Template for Evidence-Based Practices Language in Service Contracts

Evidence-based practices1 (EBP) are defined in the JJSES Monograph (2012, p. 5) as “applying what we know in terms of research to what we do in our work with youth, their families, and the communities in which we live. It is the progressive, organizational use of direct, current scientific evidence to guide and inform efficient and effective services. It is through the use of research evidence and the demonstration of outcomes that Pennsylvania’s juvenile justice system can achieve and confirm the effectiveness of its BARJ mission.” Following is a template for EBP language suggested for inclusion in service contracts. The recommendation is that the EBP language is included wholly, not piecemeal, into service contracts as a section specifically designated for the requirements set forth by the juvenile probation department. Also, specific EBP language may remain or be removed from the template dependent upon whether the service provider is a community-based service provider or a residential service provider; certain EBP language applicable to community-based service providers may not be applicable to residential service providers, and vice versa.

**Juvenile Justice System Enhancement Strategy (JJSES)**

1. Support Balanced and Restorative Justice Principles (BARJ) (see [Advancing Balanced and Restorative Justice Through Pennsylvania's Juvenile Justice System Enhancement Strategy](https://www.jcjc.pa.gov/Publications/Documents/BARJ%20Monograph.pdf))
	1. Community protection (see [Advancing Community Protection: A White Paper for Pennsylvania](https://www.jcjc.pa.gov/Publications/Documents/Advancing%20Community%20Protection%20A%20White%20Paper%20for%20Pennsylvania.pdf))
	2. Accountability (see [Advancing Accountability: Moving Toward Victim Restoration](https://www.jcjc.pa.gov/Balanced-Restorative-Mission/Documents/Advancing%20Accountability%20-%20Moving%20Toward%20Victim%20Restoration.pdf))
	3. Competency development (see [Advancing Competency Development: A White Paper for Pennsylvania](https://www.jcjc.pa.gov/Publications/Documents/Advancing%20Competency%20Development%20A%20White%20Paper%20for%20Pennsylvania.pdf))
2. Participate in JJSES initiatives, including:
	1. Evidence-based programming and intervention (see [Evidence-based Practice in Juvenile Justice Bench Card](https://www.jcjc.pa.gov/Publications/Documents/JJSES/Evidence-Based%20Practice%20in%20Juvenile%20Justice%20%20%E2%80%93%20Bench%20Card.pdf))
	2. Family engagement
	3. Graduate Responses (see [Graduated Reponses Systems Bench Card](https://www.jcjc.pa.gov/Publications/Documents/JJSES/Graduated%20Response%20Systems%20Bench_Card.pdf), [Graduated Response Systems: Guiding Principles and Protocol Development](https://www.jcjc.pa.gov/Publications/Documents/Graduated%20Response%20Guiding%20Principles%20and%20Protocol%20Development.pdf), and [Graduated Responses Key Concepts](https://www.jcjc.pa.gov/Publications/Documents/Graduated%20Response%20Key%20Concepts%20Handout.pdf))
	4. Stakeholder engagement
	5. Standardized Program Evaluation Protocol™ (SPEP) processes (see [The Standardized Program Evaluation Protocol [SPEP] Bench Card](https://www.jcjc.pa.gov/Publications/Documents/JJSES/Standardized%20Program%20Evaluation%20Protocol%20%28SPEP%29.pdf) and the Pennsylvania Commission on Crime and Delinquency’s [Standardized Program Evaluation Protocol [SPEP]](https://www.pccd.pa.gov/Juvenile-Justice/Pages/Standarized-Program-Evaluation-Protocol.aspx))
	6. Victim restoration activities, including community service, restitution, and victim awareness (see [Pennsylvania’s Crime Victims’ Rights and Corresponding Rules of Juvenile Court Procedure: A Handbook for Juvenile Justice Professionals and Victim Service Providers](https://www.jcjc.pa.gov/Publications/Documents/Pennsylvania%20Crime%20Victims%20Rights%20and%20Corresponding%20Rules%20of%20Juvenile%20Court%20Procedure%20Nov%202016.pdf))

1 For the purpose of this template, the terminology “evidence-based practices” will also include evidence-informed practices (see Cardoso et al., 2017; Epstein, 2007; Glasziou, 2005; McSherry, 2007; and Nevo & Slonim-Nevo, 2011 regarding the interchangeability of these terms).

**Service Planning**

1. Provide a program description
2. Provide a service matrix (and an updated matrix when service provision changes) including what criminogenic need each service addresses
3. Provide service delivery logs that are viewable and document proper provision of the service(s); billing is dependent on this documentation
4. Provide an individual and/or family service plan, progress and discharge reports, court reports, evaluations and psychiatric/psychological testing, and discharge/aftercare plan to the juvenile probation department within *[a timeframe set by the juvenile probation department]*
	1. Incorporate the most recent copy of the youth’s Youth Level of Service™ (YLS) assessment, criminogenic needs, and responsivity factors as provided by the juvenile probation department into service planning and court testimony (see [Youth Level of Service Inventory [YLS 2.0] Ratings & User Guide](https://www.jcjc.pa.gov/Publications/Documents/Youth%20Level%20of%20Service%20Inventory%20Ratings%20and%20User%20Guide_2020.pdf))
	2. Incorporate the most recent copy of the youth’s trauma assessment into service planning, e.g., Child Trauma Screen (CTS)
	3. Meet within *[a timeframe set by the juvenile probation department]* with the youth, family/caregivers, and juvenile probation officer to review the plans and/or reports
	4. Assure that the service provider’s representative with the best, direct knowledge of the youth testifies in court
	5. Assess services’ fidelity to EBP standards
5. Provide youth-specific information, e.g., treatment goals and modalities and educational updates, and other requested programmatic elements to the juvenile probation department
6. Communicate frequently and openly with the juvenile probation department and family/caregivers via email and phone and document those communications
7. Monitor and document the youth and family/caregiver’s adherence with service delivery and involvement and notify the juvenile probation department of any ongoing concerns
	1. Develop a family/caregiver visitation and contact plan based on best practices recommended by the Juvenile Court Judges’ Commission (JCJC) (see [Best Practices: Family Visitation and Contact for Juveniles in Placement](https://www.jcjc.pa.gov/Publications/Documents/Best%20Practices/Best%20Practices%20-%20Family%20Visitation%20and%20Contact%20for%20Juveniles%20in%20Placement.pdf))
	2. Follow best practice guidelines for family involvement (see [Family Involvement in Pennsylvania's Juvenile Justice System](https://www.jcjc.pa.gov/Publications/Documents/JJSES/Family%20Involvement%20in%20Pennsylvania%E2%80%99s%20Juvenile%20Justice%20System.pdf))
8. Collaborate with juvenile justice stakeholders, e.g., school districts, family/caregivers, and other service providers, to develop an achievable, comprehensive, measurable service plan

**Quality Assurance (QA) and Continuous Quality Improvement (CQI)**

1. Allow case reviews by the juvenile probation department
2. Allow record reviews, e.g. clearances, audits, and fiscal records, by the juvenile probation department
3. Allow sharing service provider data (“rights in data”) with the juvenile probation department
4. Provide annual outcomes reports (client-specific and/or total client population) as requested by the juvenile probation department
5. Complete Performance Improvement Plans (PIP) and review them with the juvenile probation department
6. Engage in annual QA and CQI with the juvenile probation department

**County-specific EBP Language in Service Contracts**

[County-specific EBP language is customizable language that includes additional EBP requirements within the service contract albeit with an understanding that said language should dovetail concisely, logically, and tightly with the standardized EBP language recommended in this template. For example, a juvenile probation department may opt to incorporate the most recent copy of the University of California at Los Angeles Posttraumatic Stress Disorder Reaction Index for DSM-5 (UCLA PTSD-RI) into service planning rather than the CTS. Another example, a juvenile probation department may request a service provider to provide Reasonable and Prudent Parent (RPP) Standard training to caregivers.]