 1 below summarizes the survey ratings on the 8 quantitative questions. Participants were asked to rate each statement on a scale of 1 (low rating) to 5 (high rating). Post-training survey results by training can be found in Appendix B.

**Table 1: Staff Ratings of Strengths/YCA Trainings**

Question	Average (mean) rating (training level)
1. I understand DJJ’s vision and plan and how this training fits into larger agency/system goals.	4.2
2. I understand the strengths perspective and approach, and why it is beneficial and appropriate for juvenile justice/social services.	4.4
3. The ideas/materials/strategies that were presented at the training will be useful to me in my work.	4.3
4. Inclusion of strengths and competencies is the direction my agency should be taking.	4.4
5. The workshop provided me new ideas or skills regarding how to gather strength/competency information.	4.1
6. I feel comfortable using the information I get from the YCA to do case planning.	4.2
7. I know what to expect during implementation of the new strengths assessment process.	4.0
8. Overall, I think the workshop was a good use of my time.	4.3

Participants were also asked to answer four additional open-ended questions. The results are briefly summarized below, and all of the detailed responses can be found in Appendix C.

### Best Aspects of the Training

Participants reported that the training provided new information and an opportunity to have discussions with other staff and share suggestions. They enjoyed accessing a new tool (the YCA), and receiving encouragement to maintain their strength-based focus and continue doing strength-based practices that they were already engaged in. Participants found the practice exercises (e.g., interviewing youth and other hands-on work) interesting and felt it was valuable to problem-solve different situations, discuss implementation plans, and develop next steps.

## Suggested Improvements

Participants suggested that the training could be expanded and incorporate more of the material in the training binder (though others suggested shortening the training), the trainers could work to keep discussions more focused, the training could incorporate a video of youth answering the assessment questions, and consultation could be provided as a follow-up to the training to check on implementation progress. Participants also suggested incorporating additional staff (such as probation) and partner agencies, splitting the training by staff role, incorporating more hands-on practice (e.g., with youth, doing role plays), focusing more on short-term care/correctional settings (and how implementation will look), having more specific examples and strategies for implementation, and having further discussions about cultural issues.

## Requested Training or Follow-up

Participants suggested the following types of additional training or follow-up would be useful:

- Motivational Interviewing
- Cultural competency, including gender
- Report writing
- Providing reinforcements/youth empowerment, particularly in short-term care
- Working with specialized populations, such as sex offenders
- Implementation; follow-up consultation to discuss issues that arise during implementation
- Strength-based philosophy
- Identifying outside resources; re-entry topics
- Practice using the assessment
- Training for other staff who did not participate
- How to use the tool in detention

## Additional Comments or Feedback

Participants suggested that use of video examples would be beneficial. There was some concern that certain staff did not buy in to the philosophy, which limited others from sharing fully during the training and would potentially also limit the success of unit-wide implementation. There was also a suggestion to include supervisors in the training in the future. Some participants did not feel the training added anything to what they are currently doing.

## SUMMARY OF CIES RESULTS

**A** key task of this project was an effort to measure environmental changes within participating Alaska Division of Juvenile Justice youth facilities as a result of training and implementation of strength-based approaches and practices. NPC staff adapted the methodology and analytical model used by the Division and Dr. Bill Barton at the Johnson Youth Center to assess changes in institutional climate at facilities where training was conducted and where managers were interested in participating. NPC provided copies of the Correctional Institutions Environment Scale (CIES), a tool measuring social climate, to the superintendent or designee at each facility for administration with appropriate staff and youth in the weeks prior to the SBA/YCA training at that site. The liaison collected completed surveys and provided them to the trainer when he/she arrived to conduct the training. Four sites (Bethel, Kenai, Mat-Su, and Nome) participated in baseline data collection and two additional sites (Johnson and Ketchikan) were already collecting data on an earlier schedule.

NPC staff then contacted each site liaison 5 months after the training, to plan for the follow-up CIES administration, which was scheduled to occur during the 6<sup>th</sup> month post training. Surveys were to be collected by the site liaison from both staff and residents and shipped to NPC. One site (Kenai) participated in follow-up data collection. One additional site (Johnson) had previously collected follow-up data, so those are incorporated into this report as well.

### Baseline Summary

Tables 2 and 3, and Figure 1 below provide a summary of the baseline CIES results for the six<sup>1</sup> participating facilities (Bethel, Johnson, Kenai, Ketchikan, Mat-Su, and Nome). The data were summarized at the site level (see Appendix C for individual site results) and then an average was calculated across sites. Data were not summarized at the individual respondent level because data provided for Johnson and Ketchikan were already summarized at the unit level.

The first row of Table 2 presents the ratings provided by youth residents and the second row of the table presents staff ratings. The row called “Normative Sample Mean” is the average rating of staff nationally, to use as a comparison with the current local sites. The three main data columns represent the three domains of the CIES, and the three columns within each of these domains are the CIES dimensions. Descriptions of these dimensions can be found in Appendix D

Table 3 provides the CIES domain scores for residents and staff.

<sup>1</sup> Five of the six sites (not including Ketchikan) provided resident ratings.

**Table 2: Baseline CIES Scores Averaged Across all Participating Sites**

	# of Sites (Respondents)	Relationship			Personal Growth			System Maintenance		
		I	S	E	A	PO	PPO	OO	C	SC
<b>Residents</b>										
<b>Baseline (12/08<sup>2</sup>-4/09) Mean</b>	<b>5</b>	<b>5.45</b>	<b>6.07</b>	<b>4.05</b>	<b>4.77</b>	<b>6.36</b>	<b>3.52</b>	<b>6.77</b>	<b>5.82</b>	<b>6.29</b>
Baseline Standard Deviation	(56)	1.37	1.01	0.91	0.64	0.83	0.94	1.24	0.98	0.31
Normative Sample Mean		<b>4.74</b>	<b>5.13</b>	<b>3.94</b>	<b>4.12</b>	<b>6.08</b>	<b>4.44</b>	<b>4.32</b>	<b>5.12</b>	<b>6.22</b>
<b>Staff</b>										
<b>Baseline (12/08<sup>3</sup>-4/09) Mean</b>	<b>6</b>	<b>6.44</b>	<b>8.32</b>	<b>4.67</b>	<b>5.17</b>	<b>7.10</b>	<b>4.61</b>	<b>7.65</b>	<b>6.76</b>	<b>5.74</b>
Baseline Standard Deviation	(76)	0.92	0.48	0.59	1.04	0.71	0.43	1.17	.76	0.76
Normative Sample Mean		<b>6.95</b>	<b>7.32</b>	<b>5.24</b>	<b>6.11</b>	<b>7.45</b>	<b>6.33</b>	<b>6.09</b>	<b>6.89</b>	<b>5.00</b>

**Scores in red are above the CIES normative samples**

<sup>2</sup> Baseline data from the Johnson Youth Center were collected prior to this contract, in 9/06 (treatment unit).

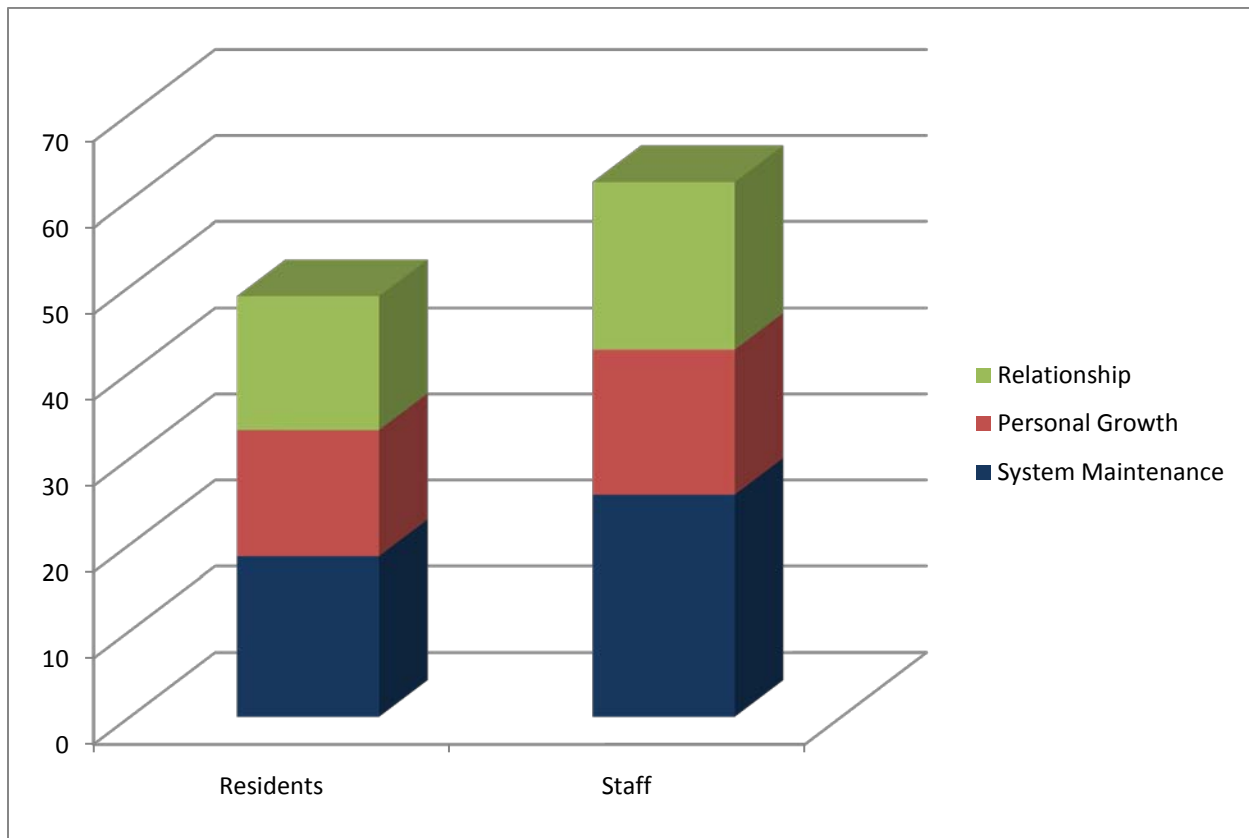
<sup>3</sup> Baseline data from the Johnson Youth Center were collected prior to this contract, in 9/06 (treatment unit) and 10/7 (detention unit).



**Table 3: Baseline CIES Domain Scores Averaged Across all Participating Sites**

<b>DOMAIN</b>	<b>RESIDENTS</b>	<b>STAFF</b>
RELATIONSHIP	15.57	19.42
PERSONAL GROWTH	14.66	16.87
SYSTEM MAINTENANCE	18.62	25.76

**Figure 1: Total of Average Resident and Staff CIES Scores at Baseline (6 sites)**



Baseline data from the sites illustrate that even prior to explicit implementation of strength-based practices, residents rated the facilities higher than the mean on seven of the nine dimensions. They rated their facilities most highly in the Order and Organization dimension (How important order and organization are in the program). They also rated the facilities highly in Practical Orientation (The degree to which residents learn practical skills and are prepared for release from the program). Their lowest ratings were in Personal Problem Orientation (The extent to which residents are encouraged to understand their personal problems and feelings).

Staff ratings were above the mean in three of the nine dimensions, showing somewhat lower ratings overall than are seen nationally. Their highest ratings were in the Support dimension (The extent to which residents are encouraged to help and support other residents: How supportive the staff is toward residents), followed by the Order and Organization dimension. Like residents, their lowest ratings were in Personal Problem Orientation.

Across all domains and dimensions, staff ratings exceeded resident ratings at the Baseline time point, a pattern that matches national data (except for the Staff Control dimension, where staff typically rate their facilities lower than residents do). Both staff and residents rated their facilities most highly in the System Maintenance domain.

NPC collected data for four of the sites and created individual site reports for them. There was a large amount of variability across sites at the Baseline time point. Residents generally, but not always, rated the Personal Growth domain lowest, but the domain scores ranged from 12.33 to 18.01 for this domain. Residents generally, but not always, rated System Maintenance highest. The domain scores ranged from 17.45 to 21.34 for this domain. Staff generally, but not always, rated domains higher than the residents did. In two sites, staff rated System Maintenance lower than the residents did at the Baseline time point. Staff rated the Personal Growth domain lowest in all sites, but the Baseline scores ranged from 15.16 to 20.00 for this domain. Staff generally, but not always, rated the Relationship domain highest, with scores ranging from 18.42 to 22.87. The highest staff domain score was actually in the System Maintenance domain in one site, with a rating of 23.17.

Ratings at the individual dimension level were also varied. Dimension scores for residents ranged from 2.17 to 8.50 in one site, the widest site-level spread, and both the lowest and highest scores overall. Staff ratings of dimensions ranged from 4.17 to 9.38, but these high and low scores were in different sites. Staff ratings of Support at Baseline tended to be high and ratings of Expressiveness tended to be low. The widest variation in site scores for residents was seen on the Involvement (How active residents are in the day-to-day functioning of the program) dimension and for staff on Order and Organization.

## Update Summary

Residents and staff were surveyed 6 months after the training in Kenai and 6 and 12 months after the initial training at the Johnson Youth Center. Update data presented below in Tables 4 and 5 and Figure 2 reflect the later update (12 month data) for the JYC. Please note that these update data cannot be directly compared to the baseline data section above because they reflect different sites. The Pre-Post section below shows the baseline to update data for the two sites (Kenai and Johnson) that had data at both time points.

Table 4: Update CIES Scores Averaged Across the two Participating Sites

	# of Sites (Respondents)	Relationship			Personal Growth			System Maintenance		
		I	S	E	A	PO	PPO	OO	C	SC
<b>Residents</b>										
Update (7/09 <sup>4</sup> ) Mean	2	5.15	7.33	4.34	4.36	6.99	4.56	7.37	5.82	6.77
Update Standard Deviation	(25)	0.68	0.34	0.33	0.02	0.16	0.06	0.14	0.49	0.77
Normative Sample Mean		4.74	5.13	3.94	4.12	6.08	4.44	4.32	5.12	6.22
<b>Staff</b>										
Update (7/09 <sup>5</sup> ) Mean	2	6.78	8.77	5.42	6.31	8.21	5.09	8.05	7.26	5.18
Update Standard Deviation	(23)	0.22	0.05	1.15	0.40	0.63	0.05	0.05	0.40	0.32
Normative Sample Mean		6.95	7.32	5.24	6.11	7.45	6.33	6.09	6.89	5.00

Scores in red are above the CIES normative samples

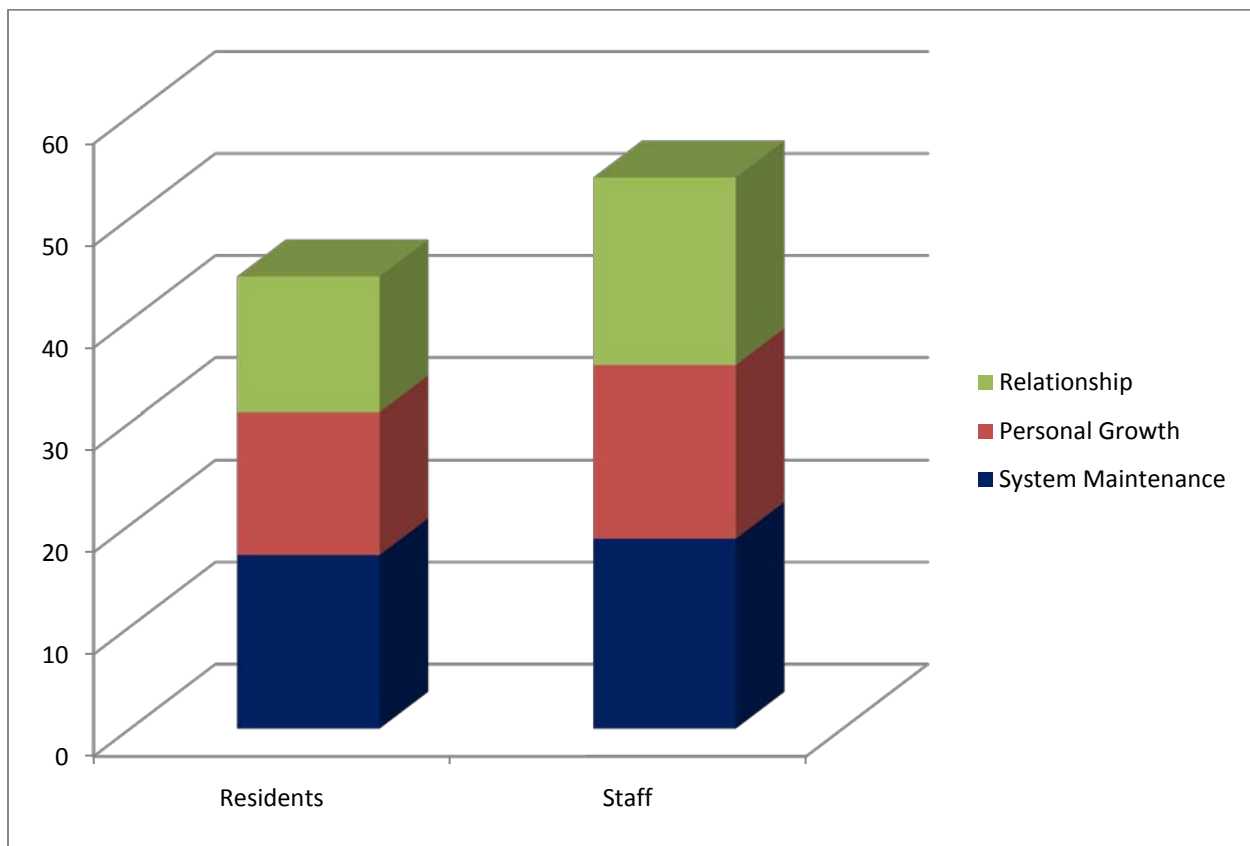
<sup>4</sup> Update data from Johnson Youth Center were collected prior to this contract, in 9/07 (treatment unit).

<sup>5</sup> Update data from Johnson Youth Center were collected prior to this contract, in 9/07 (treatment unit) and 5/08 (detention unit).

**Table 5: Update CIES Domain Scores Averaged Across all Participating Sites**

DOMAIN	RESIDENTS	STAFF
RELATIONSHIP	13.31	18.39
PERSONAL GROWTH	13.94	16.97
SYSTEM MAINTENANCE	17.02	18.62

**Figure 2: Total of Average Resident and Staff CIES Scores at Update (2 sites)**



Update data illustrate that, similar to baseline, both residents and staff rated facilities most highly in the System Maintenance domain, and that staff generally had higher ratings overall than residents, across domains and dimensions. The only exception was that residents rated staff more highly than staff themselves on the Staff Control domain at this time point.

Resident ratings were above the mean in all of the nine dimensions and staff ratings were above the mean in seven of the nine dimensions.

Residents rated the facilities most highly on Order and Organization, followed closely by Support. Their lowest rating was for the dimension Expressiveness (How much the program encourages the open expression of feelings by residents and staff). Staff rated the facilities most highly on Support, and then Practical Orientation. Their lowest ratings were for the dimension Personal Problem Orientation.

The widest variation in site scores for residents was seen on the System Maintenance dimension and for staff on Practical Orientation.

### **Pre-Post Summary**

Two sites (Kenai and Johnson) had data at two time points and were included in an analysis of change over time. Two additional rows of information are provided in Table 6, showing the average percent change from the baseline to update ratings for both residents and staff. This number represents the degree of change (positive numbers mean the ratings were higher at the second time point and negative numbers mean the ratings decreased over time). In addition, Table 7 provides the pre and post domain scores for the two participating sites. Figures 3 and 4 illustrate the average baseline to update domain scores for residents and staff, respectively.

**Table 6: Pre-Post CIES Scores Averaged Across the two Participating Sites**

	# of Sites (Respondents)	Relationship			Personal Growth			System Maintenance		
		I	S	E	A	PO	PPO	OO	C	SC
<b>Residents</b>										
<b>Baseline (12/08<sup>6</sup>-4/09) Mean</b>	<b>2</b>	<b>4.53</b>	<b>5.23</b>	<b>3.58</b>	<b>4.33</b>	<b>6.41</b>	<b>3.20</b>	<b>6.13</b>	<b>4.89</b>	<b>6.01</b>
Baseline Standard Deviation	(29)	1.65	1.11	0.76	0.51	0.59	0.38	1.13	0.54	0.07
<b>Update (7/09<sup>7</sup>) Mean</b>	<b>2</b>	<b>5.15</b>	<b>7.33</b>	<b>4.34</b>	<b>4.36</b>	<b>6.99</b>	<b>4.56</b>	<b>7.37</b>	<b>5.82</b>	<b>6.77</b>
Update Standard Deviation	(25)	0.68	0.34	0.33	0.02	0.16	0.06	0.14	0.49	0.77
<i>Mean % change, pre-post</i>		14%	40%	21%	1%	15%	43%	20%	19%	13%
Normative Sample Mean		4.74	5.13	3.94	4.12	6.08	4.44	4.32	5.12	6.22
<b>Staff</b>										
<b>Baseline (12/08<sup>8</sup>-4/09) Mean</b>	<b>2</b>	<b>6.22</b>	<b>8.02</b>	<b>4.16</b>	<b>5.77</b>	<b>6.68</b>	<b>4.53</b>	<b>6.93</b>	<b>6.49</b>	<b>5.21</b>
Baseline Standard Deviation	(26)	0.61	0.02	0.02	0.60	0.68	0.19	0.93	0.32	0.38
<b>Update (7/09<sup>9</sup>) Mean</b>	<b>2</b>	<b>6.78</b>	<b>8.77</b>	<b>5.42</b>	<b>6.31</b>	<b>8.21</b>	<b>5.09</b>	<b>8.05</b>	<b>7.26</b>	<b>5.18</b>
Update Standard Deviation	(23)	0.22	0.05	1.15	0.40	0.63	0.05	0.05	0.40	0.32
<i>Mean % change, pre-post</i>		9%	9%	30%	9%	23%	12%	16%	12%	-1%
Normative Sample Mean		6.95	7.32	5.24	6.11	7.45	6.33	6.09	6.89	5.00

**Scores in red are above the CIES normative samples**

<sup>6</sup> Baseline data from the Johnson Youth Center were collected prior to this contract, in 9/06 (treatment unit).

<sup>7</sup> Update data from Johnson Youth Center were collected prior to this contract, in 9/07 (treatment unit).

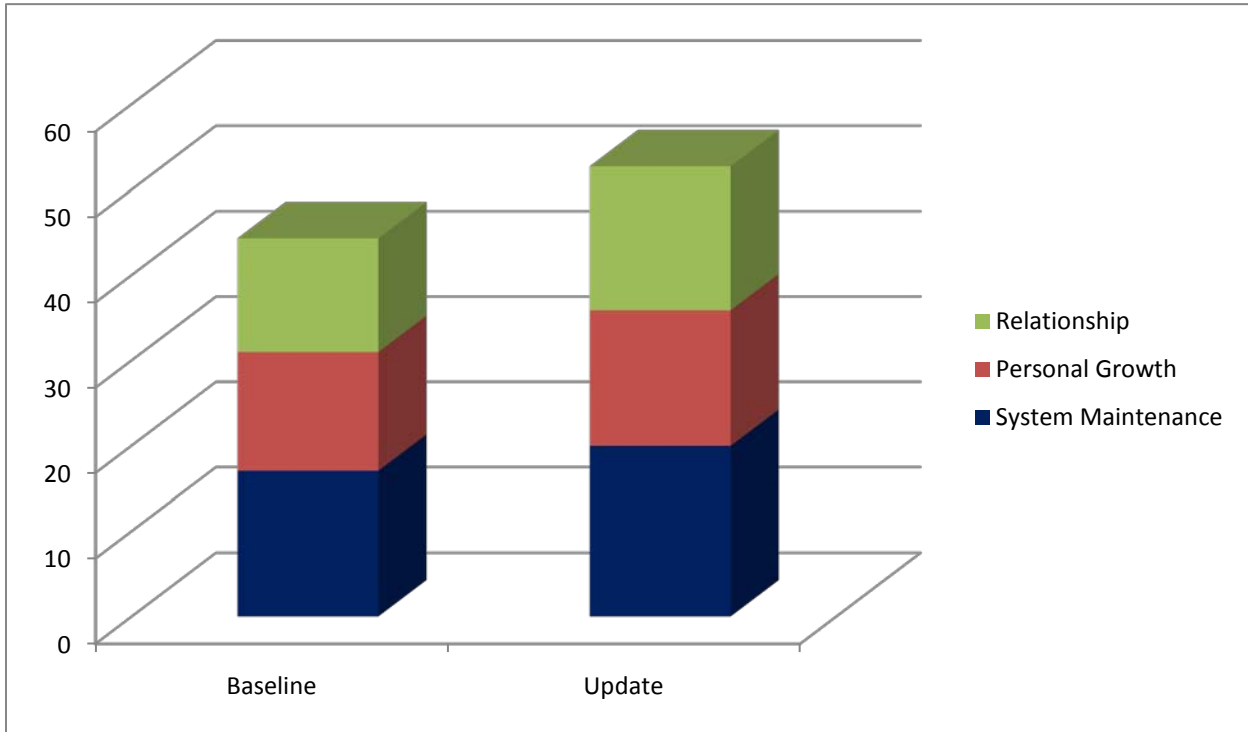
<sup>8</sup> Baseline data from the Johnson Youth Center were collected prior to this contract, in 9/06 (treatment unit) and 10/7 (detention unit).

<sup>9</sup> Update data from Johnson Youth Center were collected prior to this contract, in 9/07 (treatment unit) and 5/08 (detention unit).

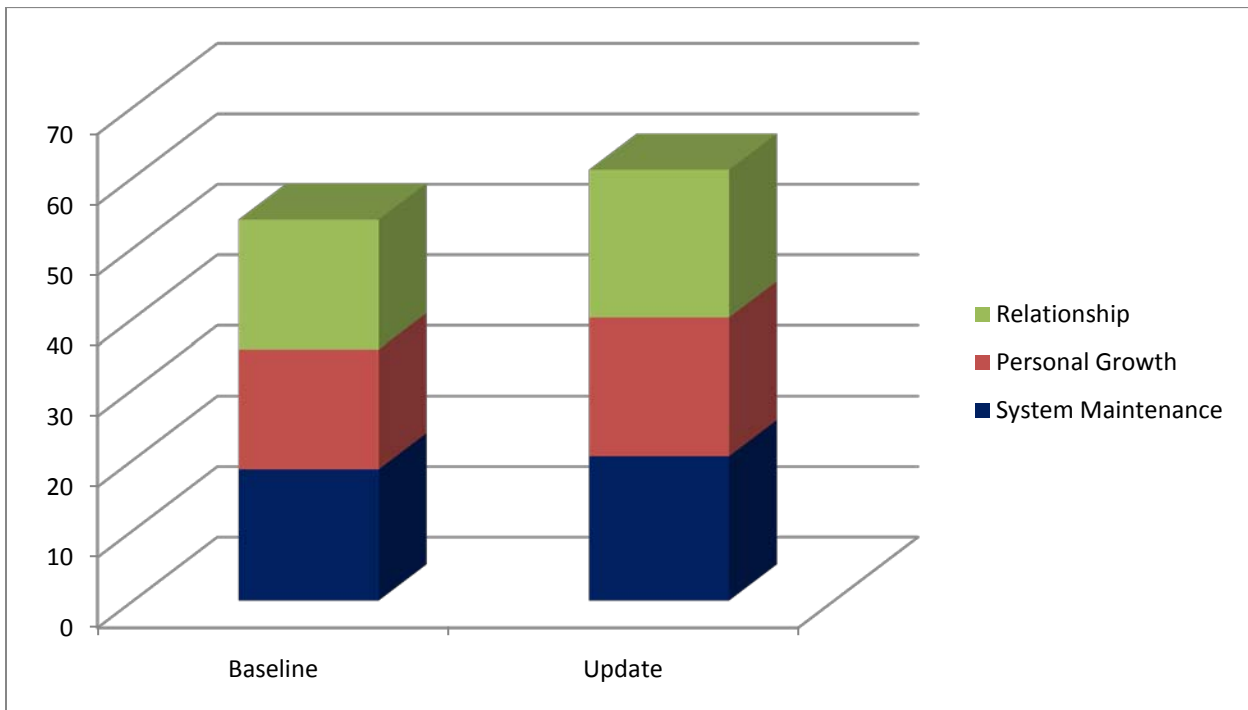
**Table 7: CIES Domain Scores at Baseline and Update Across Participating Sites**

<b>DOMAIN</b>	<b>RESIDENTS</b>	<b>STAFF</b>
<b>RELATIONSHIP</b>		
BASELINE	13.34	18.40
UPDATE	16.83	20.97
<b>PERSONAL GROWTH</b>		
BASELINE	13.94	16.98
UPDATE	15.91	19.61
<b>SYSTEM MAINTENANCE</b>		
BASELINE	17.03	18.63
UPDATE	19.96	20.49

**Figure 3: Total of Average Resident CIES Scores from Baseline to Update (Pre-Post)  
(2 sites)**



**Figure 4: Total of Average Staff CIES Scores from Baseline to Update (Pre-Post)  
(2 sites)**





Residents' scores at the update time point were above the mean on all of the nine CIES dimensions and staff scores were above the mean on seven of the nine dimensions. The ratings were higher at the update time point than at the baseline time point for all of the dimensions for residents (though the Autonomy dimension—the extent to which residents are encouraged to take initiative in planning and activities and to take leadership in the unit—was not substantially changed), and all but one of the dimensions (Staff Control) for staff. Resident scores tended to show greater change over time than staff scores, though the residents' scores started lower (at the baseline time point) and remained lower at the update time point than staff scores on every dimension except Staff Control. Residents' scores were also lower than staff scores at both time points for all three domains, though both resident and staff domain scores increased over time for all three domains.

Residents scored their facilities highest on the System Maintenance domain and staff scored System Maintenance highest at the baseline time period and the Relationship domain as slightly higher at the update time period. Staff scores at the update time point were similar across domains, while the residents' domain scores had greater variability.

Residents rated Personal Problem Orientation as having the most change from the baseline to update time points, with Support a close second. They rated Order and Organization and Support highest of the nine dimensions. Staff ratings were most changed over time in the Expressiveness and Practical Orientation dimensions; Support and Practical Orientation received the highest ratings at the update time point. Residents rated Expressiveness and Autonomy lowest at the update time point and staff rated Personal Problem Orientation and Staff Control as their lowest dimensions at the update time point.

## **Summary of CIES results**

Results of the CIES surveys include:

- Residents had lower ratings of social climate than staff, both prior to and after the trainings
- Both residents and staff rated their facilities as having more positive social climate 6 months after the trainings than before
- Residents rated their facilities higher on social climate than most other residents who use this same tool across the country
- Resident scores tended to show greater change over time than staff scores



## SUMMARY AND RECOMMENDATIONS

**T**he Alaska Division of Juvenile Justice has undertaken a ground-breaking effort, to implement strength-based philosophy and practices within its juvenile correctional facilities (detention and treatment units) across the state. The Division will face inevitable and predictable challenges and resistance, but has many reasons for optimism. The state-level leadership and facility-level leadership is supportive, and many staff within the units understand and endorse the movement to incorporate additional strength-based tools and procedures. Initial data from both staff and residents illustrate positive changes are occurring in the social climate of the facilities. Over time, as implementation progresses, staff will be able to experience the benefits of this approach, see that youth are engaged, see that strength-based practices are fully compatible with (and help ensure) accountability, and see positive changes in the youth and in their work environment.

### Recommendations

- **Maintain open communication:** Staff copes with change best when they are fully informed and when expectations of them are clear. Staff expressed appreciation for communication and support from administration, and want to see that leadership is advocating for these changes and noticing the progress that is being made.
- **Continue to provide training and consultation:** Staff, supervisors, managers, contractors, partner agencies, etc., all need to have the same information about strength-based philosophy and practices so that everyone on the team will be on the same page and working consistently with the youth across the system. Some staff in participating agencies have not yet received training and others could use additional support, follow-up, and refreshers. Supervisors are encouraged to work with the materials in the training binder to review casework documentation to ensure that strengths information is present and that appropriate goals for youth are being developed and pursued. Managers are encouraged to review implementation tasks and timelines regularly with staff to ensure that movement toward the goal of fully integrated strength-based service delivery, even if it is slow, is happening.
- **Review data and use it to plan next steps:** The CIES results offer some interesting topics for staff discussions and agency planning. The CIES results vary at the site level, so each site is encouraged to use its own local data to look at areas of strength and areas where additional work would benefit the social climate. In addition, reviewing resident ratings offers important information about the perception of “consumers” or recipients of services – looking to see if any of the results are surprising is one way to learn from this source of information. There was also useful feedback as part of the training exit surveys and these data are also available at the facility level for management to use for planning.
- **Address staff concerns and barriers:** This project highlighted a lot of areas where staff could benefit from additional training, support, guidance, and information. Whether individual staff members agree with the direction the Division is taking, they will appreciate—and usually respond well to—clear and concrete instructions and communication so that they know that they were heard. Addressing misperceptions will remove some barriers and making feasible adjustments and accommodations requested by staff will remove others.



## **APPENDIX A: SITE STRENGTHS AND CHALLENGES**



# ALASKA DIVISION OF JUVENILE JUSTICE YOUTH FACILITIES

## Strength-based Practice & Youth Competency Assessment

### Training and Research Project

#### Summary of Site-level Successes and Challenges

## Johnson Youth Center & Ketchikan Regional Youth Facility Staff

JUNEAU, NOVEMBER 2008

### *Successes*

- Strong management and leadership working hard to change organizational culture to strength-based model
- Building on past successes and growth
- Have had prior trainings, lots of new staff
- Open discussion between staff and managers about practical implementation issues, needed system changes
- Staff and managers willing to take on work/tasks to facilitate implementation
- Working on analyzing all practices, procedures, and language to ensure they are consistent with a strength-based approach
- Working on increasing youth opportunities for supervised community experiences

### *Challenges*

- Ketchikan still working on shift of organization culture to strength-based beliefs and practices
- Fears among some staff that focus on strengths could become unbalanced; desire for balance with accountability and sanctions
- Staff concerns about short term interventions/strategies/responses, workload on staff, whether youth would feel comfortable to talk with them
- Could benefit from training related to cultural issues (e.g., Alaskan Native youth, gender roles)
- Some of facility's materials are outdated and do not reflect current approach

## Mat-Su Youth Facility and Fairbanks (gang intervention) staff

PALMER, NOVEMBER 2008

### *Successes*

- Strong staff support for strength-based approach
- Leadership supports idea of strength-based approach
- Alternative health and wellness activities available (e.g., yoga on the unit)
- Staff pride in how things are run there and how they treat the youth, services available.
- Some strong buy-in from probation staff

### *Challenges*

- Staff concern about the training covering things that are irrelevant to them
- Strong belief that unit/staff already strength-based and whether this training will be redundant/useful to them
- Some staff resistance to approach for their role (detention)
- Leadership concerned about staff buy-in, particularly in detention setting
- Concern that community already sees them as being too soft and making detention look like a positive place to be – youth want to be back there'
- Concern that State DJJ will not embrace and incorporate into mission
- Probation staff concerned that their leadership would not make the entire unit incorporate YCA/strengths
- Need some cultural awareness/responsiveness training
- Concern about duplication if probation and detention both asking questions
- Lack of community services for 18-year-olds

## **McLaughlin Youth Center**

**ANCHORAGE, DECEMBER 2008 & MARCH 2009**

### *Successes*

- Cottage 5 (first unit to implement) is really integrated; they have done a great job integrating strengths practices into their work; have developed/modified programs, and their point system was informed/changed
- Recognition among some staff and leadership that they want to integrate strengths
- Strengths approach fully embraced by treatment units (approach viewed as appropriate treatment intervention)
- Access in house to a wide range of services
- Strong support for strength-based approach from top leadership, interest in getting facility consistent in strength-based approach
- Some staff and community partners are very supportive of and understand strength-based approach
- Interest in using YCA information to build on and increase communication between staff as youth move between staff/units/agencies; support continuity of care

### *Challenges*

- Belief that YLS is strength-based and they already do that; resistance to doing another assessment on top of that one
- Looking for concrete strength-based point system for use with serious long term offenders; this approach is not concrete enough
- Some staff resistance to letting go of some of their current practices
- Turf issues, disconnection between units/staff, clear boundaries between departments [youth see staff as part of the (larger) facility, not based on unit, so they are confused about why staff who have built relationships with them no longer interact with them when the youth move to a different part of the facility; staff expect there to be no more connection once the youth changes units, but there should be some continuity; youth



should have open communication with new staff, but still maintain relationships with prior staff]

- Large facility; not as “warm” as other smaller facilities
- Some defensiveness-staff feeling they were already strengths based in their approach and practices; lack of willingness to participate in training
- Some staff belief that their youth/population are different and their current process is best for them, belief that this approach is not appropriate for all youth (in particular, longer-term, more serious offenders)
- Difficult to train staff across units, would work better to train by unit/role
- Not consistent support of use of the YCA tool – seen as not needed (what is believed needed is the philosophy/approach generally)
- Some staff concerns about how to implement strength-based practices throughout paperwork and within data system
- Some staff concern that strength-based approach will result in decreased youth accountability
- Some staff concern that it will be difficult to individualize work based on individual youth needs, due to limited resources

## **Bethel Youth Facility**

**APRIL 2009**

### *Successes*

- Diverse staff, knowledge of cultural issues, recognition of value of youths’ cultural heritage, knowledge of different communication styles and uses of language
- Staff sees the importance of finding a good fit between staff and youth when assigning a primary worker (value of relationship)
- Strong community connections and linkages with cultural activities and mentors for youth
- Staff builds trust with youth; provides safety and structure, supportive adults
- Strong leadership supporting strength-based approach throughout all practices
- Staff view approach as consistent with their work and current practices

### *Challenges*

- High need population of youth; almost all FAS
- Concern that they will be asked to change too much too fast
- Concern that strength-based approach is a fad
- Concern that focus at facility level is not going to address the need for change at all levels throughout the state

## **Nome Youth Facility**

**APRIL 2009**

### *Successes*

- Staff builds trust with youth; provides safety and structure, supportive adults
- Staff openness to strengths approach in general, philosophy, strength-based practices

- Some Native staff (good fit with youth population)
- Probation willing to listen, attend training
- Youth brought into community frequently
- Interest in follow-up training, training for staff who did not receive training yet

#### *Challenges*

- Some staff nervousness and lack of willingness to commit to change (adding YCA)
- Some staff feel they already do strengths approach
- Some concern that YCA will take too much time
- Probation resistant to adding YCA
- Concern that strengths approach is a fad that will pass

## **Kenai Peninsula Youth Facility**

**DECEMBER 2008**

#### *Successes*

- Staff builds trust with youth; provides safety and structure, supportive adults
- Strong leadership support for strength-based practices and interest in using YCA tool
- Core team of engaged staff who are interested in details of implementation of SB model/YCA
- Focus on creating continuity across staff as youth move through different parts of system (building on information)
- Strong community partnerships

#### *Challenges*

- Some staff resistance and concern about change
- Some supervisor resistance and reluctance to push resistant staff
- Some concern that strength-based approach is not appropriate for detention
- Some lack of support from partner agencies and at state level
- Concern that strength-based approach is a fad
- Concern that strength-based approach is all theory but not practical/concrete

## **APPENDIX B: POST-TRAINING SURVEY RESULTS**



## Post-training Survey Results

### YCA/Strengths Training, Anchorage (staff from McLaughlin Youth Center, Kenai Peninsula Youth Facility), December 8 & 9, 2008

#### SUMMARY OF PARTICIPANT FEEDBACK

Response options: 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, 5=strongly agree

10 surveys were returned of 11 training participants (91%) who attended at least part of the training.

Question	# of people rating 1	# of people rating 2	# of people rating 3	# of people rating 4	# of people rating 5	Average rating
1. I understand DJJ's vision and plan and how this training fits into larger agency/system goals.			1	6	3	4.2
2. I understand the strengths perspective and approach, and why it is beneficial and appropriate for juvenile justice/social services.				5	5	4.5
3. The ideas/materials/strategies that were presented at the training will be useful to me in my work.				5	5	4.5
4. Inclusion of strengths and competencies is the direction my agency should be taking.				3	7	4.7
5. The workshop provided me new ideas or skills regarding how to gather strength/competency information.				8	2	4.2
6. I feel comfortable using the information I get from the YCA to do case planning.			1	3	4	4.4
7. I know what to expect during implementation of the new strengths assessment process.			4	1	4	4.0
8. Overall, I think the workshop was a good use of my time.				3	7	4.7

(Note: 1 person left item 6 blank and 1 person answered "N/A" on that same item; 1 person answered "N/A" on item 7)

9. The best thing about this training was:

- Client focused
- Work sheets to use on youth
- The practice interview
- Having staff share their experiences and knowledge; also doing the YCA with youth
- Have a tool to use (assessment)
- “Putting a face to the name”
- Open discussion
- Group hands-on
- Looking at a positive way to assess residents
- Adds a useful tool for working with youth

10. This training could be improved by:

- N/A
- More time spent on section 7 and 8
- More role playing
- I liked it
- More specific strategies to implement; there was great ideas but not specific
- N/A

11. It would be helpful to have additional skills training or follow-up in the following areas:

- More time to work through scenarios
- N/A
- Follow-up by supervisors; inclusion of administration (JJUS) for buy-in
- Yes
- Interviewing the kids
- Training w/ whole unit I work with
- Follow-up on overall training

12. Additional comments or feedback:

- Excellent info – very practical and positive where it’s at!
- Good training – Thank you
- Good presentation!
- Enjoyable training with useful information
- None (Great training)
- Great instructor to keep people awake

## Post-training Survey Results

### YCA/Strengths Training, Anchorage (staff from McLaughlin Youth Center), March 17 & 18, 2009

#### SUMMARY OF PARTICIPANT FEEDBACK

Response options: 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, 5=strongly agree

26 surveys were returned of 32 training participants (81%) who attended at least part of the training.

Question	# of people rating 1	# of people rating 2	# of people rating 3	# of people rating 4	# of people rating 5	Average rating
1. I understand DJJ's vision and plan and how this training fits into larger agency/system goals.		3	6	11	6	3.8
2. I understand the strengths perspective and approach, and why it is beneficial and appropriate for juvenile justice/social services.		2	2	14	8	4.1
3. The ideas/materials/strategies that were presented at the training will be useful to me in my work.	1	3	6	10	4	3.5
4. Inclusion of strengths and competencies is the direction my agency should be taking.		2	4	12	8	4.0
5. The workshop provided me new ideas or skills regarding how to gather strength/competency information.	5	4	5	10	2	3.0
6. I feel comfortable using the information I get from the YCA to do case planning.	1	3	3	13	6	3.8
7. I know what to expect during implementation of the new strengths assessment process.		2	4	15	5	3.9
8. Overall, I think the workshop was a good use of my time.	7	4	3	10	2	2.8

Note: 1 person answered "3.5" on item 3 (item was counted in average rating); 1 person left item 3 blank

9. The best thing about this training was:

- The idea of SBT
- Something “new”
- User-friendly presentation
- Finding out what YCA stood for!
- Cartoons
- It only lasted 2 days
- The YCA
- New information, reminder of the restorative justice philosophy and some new hand-outs/resources
- (Interview) Questions that were provided
- To gain a different way of solving problems and knowing it’s research based
- Involvement
- Case planning or goal planning for residents
- Resources
- Re-covering previous material
- Mingling with other staff (Don’t always get to do that)
- Instruction, knowledge base, and comics
- New information to use towards our existing ITP’s
- It let me know that what I’ve been doing is on the right track

10. This training could be improved by:

- “New” materials/some being out already
- Splitting training into Program, Detention and Probation
- Breaking JPO’s: Program and Detention
- More detailed restorative justice examples
- The idea that it would be implemented throughout the state
- More focus on how to use system in correctional setting
- Not making anyone sit through it again
- Smaller class size
- Smaller classes; materials to be given ahead of time
- Music
- Shortening or including info related to counseling skills training (2 days of both, together, would be beneficial)
- Separate (training) for Detention, Treatment and Probation staff (We use strengths-based at completely different levels)
- Not sending people who already practice efficiently; the material presented
- N/A
- Being one-day or a half-day training



11. It would be helpful to have additional skills training or follow-up in the following areas:

- How to implement in Detention
- How to use in Detention
- N/A
- Don't know
- ?
- More re-entry topics
- In how to ask the right questions
- Combine training
- Would be better as a one-day (skim it a bit)

12. Additional comments or feedback:

- Good training
- The amount of resistance from a few staff was apparent and likely shut down others from sharing. I took it all in and believe in strengths-based training.
- N/A
- N/A
- We already use these skills!
- Good course
- Agency will need to determine how and in what format this assessment and philosophy will be integrated into contacts with youth, families and communities!
- Please have supervisors take this
- Have already received this training in previous courses
- This was a waste of time; the YLS works fine
- I feel like this is redundant to everything we are already doing
- Trainer needs to be more organized and move through things faster; most everything were things we are already doing (just not using the form)

## Post-training Survey Results

### YCA/Strengths Training, Anchorage (staff from McLaughlin Youth Center), March 19 & 20, 2009

#### SUMMARY OF PARTICIPANT FEEDBACK

Response options: 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, 5=strongly agree

18 surveys were returned of 24 training participants (75%) who attended at least part of the training.

Question	# of people rating 1	# of people rating 2	# of people rating 3	# of people rating 4	# of people rating 5	Average rating
1. I understand DJJ's vision and plan and how this training fits into larger agency/system goals.				8	10	4.6
2. I understand the strengths perspective and approach, and why it is beneficial and appropriate for juvenile justice/social services.				7	11	4.6
3. The ideas/materials/strategies that were presented at the training will be useful to me in my work.				5	13	4.7
4. Inclusion of strengths and competencies is the direction my agency should be taking.				7	10	4.6
5. The workshop provided me new ideas or skills regarding how to gather strength/competency information.			1	8	8	4.4
6. I feel comfortable using the information I get from the YCA to do case planning.			1	6	10	4.5
7. I know what to expect during implementation of the new strengths assessment process.				10	8	4.4
8. Overall, I think the workshop was a good use of my time.				5	12	4.7

Note: 1 person answered "4.5" on item 4 (item was counted in average rating); 1 person left item 5 blank; 1 person answered both "3" and "4" on item 6 (item was counted as "3.5"); 1 person answered "5+" on item 7 (item counted as "5"); 1 person left item 8 blank

9. The best thing about this training was:

- The practice interview and reviewing it
- I bettered my understanding of strengths-based practices and I plan on using what I learned
- Regarding leaving item 5 (“The workshop provided me new ideas or skills regarding how to gather strength/competency information”) blank: To see C-5 is doing it right
- Skills/Strengths
- Sharing
- This is what I have been doing (it feels good)
- Youth Assessment
- YCA questionnaire
- The instructor
- The YCA versions – doing it (already), but gave me a better way of obtaining the information
- Looking at things positively
- The strength assessment
- Helpful information
- The new information and relaxed demeanor of Bob (the trainer)
- Helping to change attitudes

10. This training could be improved by:

- N/A
- Condensing reading materials
- N/A
- None, great as is
- Making sure all staff are engaged
- It was well-presented
- More visuals
- Nothing

11. It would be helpful to have additional skills training or follow-up in the following areas:

- So that issues that arise after practicing the skills can be addressed and improved upon (“REINFORCEMENT”)
- More ways to build on resident (strengths)
- Yes
- Motivational interviewing
- Staff development
- Implementation – how to apply info to unit
- None
- SBT

12. Additional comments or feedback:

- Good!
- Thanks
- None

## Post-training Survey Results

### YCA/Strengths Training, Bethel (staff from Bethel Youth Facility), April 16 & 17, 2009

#### SUMMARY OF PARTICIPANT FEEDBACK

Response options: 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, 5=strongly agree

17 surveys were returned of 18 training participants (94%) who attended at least part of the training.

Question	# of people rating 1	# of people rating 2	# of people rating 3	# of people rating 4	# of people rating 5	Average rating
1. I understand DJJ's vision and plan and how this training fits into larger agency/system goals.				6	11	4.6
2. I understand the strengths perspective and approach, and why it is beneficial and appropriate for juvenile justice/social services.				5	12	4.7
3. The ideas/materials/strategies that were presented at the training will be useful to me in my work.*				5	11	4.7
4. Inclusion of strengths and competencies is the direction my agency should be taking.				7	10	4.6
5. The workshop provided me new ideas or skills regarding how to gather strength/competency information.			1	8	8	4.4
6. I feel comfortable using the information I get from the YCA to do case planning.				9	8	4.5
7. I know what to expect during implementation of the new strengths assessment process.			1	7	9	4.5
8. Overall, I think the workshop was a good use of my time.				6	11	4.6

\*Note: 1 person answered 4.5 on item 3 (this number was included in the average rating)

9. The best thing about this training was:

- Using assessment
- Everything flowed smoothly
- Good presenter
- The models provided and assessment introduced are very helpful
- Talking circle; sharing ideas
- Presentation was well-planned, very uplifting and professional; workbook was the highest quality and well put together
- The YCA is useful
- Staff getting a new perspective
- Real life situations with results
- Sharing information professionally and the resources provided by the facilitator
- The subject; what we learned
- Learning positive ideas
- The interaction between trainer and participants
- Hands-on work with youth
- Hands-on trying it out
- All good
- Hands-on, lots of time for discussion

10. This training could be improved by:

- It had a slow start; day one's discussion in the morning was way too long
- N/A
- Not having to rush-but I liked the conversation topics
- 3-day training instead of 2-day
- More time – more follow-up
- Great as presented
- Good as is
- More updated trainings as they come by
- Time management
- Follow-up short version (of the YCA)
- All staff included; juvenile probation needs this training, and other agencies we work with
- Inclusion of more hands-on work with youth
- Cultural issues (further discussion)
- Hmm...all good but go a little more to culture
- More time over all; very well put together

11. It would be helpful to have additional skills training or follow-up in the following areas:

- Practice using the assessment
- N/A
- Ideas to alter point sheets
- Substance abuse, holistically, giving us good ideas culturally to implement these ideas
- Perhaps more role plays discussing actual incidents

- 1. Yearly for any updates to the system and/or workbook
- 2. Yearly for how it is going within the state of Alaska
  
- Probing questions that elicit interesting info
- N/A
- All areas in short version (of the YCA)
- Additional training is recommended. Practice the techniques in future trainings
- Program development
- YCA
- All
- Cultural competency

12. Additional comments or feedback:

- None
- Facilitator did a good job going over material
- Let's do this again!
- Good job
- Wonderful approach and excellent workshop
- Great info to deal with people with positive ideas
- Good job

## Post-training Survey Results

### YCA/Strengths Training, Juneau (staff from Johnson Youth Center, Ketchikan Regional Youth Facility, & State DJJ Program Unit, November 17 & 18, 2008)

#### SUMMARY OF PARTICIPANT FEEDBACK

Response options: 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, 5=strongly agree

15 surveys were returned of 18 training participants (83%) (who attended at least part of the training).

Question	# of people rating 1	# of people rating 2	# of people rating 3	# of people rating 4	# of people rating 5	Average rating
1. I understand DJJ's vision and plan and how this training fits into larger agency/system goals.				9	6	4.4
2. I understand the strengths perspective and approach, and why it is beneficial and appropriate for juvenile justice/social services.				6	9	4.6
3. The ideas/materials/strategies that were presented at the training will be useful to me in my work.				8	7	4.5
4. Inclusion of strengths and competencies is the direction my agency should be taking.			2	4	9	4.5
5. The workshop provided me new ideas or skills regarding how to gather strength/competency information.			1	7	6	4.4
6. I feel comfortable using the information I get from the YCA to do case planning.			1	8	4	4.2
7. I know what to expect during implementation of the new strengths assessment process.			3	9	2	3.9
8. Overall, I think the workshop was a good use of my time.			1	10	4	4.2

(Note: 1 person left item 5 blank and 2 people left item 6 blank and 1 person left item 7 blank)

9. The best thing about this training was:

- Concise and clear
- Everything!
- Well facilitated, Great info.
- New skills plus idea sharing
- Problem-solving different situations
- The interaction
- The info about the YCA interview
- The discussion at the end w/management about policies/strength based practices
- Interview and strength worksheet
- Meeting new staff
- Going over the actual assessment piece
- Informative

10: This training could be improved by:

- Food
- N/A
- N/A
- Some way to incorporate more of the material in the notebook in the presentation
- Being a lot shorter
- More training on short term care
- Keeping anecdotal conversations to a minimum and stay on topic more – move folks along and/or set aside time afterwards for further discussion
- None

11. It would be helpful to have additional skills training or follow-up in the following areas:

- Motivational Interviewing!
- Cultural competency, if supported by leadership – to date this support has been absent
- N/A
- More in depth
- Report writing
- Short term care, more on reinforcement
- Discussion about gender roles, expectations in our society and this ties into S.B. Discussion of more actual solutions/suggestions for working w/kids w/sexual offenses.

12. Additional comments or feedback:

- Thank you!
- Thank you!
- Great training
- Thank you



## Post-training Survey Results

### YCA/Strengths Training, Kenai (staff from Kenai Peninsula Youth Facility, State DJJ Program Unit, and Kenai Peninsula Community Care Center), December 10 & 11, 2008

#### SUMMARY OF PARTICIPANT FEEDBACK

Response options: 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, 5=strongly agree

14 surveys were returned of 17 training participants (82%) who attended at least part of the training (Note: 2 individuals from a local agency split time during the training, so only one was available to complete the survey).

Question	# of people rating 1	# of people rating 2	# of people rating 3	# of people rating 4	# of people rating 5	Average rating
1. I understand DJJ's vision and plan and how this training fits into larger agency/system goals.		1	6	4	3	3.6
2. I understand the strengths perspective and approach, and why it is beneficial and appropriate for juvenile justice/social services.		1	1	8	4	4.1
3. The ideas/materials/strategies that were presented at the training will be useful to me in my work.			1	11	2	4.1
4. Inclusion of strengths and competencies is the direction my agency should be taking.			2	7	5	4.2
5. The workshop provided me new ideas or skills regarding how to gather strength/competency information.		1	1	10	2	3.9
6. I feel comfortable using the information I get from the YCA to do case planning.			1	10	3	4.1
7. I know what to expect during implementation of the new strengths assessment process.		2	3	8	1	3.6
8. Overall, I think the workshop was a good use of my time.			1	6	6	4.4

(Note: 1 person left item 8 blank)

9. The best thing about this training was:

- Along with the info presented, everyone's input, suggestions and discussions
- Workshop atmosphere – more interactive than a seminar or straight training
- It taught new ways of thinking
- Time away from the unit (Just kidding!); it brought new tools!
- The information presented
- Developing next steps – Proactiveness!
- The comprehensive overview of how to implement strengths-based training in different situations/challenges
- Discussion and how the presenter presented

10. This training could be improved by:

- More agencies involved/attending
- Generally adequate or sufficient all around – no area can be highlighted as needing improvement
- N/A
- It was very informative

11. It would be helpful to have additional skills training or follow-up in the following areas:

- Interviewing process
- Implementation but that is an internal issue
- YCA model

12. Additional comments or feedback:

- Very informative and useful info
- Thank you and very helpful training
- Thanks, great training
- An excellent trainer; greatly appreciated

## Post-training Survey Results

### YCA/Strengths Training, Nome (staff from Nome Youth Facility), April 13 & 14, 2009

#### SUMMARY OF PARTICIPANT FEEDBACK

Response options: 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, 5=strongly agree

13 surveys were returned of 14 training participants (93%) who attended at least part of the training.

Question	# of people rating 1	# of people rating 2	# of people rating 3	# of people rating 4	# of people rating 5	Average rating
1. I understand DJJ's vision and plan and how this training fits into larger agency/system goals.				8	5	4.4
2. I understand the strengths perspective and approach, and why it is beneficial and appropriate for juvenile justice/social services.			1	6	6	4.4
3. The ideas/materials/strategies that were presented at the training will be useful to me in my work.			1	8	4	4.2
4. Inclusion of strengths and competencies is the direction my agency should be taking.			2	6	5	4.2
5. The workshop provided me new ideas or skills regarding how to gather strength/competency information.			1	9	3	4.2
6. I feel comfortable using the information I get from the YCA to do case planning.		1	3	5	2	3.7
7. I know what to expect during implementation of the new strengths assessment process.	1		5	6	1	3.5
8. Overall, I think the workshop was a good use of my time.			1	8	4	4.2

Note: person answered "3.5" on item 6 (this number was included in the average rating); 1 person left item 6 blank (adding, "N/A, I don't do case planning"); regarding item 3, one respondent (who circled "3") commented, "If permitted to use them, yes;" regarding item 7, one respondent (who circled "3") commented, "Implementation is entirely dependent upon the implementer."

9. The best thing about this training was:

- Lots of good interaction
- The philosophy
- Learning a new tool
- This will help me understand youths' ability to understand themselves
- Discussion
- Good discussions
- Discussions
- Tools to help get info about kids
- Discussion with co-workers
- Reinforcement of what I think we're doing
- It reinforced my tendency to focus on the positive and gave me a few alternative approaches which were very helpful

10. This training could be improved by:

- Have a set up of what the training will do for the facility from the get go
- N/A
- Training was pretty good
- Allowing more time?
- More time spent
- Videos of kids answering questions
- Longer time period – lots of info
- Providing brief examples/statistics (even anonymously) regarding how implementation has impacted other facilities and how they use it

11. It would be helpful to have additional skills training or follow-up in the following areas:

- ?
- Philosophy of strengths based
- N/A
- Implementation
- Cultural issues
- Empowering youth
- If this was presented again at NYF it would be good to have a module for those of us who attended this one to see what we've done and how we can improve

12. Additional comments or feedback:

- N/A
- Overall good presentation
- Very interesting and beneficial
- Good presentation!
- Great discussions
- Good information
- Thank you!

## Post-training Survey Results

### YCA/Strengths Training, Palmer, AK (Mat-Su Youth Facility and Fairbanks Gang Prevention staff), November 20 & 21, 2008

#### SUMMARY OF PARTICIPANT FEEDBACK

Response options: 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, 5=strongly agree

9 surveys were returned out of 9 training participants (100%) (who attended at least part of the training).

Question	# of people rating 1	# of people rating 2	# of people rating 3	# of people rating 4	# of people rating 5	Average rating
1. I understand DJJ's vision and plan and how this training fits into larger agency/system goals.				8	1	4.1
2. I understand the strengths perspective and approach, and why it is beneficial and appropriate for juvenile justice/social services.				6	3	4.3
3. The ideas/materials/strategies that were presented at the training will be useful to me in my work.				5	4	4.4
4. Inclusion of strengths and competencies is the direction my agency should be taking.				5	4	4.4
5. The workshop provided me new ideas or skills regarding how to gather strength/competency information.				7	2	4.2
6. I feel comfortable using the information I get from the YCA to do case planning.			1	5	3	4.2
7. I know what to expect during implementation of the new strengths assessment process.			1	7	1	4.0
8. Overall, I think the workshop was a good use of my time.				5	4	4.4

9. The best thing about this training was:

- Information received
- The organization. I was impressed by how well put together everything was. Also, trainers were very personable. Easy to talk to.
- Getting to see the training and use it hands on.
- Elicited thoughtful discussions among staff members.
- The YCA interview questions.
- Information shared.
- Everything!

10: This training could be improved by:

- Cutting down on “case discussion” that didn’t pertain to actual material being discussed.
- Follow-up by unit supervisor to guide implementation and meeting to evaluate after 6 months.
- Get state DJJ to embrace this approach and incorporate into mission.
- Clear definition of implementations of Probation vs. Detention assessments.

11. It would be helpful to have additional skills training or follow-up in the following areas:

- Organizing/identifying outside resources.
- Training for the rest of the Detention staff.
- N/A
- It would be great to review our changes in future of the instrument’s use.

12. Additional comments or feedback:

- Videotape actual interviews.
- I liked the use of sustainable skills as a focus using RJ and plan for use of training. At first it was a little distracting when people were flipping through the binder. Later, trainers gave good instructions, page #s that reduced the page flipping. I also like the tree graphics strength-based dev. approach.
- This is an excellent training. I do think it will take creative thinking to use it to its full extent on a detention unit. Implementation has to be unit wide acceptance, which might be difficult for some staff who only want to “babysit.”

## **APPENDIX C: SUMMARY OF CIES RESULTS**





**MEASURING ENVIRONMENTAL CHANGES WITHIN BETHEL YOUTH FACILITY AS A RESULT OF STRENGTH-BASED APPROACHES  
CORRECTIONAL INSTITUTIONS ENVIRONMENTAL SCALE (CIES) – A SOCIAL CLIMATE SCALE**

**Scores in red are above the CIES normative samples**

	# Respon- dents	Relationship			Personal Growth			System Maintenance		
		I	S	E	A	PO	PPO	OO	C	SC
<b>Residents</b>										
<b>Baseline (4/09) Mean</b>	<b>9</b>	<b>5.22</b>	<b>6.22</b>	<b>5.11</b>	<b>5.56</b>	<b>7.67</b>	<b>4.78</b>	<b>5.78</b>	<b>5.56</b>	<b>6.11</b>
Baseline Standard Deviation		2.70	2.15	1.45	1.26	1.33	1.81	2.15	2.45	1.45
Normative Sample Mean		<b>4.74</b>	<b>5.13</b>	<b>3.94</b>	<b>4.12</b>	<b>6.08</b>	<b>4.44</b>	<b>4.32</b>	<b>5.12</b>	<b>6.22</b>
<b>Staff</b>										
<b>Baseline (4/09) Mean</b>	<b>21</b>	<b>7.78</b>	<b>9.38</b>	<b>5.71</b>	<b>6.43</b>	<b>8.05</b>	<b>5.52</b>	<b>9.05</b>	<b>7.86</b>	<b>5.05</b>
Baseline Standard Deviation		1.31	0.72	1.39	1.56	1.33	1.87	1.21	1.32	1.43
Normative Sample Mean		<b>6.95</b>	<b>7.32</b>	<b>5.24</b>	<b>6.11</b>	<b>7.45</b>	<b>6.33</b>	<b>6.09</b>	<b>6.89</b>	<b>5.00</b>

Category		Definition
<b>Relationship Dimensions</b>		
I	Involvement	How active residents are in the day-to-day functioning of the program
S	Support	The extent to which residents are encouraged to help and support other residents: How supportive the staff is toward residents
E	Expressiveness	How much the program encourages the open expression of feelings by residents and staff
<b>Personal Growth Dimensions</b>		
A	Autonomy	The extent to which residents are encouraged to take initiative in planning activities and to take leadership in the unit
PO	Practical Orientation	The degree to which residents learn practical skills and are prepared for release from the program
PPO	Personal Problem Orientation	The extent to which residents are encouraged to understand their personal problems and feelings
<b>System Maintenance Dimensions</b>		
OO	Order and Organization	How important order and organization are in the program
C	Clarity	The extent to which residents know what to expect in the day-to-day routine of the program and the explicitness of program rules and procedures
SC	Staff Control	The degree to which the staff use measures to keep residents under necessary controls

**BASELINE TOTAL OF AVERAGE SCORES, BETHEL YOUTH FACILITY**

<b>DOMAIN</b>	<b>RESIDENTS</b>	<b>STAFF</b>
RELATIONSHIP	16.55	22.87
PERSONAL GROWTH	18.01	20.00
SYSTEM MAINTENANCE	17.45	21.96

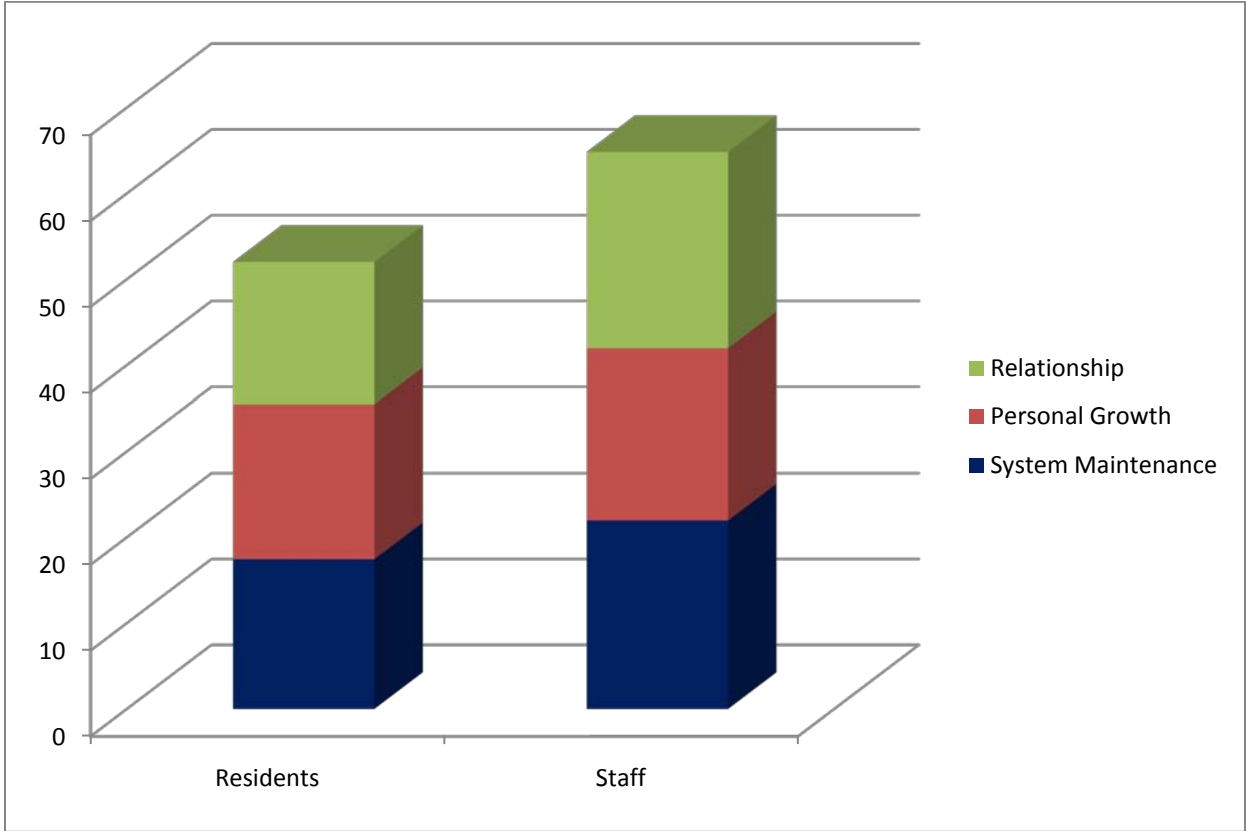
At baseline (April 2009), Bethel residents’ responses on the CIES indicated that the facility’s greatest strength is the personal growth domain, while staff members’ responses rated all domains higher than residents, with the relationship domain highest. Of the three dimensions within the personal growth domain, residents rated practical orientation (the degree to which residents learn practical skills and are prepared for release from the program) highest. This was also the residents’ most highly rated dimension across the three domains.

Of the three areas within the relationship domain (involvement, support, and expressiveness), staff members rated support (the extent to which they are encouraged to help and support other residents and how supportive the staff is toward residents) highest. This was also the highest dimension for them overall.

In the system maintenance dimension, staff members rated order and organization (how important order and organization are in the program) highest, which was their second highest dimension overall.

Residents’ ratings in all but one scale (staff control) were above the norm. Staff members also rated all but one scale (personal problem orientation) above the norm.

**BETHEL YOUTH FACILITY  
RESIDENTS' AND STAFF MEMBERS' RESPONSES TO  
CORRECTIONAL INSTITUTIONS ENVIRONMENTAL SCALE (CIES) – A SOCIAL CLIMATE SCALE  
TOTAL OF AVERAGE SCORES AT BASELINE (4/09)**



**MEASURING ENVIRONMENTAL CHANGES WITHIN MAT-SU YOUTH FACILITY (PALMER, AK) AS A RESULT OF STRENGTH-BASED APPROACHES CORRECTIONAL INSTITUTIONS ENVIRONMENTAL SCALE (CIES) – A SOCIAL CLIMATE SCALE**

Scores in red are above the CIES normative samples

	# Respon- dents	Relationship			Personal Growth			System Maintenance		
		I	S	E	A	PO	PPO	OO	C	SC
<b>Residents</b>										
Baseline (11/08) Mean	6	6.50	6.67	3.17	4.33	5.83	2.17	8.50	7.17	6.67
Baseline Standard Deviation		2.14	1.37	1.67	1.80	1.57	1.86	1.80	1.21	1.49
Normative Sample Mean		4.74	5.13	3.94	4.12	6.08	4.44	4.32	5.12	6.22
<b>Staff</b>										
Baseline (11/08) Mean	6	7.17	8.17	5.17	4.50	6.33	4.33	8.17	5.67	5.50
Baseline Standard Deviation		2.03	1.46	1.21	1.71	2.62	1.11	0.69	1.49	0.96
Normative Sample Mean		6.95	7.32	5.24	6.11	7.45	6.33	6.09	6.89	5.00

Category		Definition
Relationship Dimensions		
I	Involvement	How active residents are in the day-to-day functioning of the program
S	Support	The extent to which residents are encouraged to help and support other residents: How supportive the staff is toward residents
E	Expressiveness	How much the program encourages the open expression of feelings by residents and staff
Personal Growth Dimensions		
A	Autonomy	The extent to which residents are encouraged to take initiative in planning activities and to take leadership in the unit
PO	Practical Orientation	The degree to which residents learn practical skills and are prepared for release from the program
PPO	Personal Problem Orientation	The extent to which residents are encouraged to understand their personal problems and feelings
System Maintenance Dimensions		
OO	Order and Organization	How important order and organization are in the program
C	Clarity	The extent to which residents know what to expect in the day-to-day routine of the program and the explicitness of program rules and procedures
SC	Staff Control	The degree to which the staff use measures to keep residents under necessary controls

**BASELINE TOTAL OF AVERAGE SCORES, MAT-SU (PALMER, AK) YOUTH FACILITY**

Domain	Residents	Staff
Relationship	16.34	20.51
Personal Growth	12.33	15.16
System Maintenance	21.34	19.34

At baseline (November 2008), Mat-Su residents' responses on the CIES indicated that the facility's greatest strength is in the system maintenance domain. Of the three dimensions in the system maintenance domain, both staff and residents rated order and organization (how important order and organization are in the program) highest (and this dimension was the highest overall of the nine dimensions for both groups, though staff rated support [within the relationship domain] this highly as well). Residents rated clarity (the extent to which residents know what to expect in the day-to-day routine of the program and the explicitness of the program rules and procedures) second highest within the system maintenance domain and across all nine dimensions. Ratings indicate that residents perceive more clarity and staff control than was indicated by staff.

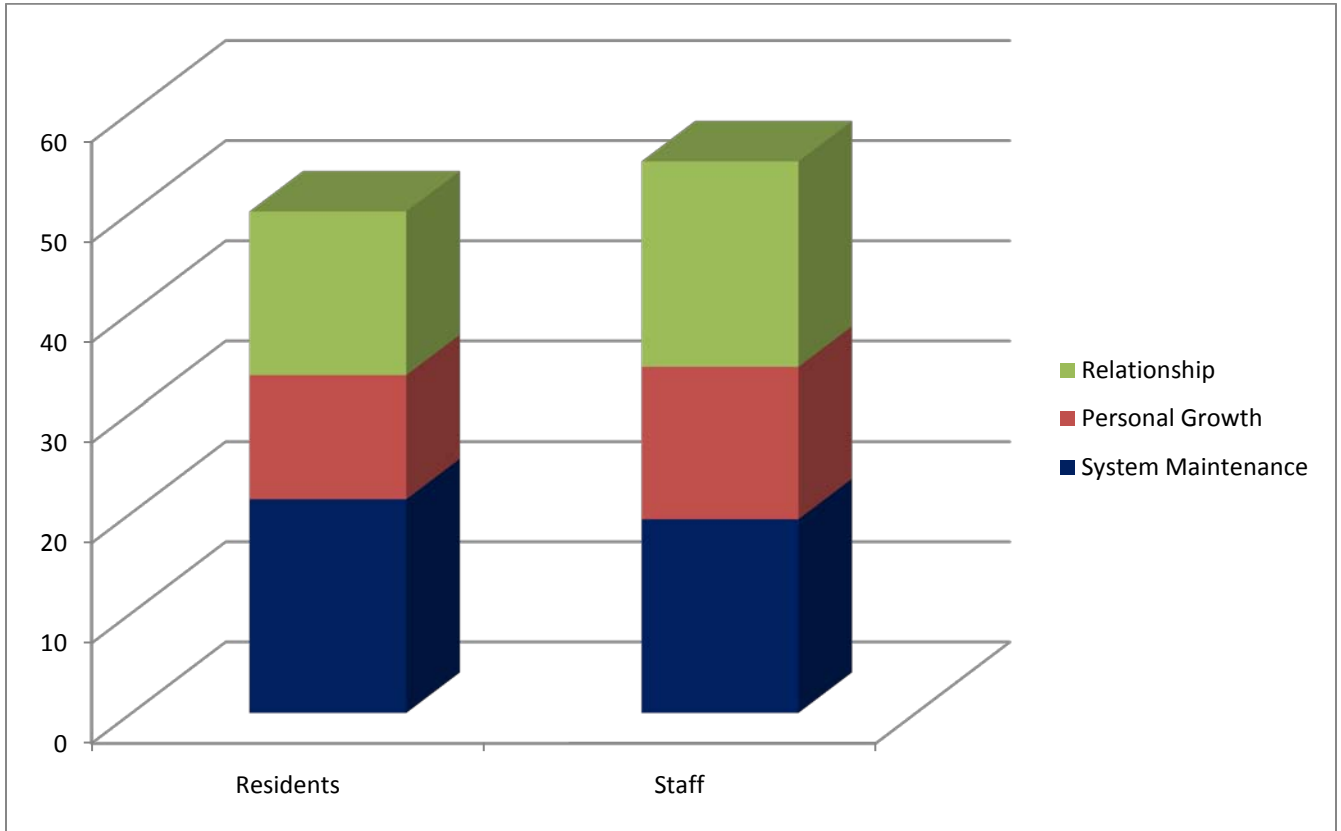
The personal growth dimension, which was rated lowest by both staff and residents, showed the highest ratings in practical orientation (the degree to which residents learn practical skills and are prepared for release from the program), and the lowest ratings in personal problem orientation (the extent to which residents are encouraged to understand their personal problems and feelings). Personal problem orientation was rated as particularly low by residents, though it was also the lowest rated area by staff.

Staff rated the relationship domain as the facility's strongest domain.

Scores for residents were above the CIES norm on six of the nine dimensions. Staff scores were above the CIES norm on four of the nine dimensions.

Staff ratings were slightly higher overall than resident ratings.

**MAT-SU (PALMER, AK) YOUTH FACILITY  
RESIDENTS' AND STAFF MEMBERS' RESPONSES TO  
CORRECTIONAL INSTITUTIONS ENVIRONMENTAL SCALE (CIES) – A SOCIAL CLIMATE SCALE  
TOTAL OF AVERAGE SCORES**





**MEASURING ENVIRONMENTAL CHANGES WITHIN NOME YOUTH FACILITY AS A RESULT OF STRENGTH-BASED APPROACHES  
CORRECTIONAL INSTITUTIONS ENVIRONMENTAL SCALE (CIES) – A SOCIAL CLIMATE SCALE**

**Scores in red are above the CIES normative samples**

	# Respon- dents	Relationship			Personal Growth			System Maintenance		
		I	S	E	A	PO	PPO	OO	C	SC
<b>Residents</b>										
<b>Baseline (4/09) Mean</b>	<b>12</b>	<b>6.50</b>	<b>7.00</b>	<b>4.83</b>	<b>5.33</b>	<b>5.50</b>	<b>4.25</b>	<b>7.33</b>	<b>6.58</b>	<b>6.67</b>
Baseline Standard Deviation		2.93	2.12	1.40	1.84	1.80	2.20	1.31	2.25	1.49
Normative Sample Mean		<b>4.74</b>	<b>5.13</b>	<b>3.94</b>	<b>4.12</b>	<b>6.08</b>	<b>4.44</b>	<b>4.32</b>	<b>5.12</b>	<b>6.22</b>
<b>Staff</b>										
<b>Baseline (4/09) Mean</b>	<b>12</b>	<b>6.17</b>	<b>8.08</b>	<b>4.17</b>	<b>5.08</b>	<b>7.58</b>	<b>4.33</b>	<b>8.67</b>	<b>7.58</b>	<b>6.92</b>
Baseline Standard Deviation		2.44	1.66	1.77	2.25	1.61	1.43	1.70	1.44	0.95
Normative Sample Mean		<b>6.95</b>	<b>7.32</b>	<b>5.24</b>	<b>6.11</b>	<b>7.45</b>	<b>6.33</b>	<b>6.09</b>	<b>6.89</b>	<b>5.00</b>

Category		Definition
<b>Relationship Dimensions</b>		
I	Involvement	How active residents are in the day-to-day functioning of the program
S	Support	The extent to which residents are encouraged to help and support other residents: How supportive the staff is toward residents
E	Expressiveness	How much the program encourages the open expression of feelings by residents and staff
<b>Personal Growth Dimensions</b>		
A	Autonomy	The extent to which residents are encouraged to take initiative in planning activities and to take leadership in the unit
PO	Practical Orientation	The degree to which residents learn practical skills and are prepared for release from the program
PPO	Personal Problem Orientation	The extent to which residents are encouraged to understand their personal problems and feelings
<b>System Maintenance Dimensions</b>		
OO	Order and Organization	How important order and organization are in the program
C	Clarity	The extent to which residents know what to expect in the day-to-day routine of the program and the explicitness of program rules and procedures
SC	Staff Control	The degree to which the staff use measures to keep residents under necessary controls

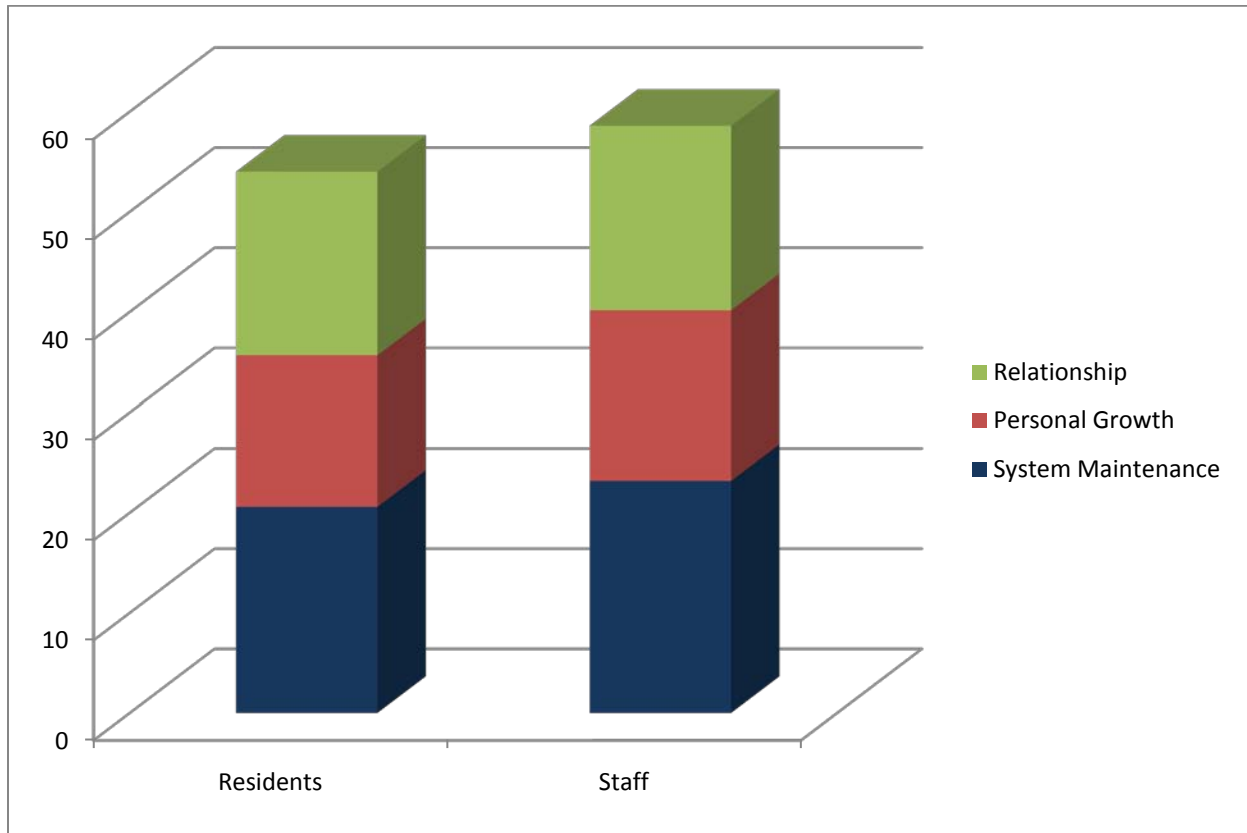
**BASELINE TOTAL OF AVERAGE SCORES, NOME YOUTH FACILITY**

<b>DOMAIN</b>	<b>RESIDENTS</b>	<b>STAFF</b>
RELATIONSHIP	18.33	18.42
PERSONAL GROWTH	15.08	16.99
SYSTEM MAINTENANCE	20.58	23.17

At baseline (April 2009), Nome residents' and staff members' responses on the CIES indicated that they agreed that the facility's greatest strength is in the system maintenance domain, followed by the relationship domain. Of the three dimensions within the system maintenance domain (order and organization, clarity, and staff control), residents and staff rated order and organization (how important order and organization are in the program) highest. Residents and staff also rated support (the extent to which residents are encouraged to help and support other residents: How supportive the staff is toward residents) as the next highest dimension overall, which is located in the relationship domain.

Residents' ratings in seven of the nine dimensions were above the norm, while staff ratings were above the norm in five of the nine dimensions. Overall, staff ratings were slightly higher than resident ratings, in six of the nine dimensions and in all three of the domains.

**NOME YOUTH FACILITY  
RESIDENTS' AND STAFF MEMBERS' RESPONSES TO  
CORRECTIONAL INSTITUTIONS ENVIRONMENTAL SCALE (CIES) – A SOCIAL CLIMATE SCALE  
TOTAL OF AVERAGE SCORES AT BASELINE (4/09)**



**MEASURING ENVIRONMENTAL CHANGES WITHIN KENAI PENINSULA YOUTH FACILITY AS A RESULT OF STRENGTH-BASED APPROACHES  
CORRECTIONAL INSTITUTIONS ENVIRONMENTAL SCALE (CIES) – A SOCIAL CLIMATE SCALE**

**Scores in red are above the CIES normative samples**

	# Respon- dents	Relationship			Personal Growth			System Maintenance		
		I	S	E	A	PO	PPO	OO	C	SC
<b>Residents</b>										
<b>Baseline (12/08) Mean</b>	<b>12</b>	<b>6.17</b>	<b>6.33</b>	<b>4.33</b>	<b>4.83</b>	<b>7.00</b>	<b>3.58</b>	<b>7.25</b>	<b>5.42</b>	<b>6.08</b>
Baseline Standard Deviation		2.11	2.25	1.75	1.21	1.41	2.02	2.42	1.93	0.95
<b>Update (7/09) Mean</b>	<b>12</b>	<b>5.83</b>	<b>7.67</b>	<b>4.67</b>	<b>4.33</b>	<b>6.83</b>	<b>4.50</b>	<b>7.50</b>	<b>5.33</b>	<b>6.00</b>
Update Standard Deviation		1.77	1.37	1.70	1.80	1.57	1.89	2.14	1.25	1.15
<i>Mean % change 12/08 vs. 7/09</i>		-6%	21%	8%	-10%	-2%	26%	3%	-2%	-1%
Normative Sample Mean		4.74	5.13	3.94	4.12	6.08	4.44	4.32	5.12	6.22
<b>Staff</b>										
<b>Baseline (12/08) Mean</b>	<b>6</b>	<b>6.83</b>	<b>8.00</b>	<b>4.17</b>	<b>5.17</b>	<b>6.00</b>	<b>4.33</b>	<b>6.00</b>	<b>6.17</b>	<b>4.83</b>
Baseline Standard Deviation		2.11	2.31	2.19	2.11	2.38	1.49	2.08	2.73	1.34
<b>Update (7/09) Mean</b>	<b>7</b>	<b>7.00</b>	<b>8.71</b>	<b>6.57</b>	<b>6.71</b>	<b>7.57</b>	<b>5.14</b>	<b>8.00</b>	<b>6.86</b>	<b>4.86</b>
Update Standard Deviation		2.77	1.25	1.25	0.94	1.22	1.07	2.27	2.63	1.60
<i>Mean % change 12/08 vs. 7/09</i>		2%	9%	58%	30%	26%	19%	33%	11%	-1%
Normative Sample Mean		6.95	7.32	5.24	6.11	7.45	6.33	6.09	6.89	5.00

Category		Definition
<b>Relationship Dimensions</b>		
I	Involvement	How active residents are in the day-to-day functioning of the program
S	Support	The extent to which residents are encouraged to help and support other residents: How supportive the staff is toward residents
E	Expressiveness	How much the program encourages the open expression of feelings by residents and staff
<b>Personal Growth Dimensions</b>		
A	Autonomy	The extent to which residents are encouraged to take initiative in planning activities and to take leadership in the unit
PO	Practical Orientation	The degree to which residents learn practical skills and are prepared for release from the program
PPO	Personal Problem Orientation	The extent to which residents are encouraged to understand their personal problems and feelings
<b>System Maintenance Dimensions</b>		
OO	Order and Organization	How important order and organization are in the program
C	Clarity	The extent to which residents know what to expect in the day-to-day routine of the program and the explicitness of program rules and procedures
SC	Staff Control	The degree to which the staff use measures to keep residents under necessary controls

**TOTAL OF AVERAGE SCORES, KENAI PENINSULA YOUTH FACILITY**

<b>DOMAIN</b>	<b>RESIDENTS</b>	<b>STAFF</b>
Relationship Baseline (12/08)	16.83	19.00
Update (7/09)	18.17	22.28
Personal Growth Baseline (12/08)	15.41	15.50
Update (7/09)	15.66	19.42
System Maintenance Baseline (12/08)	18.75	17.00
Update (7/09)	18.83	19.72

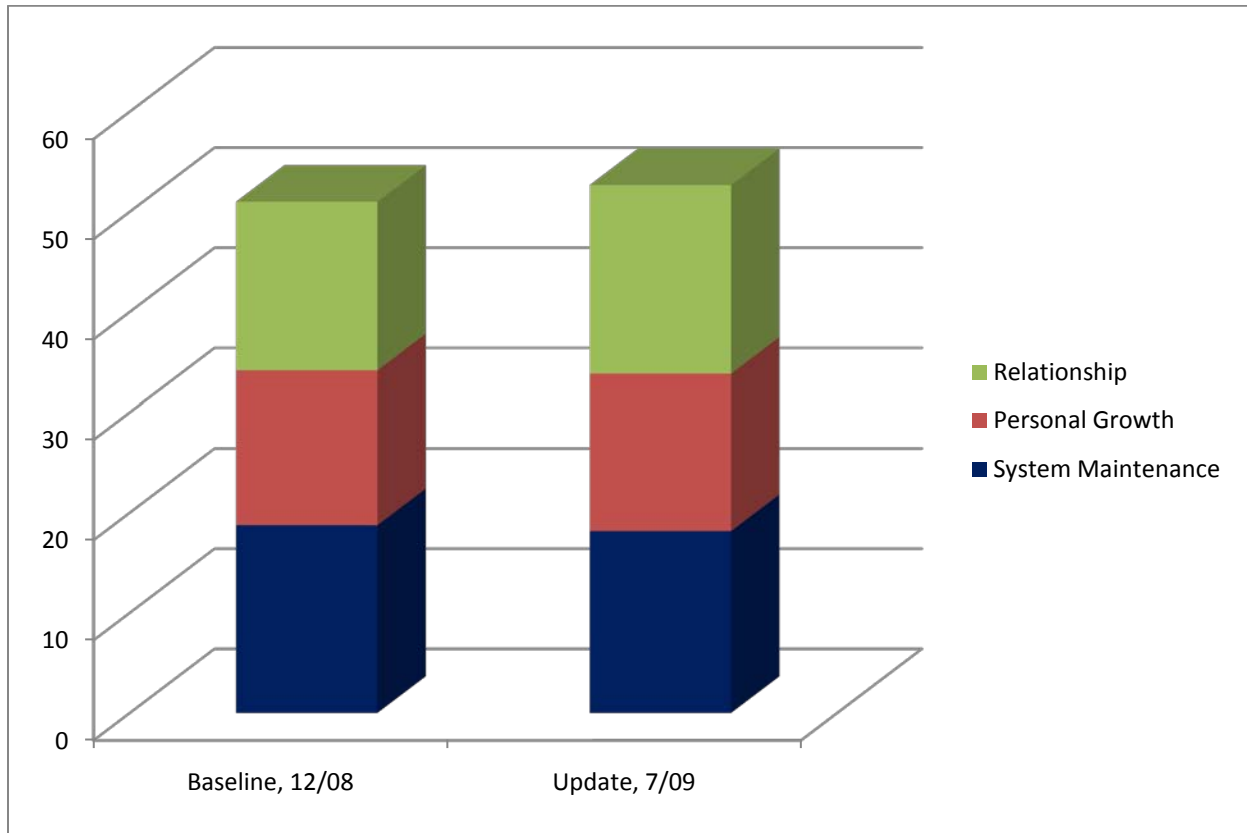
At baseline (December 2008) and at follow-up (July 2009), Kenai residents' responses on the CIES indicated that the facility's greatest strength overall was the system maintenance domain. The relationship domain showed the greatest increase over time, with personal problem orientation (the extent to which residents are encouraged to understand their personal problems and feelings - within the personal growth domain) showing the greatest change of any individual dimension. Within the system maintenance domain, youth rated order and organization (how important order and organization are in the program) as the highest dimension, at both time periods; however, residents rated the support dimension (the extent to which residents are encouraged to help and support other residents; how supportive the staff is toward residents) as highest overall at the follow-up measure.

Staff members' scores at both time points were highest in the relationship domain (and the support dimension within that domain), with the greatest change showing in the personal growth domain. The expressiveness dimension showed the greatest change for staff.

Residents' scores were above the CIES normative sample on all but 2 of the 9 subscales (personal problem orientation and staff control) at baseline, and 1 of the 9 subscales (staff control) at follow-up. These results indicate that residents had positive perceptions of the Kenai Peninsula Youth Facility's climate at both time periods. Staff rated just one subscale, support, above the CIES normative sample at baseline. At follow-up, however, all but 3 of the 9 subscales (personal problem orientation, clarify, staff control) were rated above the norm, indicating a marked improvement in staff perceptions of the facility's climate from baseline to follow-up.

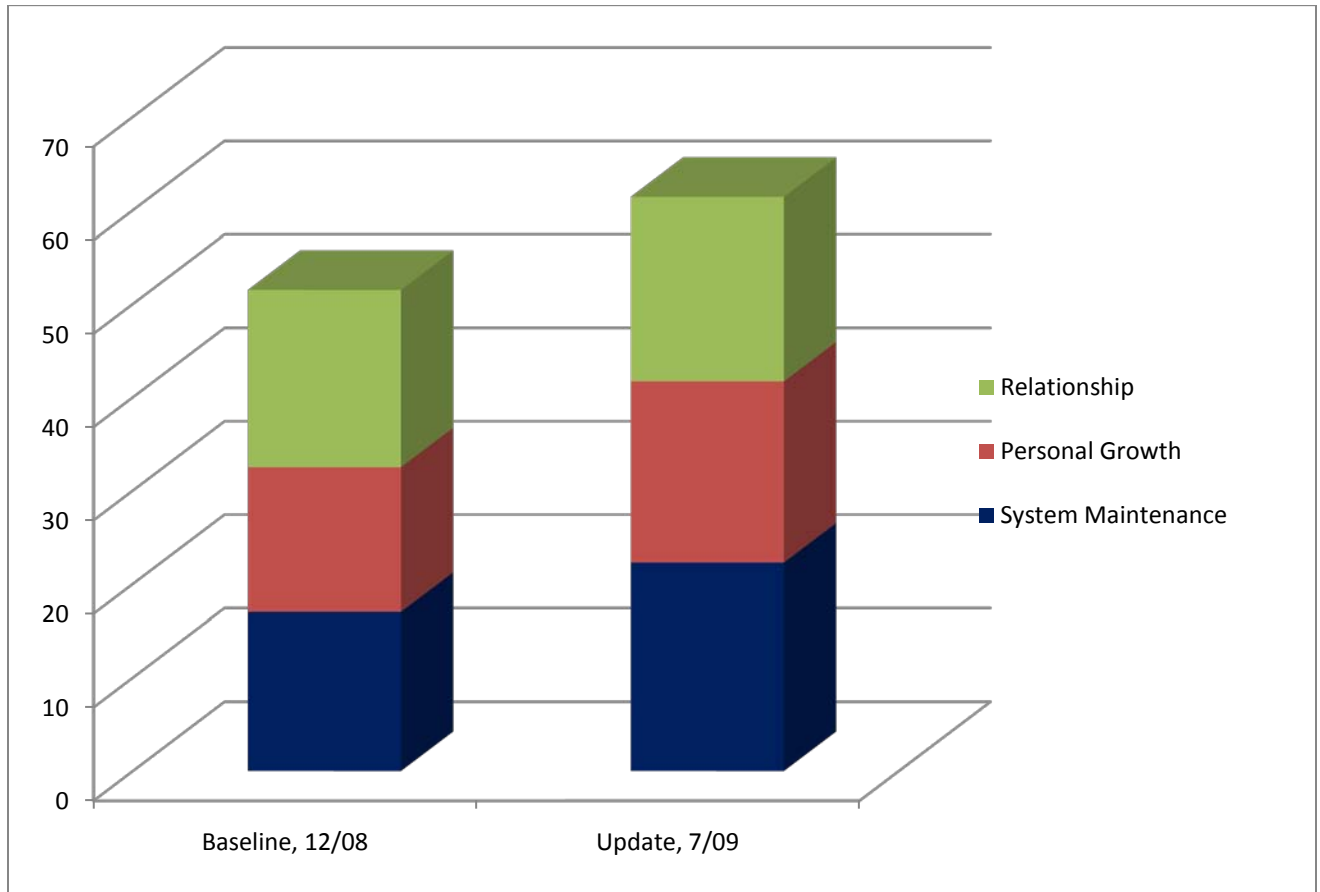
Staff had slightly higher ratings overall than residents, except for residents having higher system maintenance ratings at baseline.

**KENAI PENINSULA YOUTH FACILITY  
RESIDENTS' RESPONSES TO  
CORRECTIONAL ENVIRONMENTAL SCALE (CIES) – A SOCIAL CLIMATE SCALE  
TOTAL OF AVERAGE SCORES**





**KENAI PENINSULA YOUTH FACILITY  
STAFF MEMBERS' RESPONSES TO  
CORRECTIONAL ENVIRONMENTAL SCALE (CIES) – A SOCIAL CLIMATE SCALE  
TOTAL OF AVERAGE SCORES**





## **APPENDIX D: DIMENSIONS OF THE CIES**



Category		Definition
<b>Relationship Dimensions</b>		
I	Involvement	How active residents are in the day-to-day functioning of the program
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A	Autonomy	The extent to which residents are encouraged to take initiative in planning activities and to take leadership in the unit
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<b>System Maintenance Dimensions</b>		
OO	Order and Organization	How important order and organization are in the program
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SC	Staff Control	The degree to which the staff use measures to keep residents under necessary controls