**Evaluation of the EQUIP Program: A Partnership Between
the New Mexico Statistical Analysis Center and
the New Mexico Children, Youth and Families Department**

Final Report of Project Activities

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ABSTRACT

With support from the Justice Research and Statistics Association's (JRSA) Juvenile Justice Evaluation Capacity Building Project, the New Mexico Criminal Justice Analysis Center established a working partnership with the Juvenile Justice Division of the New Mexico Children, Youth and Families Department (CYFD). The purpose of this report is to document the work of the partnership in assessing the implementation of the EQUIP program, a cognitively-based positive peer group treatment strategy, at CYFD's New Mexico Youth Diagnostic and Development Center.

The report presents a longitudinal model describing process by which innovative programs are adopted in organizational settings, from identification to routinization (or demise). This model also emphasizes the importance of consistency between the service model's philosophy and activities, the needs and characteristics of program clients, and the structural and operational context in which the program is implemented. A logic model, relating the service model, client, and organizational environment, with immediate, intermediate and long-term outcomes, is also presented.

The research design consisted of collecting in-depth, semi-structured interviews from residents and front-line staff concerning their experiences with and perceptions of the EQUIP program, and their recommendations for refining the service model. Senior administrators were also queried to determine the historical development of the implementation process at YDDC. In addition, two versions of the Correctional Institutions Environmental Scale (CIES), a standardized multidimensional measure of correctional organizational contexts, was administered to both staff and residents immediately prior to and eleven months after the broad implementation of the program.

In general, both residents and front-line staff agreed that the program had the potential to be effective in building social skills and improving the behavior of residents within the institutional setting. The program was not particularly popular, however, at this point in its implementation. Several residents felt that the program could easily be disrupted by juveniles that did not take it seriously, and they were unhappy about some of the program's tactics intended to build group cohesion, including the requirements of monitoring each other's performance and suffering group sanctions for the violations of a single group member. Front-line staff were critical primarily of the expectation that they execute the program in addition to their more traditional security, treatment and custodial responsibilities, which took up practically all of their time.

When comparing the first and second administrations of the CIES, resident and front-line staff perceptions of relationships, control procedures, and programs at YDDC stayed roughly the same, or deteriorated slightly. This was unexpected, as the EQUIP implementation team anticipated that the program would improve both the residents' and the front-line staff's

satisfaction with the organizational environment. At the same time, resident and front-line staff perceptions of the ideal institution did, however, increase significantly, suggesting a rise in their expectations concerning the operation of and conditions within the facility. The gap between perceptions of the real and ideal conditions at YDDC thus increased, which was interpreted as a growing dissatisfaction with the institution among residents and front-line staff.

During the research period, the institution experienced several stressful and destabilizing conditions, including resident overcrowding, staff and administrative reassignment and turnover, and high rates of expected overtime for front-line staff. In addition, the facility was still adapting to the opening of a large, high security unit (Camino Nuevo) within YDDC's administrative control. The result was that the EQUIP program was initiated during a time of great institutional transition; a time that was not particularly conducive to the implementation of an innovative program that intended to produce further significant change the values, activities and relations of both residents, front-line staff and administrators.

Still, the EQUIP program demonstrated some considerable success in its initiation, and in reaching many of its more immediate goals. The report concludes with recommendations intended to (1) increase the integration between EQUIP's program design, the characteristics of its clients, and the institutional context in which the program operates; (2) enhance program monitoring; and (3) pursue an assessment of the long-term impact of the program.

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CHAPTER I:
INTRODUCTION

With support from JRSA's Juvenile Justice Evaluation Capacity Building Project, the

New Mexico Criminal Justice Analysis Center (the Statistical Analysis Center, or SAC, for the

State of New Mexico) established a working partnership with the Juvenile Justice Division of the

New Mexico Children, Youth and Families Department (CYFD). This partnership is intended to

assist the Division in realizing its goal of successfully supervising, treating, and reintegrating

New Mexico's juvenile offenders. An assumption of this partnership, and of JRSA's Project, is

that data-driven policy planning and implementation, informed by systematic program

evaluation, can produce improved interventions and outcomes for juvenile offenders. The

purpose of this report is to document the work of the partnership established in New Mexico, as

we collaborated in an evaluation of the implementation of the EQUIP program, a promising

cognitively-based positive peer group treatment strategy (Gibbs, et al., 1995), at CYFD's New

Mexico Youth Diagnostic and Development Center (YDDC).

Identifying the Partnership's Topic of Research

Administrators of CYFD, its Juvenile Justice Division and various service units including

YDDC, have continuously sought to reduce the number of disciplinary, technical and criminal

violations committed by juvenile offenders while under residential or community supervision,

and reduce the rates of post-supervision recidivism among youthful offenders. In institutional

settings, violations of any type are directly harmful to residents and staff, and disrupt the

therapeutic environment and organizational culture of these facilities. These violations require

the expenditure of additional personnel and other resources, and can result in an extending the

youthful offender's period of confinement in relatively expensive correctional settings. The vast

majority of those released from juvenile institutions are discharged to parole supervision.

Paroled youth who violate their conditions of parole create problems for community monitors,

and clog Juvenile Courts and detention centers throughout the state. Youth who criminally

recidivate, during or after community supervision, cause the entire juvenile and/or adult justice

systems to incur investigative, prosecutorial, adjudicative, legal defense, detention and

correctional costs. Of course, these behaviors can also cause considerable personal and

economic loss for crime victims.

     While the Division offers supervision, security, education, treatment and training

comparable to that in many states, administrators believe that the EQUIP program has the

potential to lower institutional rule violations, parole revocations and criminal recidivism for

youth under their supervision. As such, the program was implemented in the juvenile corrections

facilities in the State. If the EQUIP program proves to be successful in producing positive long-

term outcomes, Division administrators have indicated a willingness to expand its application,

and to provide coordinated EQUIP aftercare services to youthful parolees attempting to

reintegrate into the community.

    At the outset of the current project, the SAC approached administrators at CYFD and

YDDC to determine what sort of collaborative research could be undertaken to best support the

Department. They stated that an assessment of the EQUIP program would aid them in program

implementation and system planning activities. Given the relative newness of the EQUIP

program and the limitations of funding for research, we concluded that an assessment of the

EQUIP implementation process at YDDC would be of greatest value and feasibility for

establishing the Juvenile Justice Evaluation partnership in New Mexico.

Organization of the Report

To fully document evaluation activities and findings, the next Chapter introduces the general concepts of the implementation and routinization of innovations in organizations, then identifies and describes the EQUIP Program, the target population for the program, and the institutional environment in which it has been implemented. These topics are summarized in a logic model. Chapter III discusses the research methodology used to collect and analyze information. Chapters IV and V, respectively, present the result of quantitative and qualitative research. In Chapter VI those findings are discussed, and recommendations are made to facilitate program implementation and to engage in further study of the EQUIP program.

CHAPTER II:
PROGRAM DESIGN, TARGET AUDIENCE, ENVIRONMENT, AND GOALS OF THE EQUIP PROGRAM

This Chapter begins with a general framework for discussing the implementation of innovative programs in organizational settings. The EQUIP Program, and its particular application in New Mexico, it then described within this framework. Using a logic model as a heuristic device, the program at YDDC is summarized, noting its target population, organizational context and goals.

The Implementation of Innovations in Organizations

While many studies have focused on the early steps of the innovation process, such as the adoption (Powell and DiMaggio, 1991; Rogers, 1962; Warner, 1974) and early implementation (Berman and McLaughlin, 1978) of new practices and policies in organizations, relatively less research has been conducted on the later routinization stage (Yin, 1985). Still, enough is known to sketch out the "life history" of the process by which innovative programs, policies and practices are implemented in organizations. Implementation stages include an initial commitment to change, learning about the proposed innovation, accommodating the implementation to the organizational environment, planning and executing a prototype of the innovation, planning for and executing the innovation on a broad scale, and the disappearance of the innovation, through its routinization or rejection.

Decision-Makers' Commitment to Change. For the change process to begin, some authoritative decision maker(s) within or outside of the organization must conclude that a change in existing policies and/or procedures should be undertaken, and a specific innovative strategy should be seriously considered. This decision can be based on perception of need, opportunity,

or desire for organizational legitimation (DiMaggio and Powell, 1983). Most commonly, a decision-making team is constructed to carry out the implementation process.

Learning about the Proposed Innovation. If the innovation is based on programs or policies currently in operation in other contexts, members of the decision-making team will assemble information about it. This could include visiting locations where the innovation is being used, reading available reports and literature, and communicating with founders or implementors of the innovation.

Accommodating the Implementation in the Organizational Environment. The operating philosophy of the innovative program must be consistent with the general mode of institutional management (Babcock and Sorenson, 1979). This involves having a thorough understanding of (a) individuals and groups who will be the primary target of the program, (b) individuals and groups that have a responsibility for implementing the innovation, (c) current procedures, policies and practices that will be affected, or replaced, by the innovation, (d) the economic, socio-cultural and legal context within and beyond the organization's environment that might influence the implementation process, and (e) other current and historical factors that might facilitate or obstruct the implementation.

Planning the Prototypical Implementation. A model application of the innovation should be developed, including estimates of the magnitude of its effect on the target audience, alterations of the model to fit the context, personnel and resources of the organization, changes necessary in organization to accommodate the innovation, and necessary steps in preparation of its implementation (including training and building awareness of the program).

Implementing a Prototype of the Innovation. The model should then be implemented on

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a small, pilot-test scale. Operating a prototype allows for all aspects of implementation (i.e., training, application, observation, refinement) to go on at a manageable level without a massive commitment of resources, with a hand-picked group to isolate client, provider and program design issues. It is important for the organization as a whole to get the innovation operating at full capacity on a daily basis, if only in a small portion of the organization (Yin, 1985). The prototypical application will allow the implementation team to estimate the dosage and duration criteria for producing successful client outcomes.

Preparing for broader implementation. Larger implementation requires a broad institutional commitment of resources, widespread training, displacement of routine work assignments, and motivating an audience of providers that might be less invested in the innovation than those where the model was implemented as a prototype. Possible motivations for providers might include convenience, reduction of physical effort, resolution of existing problems, greater potential for career advancement, additional sense of safety on the job, improved work conditions, as well as appealing to higher motives of treatment and humane treatment for the clients of the innovation. The nature of such appeals to providers by the implementation team are influenced by management strategies, personnel policies, and other environmental parameters.

Support must also be sought from organizational decision-makers for the innovation (Yin, 1985). Motivations for administrators are more in the form of bureaucratic incentives, such as increasing the scope or budget for the organization, increasing organizational visibility and influence in the organizational field, and so on.

Implementing the innovation on a broad scale. Once service providers are prepared for

the general implementation of the innovation, it should begin without delay. It is likely that if the innovation is to succeed, older ways of doing business relevant to the innovation will need to be eliminated by terminating more traditional structures, policies and procedures.

Monitor the program. Full implementation will raise issues of scale and administrative oversight that might not have been anticipated by the implementation team, and not at issue during the prototypical implementation. Also, continuous monitoring can detect the impact of gradual shifts in clients, providers, resources, context and environment on the innovative program.

Disappearance of the innovation. Innovations will end their life cycle by disappearing; either by rejection of the innovation by the organization or by the innovation becoming routine procedure and thus no longer innovative. The latter suggests a structural change in the organization and cultural change among providers, clients and other interested observers.

From this perspective, the implementation of the EQUIP program required thoughtful and detailed preparation and oversight for it to succeed in becoming an effective and routine part of CYFD's model of services for youth. We will now turn our attention to the nature of the program itself.

The EQUIP Program Model

The EQUIP Program is a group-based treatment program specifically designed for youth with anti-social behavioral problems (Gibbs, et al., 1995). The EQUIP program combines the use of peer-helping group methods with cognitive development and skills training intended to motivate and teach youth to think and act responsibly.   EQUIP's basic components – mutual help and teaching – support each other. That is, "mutual help" programs need psycho-

educational content because youthful participants can't effectively help their peers unless their

helping skill limitations are remedied. Conversely, psycho-educational programs need youths to

be seriously motivated to change – which is the strength of peer helping programs. (Potter, et al.,

forthcoming) The EQUIP program stresses holding youth accountable for their behavior. It

emphasizes the participant's positive potential while recognizing their social skill deficiencies,

social developmental delays, and cognitive distortions. (Gibbs, et al., 1995) The goal of the

program is to "equip" youth with the necessary skills and resources for helping their peer group

members and themselves through the process of developing a pro-social value system.

First implemented in 1987 at the Buckeye Youth Center in Columbus, Ohio, the EQUIP

program was refined for the next two years. Beginning in 1989 an evaluation of the program, as

it was established at that facility, was conducted. Research subjects consisted of 57 incarcerated

male EQUIP participants between the ages of fifteen and eighteen. They were randomly assigned

to either the EQUIP experimental living unit or to one of two control groups. The first control

was provided with traditional programming at the facility, and the second control received both

traditional programming and a "motivational message". Outcome measures addressed both

institutional and post-release conduct. Institutional misconduct (i.e., property damage, fighting,

defiance of staff, drug consumption, AWOL attempts) and various mediating processes such as

social skill building were assessed through both self-reports and institutional records. Post-

release performance was measured using official records of parole revocation and institutional re-

commitment. Evaluators found that the EQUIP program experimental group demonstrated

significantly better institutional behavior on all measures, particularly up to the month prior to

release from the facility (members of the two control groups improved dramatically and to a level

more closely approximating the performance of the experimental group immediately prior to release). The conduct of study participants was tracked for one year after release. Members of the experimental group demonstrated a recidivism rate of 15% at both 6 and 12 months after release, while the mean recidivism rate for members of the combined control groups was 29.7% at 6 months, and 40.5% at 12 months after release (Leeman, et al., 1993).

From these results, the founders of the program have concluded that it is highly effective, and a significant improvement over traditional programs and services at this facility (Gibbs, et al., 1995).

Logic Model of the EQUIP Program at YDDC

To conceptualize the impact of various program intervention elements, and the mediating effects of its organizational context, on short- and long-term outcomes, it is useful to develop a logic model. Logic models describe the program, its intended outputs and outcomes. Program characteristics include the population to be reached, the program environment, the resources to be used, and identification of the types and levels of service elements. In process or implementation evaluations, the logic model is used to identify expectations about how the program should work, which can then be used to assess the deviations in practice, why these deviations occurred, and how deviations might affect program output. In outcome evaluations, the logic model is used to spell out how, and for whom, certain services are expected to create specific positive changes, and the degree to which those outcomes are achieved. (Harrell, et al., 1997) The logic model of the EQUIP program at YDDC is graphically represented in Figure II.1.

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FIGURE II.1
LOGIC MODEL
EQUIP IMPLEMENTATION AT YDDC

ORGANIZATIONAL ENVIRONMENT

NM Youth Diagnostic and Development Center

-Dev and Diagnostic Center
-NM Girl's School

TARGET POPULATION

YDDC Residents

-N=300
-65% Hispanic
-70% male

PROGRAM INPUTS

EQUIP Program

-Individualized assessment
-Self-help group meetings
-Equipment

INITIAL OUTCOMES

Program Implementation

-Staff training
-Youth participation

Youth and Staff Improvement

-Knowledge and skill building
-Program

INTERMEDIATE OUTCOMES

Resident Institutional Adjustment

-Reduced rules violations

Improved Organizational Climate

-Positive peer culture

LONG-TERM OUTCOMES

Reduction of Recidivism

Reduction of Parole Violation and Revocation

Increased Social Integration and Achievement

Organizational Environment

The EQUIP program was implemented at two facilities in the State, but the research was conducted solely at the New Mexico Youth Diagnostic and Development Center (YDDC) complex in Albuquerque. YDDC is comprised of three distinctive units. The first is the Diagnostic and Development Center (DDC), with a rated housing capacity of 160 male and female residents. The Diagnostic and Development Center houses a small number of youth who have been referred by Juvenile Courts from throughout the State on short term pre-dispositional placements, to determine (primarily) if community or facility dispositions are most appropriate for them, and to determine their treatment needs. The Diagnostic and Development Center also supervises youth with facility dispositions, mostly of one- or two-year duration (often reduced in duration through discretionary parole) who can succeed in a less secure, educational and treatment-oriented environment. Second, YDDC includes the New Mexico Girls School (NMGS), a medium security facility rated to house 25 serious female juvenile offenders with full two- and three-year commitments (the maximum disposition rendered by New Mexico Juvenile Courts). Females committed to NMGS share housing and living-area based programs with Diagnostic and Development Center girls. Finally, YDDC administers Camino Nuevo, a high security facility with a rated capacity of 48. Camino Nuevo staff routinely supervise males who have full institutional commitments or serious youthful offender status, and others who have proven to be flight risks or violent toward staff and other residents. Camino Nuevo also has 48 beds that serves as the centralized juvenile corrections intake and assessment facility for male delinquents in the State. Altogether, the YDDC complex houses a daily population currently averaging 300 juveniles.

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YDDC maintains a full complement of educational programs at its accredited school (Foothills High School), an extensive medical diagnostic and treatment unit, and a large psychological treatment and testing group. Living areas are staffed with certified Juvenile Corrections Officers, and have Social Workers and Psychologists assigned to the living unit teams. A large gymnasium is available for basketball, swimming lessons and weight training. A vast array of volunteer programs and services are available to youth in the evening and weekends.

During the academic session (all but four weeks throughout the calendar year), DDC and NMGS residents spent five hours per day in classroom education, two hours in supervised recreation activities, and one hour per day in their EQUIP group. They also have responsibilities in maintaining their living area, and engaging in tasks assigned by staff in their living area. They have a limited amount of free time each evening that can be used to participate in programs run by volunteers, or in free time activities such as reading, watching television and playing games. Camino Nuevo residents spend more time in their living areas, engaging in less outdoor recreation or use of the gymnasium. They also have less unsupervised leisure time, or access to television.

Target Population

The target population for the EQUIP program are female and male residents of the Youth Diagnostic and Development Center. The majority of residents are between thirteen and nineteen years of age, with an average age of 16.5 years. Approximately 65% of the residents are Hispanic, and 70% are males. A few YDDC residents, those live in the centralized intake and assessment unit and the few residents on 15 day diagnostic pre-dispositional placements from

Juvenile Courts, were not included in the research since they did not participate in the EQUIP program.

Program Inputs

The program intervention consists of the various components of the EQUIP program. These include an initial assessment of each program participant, to facilitate the development of an Individualized Performance Plan. The program itself consists of mutual help group meetings, held among a stable membership of six to nine youths meet who meet daily (five days per week) for 1 to 1 ½ hours. These meetings are adult-coached but youth-run. Once the positive peer group has been well established, two of the mutual help meetings are replaced with "equipment meetings", in which adult coaches present a curriculum to improve anger management, build social skills and improve social decision making among group members. At the pace of two equipment meetings per week, it takes at least ten weeks for adult coaches to present a pre-set curriculum. The curriculum can then be repeated, to allow for turnover in the self-help group membership and to further reinforce the lessons presented.

As noted above, the EQUIP program is highly dependent on the staff and administrators to operate and refine it. Thus, YDDC personnel constitute a major program input of human resources, upon which the success of the program is highly dependent. To implement the program, all staff have to be trained in the program procedures and operational philosophy, which is distinctive from traditional state-run institutional practices. As such, implementation of the EQUIP program constitutes a significant organizational innovation. Innovation, especially in formal bureaucratic groups such as State-run facilities, is often a complex and difficult process (Beyer and Trice, 1982). However, as Gibbs, et al., (1995) indicate, for this (or any other)

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treatment program to succeed, there must be a consistency between the program's treatment modality and the culture of the staff and institution. Specifically, to fully realize the goals of the EQUIP program, staff must have a clear mission, statement of philosophy and program description; a sense of empowerment to engage in participatory management while accepting guidance from the administration; mastery of appropriate techniques for helping youth and working with colleagues, and the ability to work as a cohesive, mutually helping group.

Initial Outcomes

To reach the ultimate goals of the EQUIP program, some initial activities have to be undertaken, and short-term benchmarks achieved. First, an implementation strategy had to be developed and put into operation. This involved a plan for staff training and establishment of mutual help groups. Youth had to begin to actively participate in the groups and engage in the use of skills, orientations and definitions of meaning advocated by the EQUIP program. In a similar manner, YDDC staff administrators and staff needed to learn the vocabulary and orientation of the program, and alter their supervision practices to reflect the EQUIP program philosophy.

If these activities were successfully performed, it is likely that residents would show improvements in their knowledge and insights concerning the topics relevant to the EQUIP curriculum and would feel more support by, and be more supportive of, their peers. In a similar manner, staff should gain knowledge and facility with the program and commit to a staff culture that is congruent with the EQUIP program philosophy.

Intermediate Outcomes

From the standpoint of the logic model, it can be said that YDDC administrators

believed that a successful implementation of the EQUIP program would produce positive

outcomes for the residents, both during and after their stay in the facility. Administrators

assumed that if the EQUIP model was well understood and residents were motivated to act in

accordance to its principles, that significant changes in resident behaviors would occur.

Accordingly, one important goal of the EQUIP program was to produce better institutional

adjustment, and rule compliance among residents. This includes a reduction in violence among

residents and resident attacks on staff, as well as reduction of escapes, acts of defiance and other

institutional infractions. Acting in a manner consistent with the principles and philosophy of the

EQUIP program would also improve the organizational climate, by improving the dialog

between staff and residents, recasting the nature of the relationship from a security orientation to

a helper relationship, and the reduction of rule violations could minimize the time in which

residents and staff would have to interact in punitive and reactive roles. Thus, it was expected

that implementation of the EQUIP program and integration of its principles into the institutional

culture would improve the organizational climate and improve both peer and staff cultures.

Overall, the program should contribute to an improved environment, resident conformity,

employee job satisfaction, performance and retention.

Long-Term Outcomes

The program's distal outcome goals are lower rates of criminal and delinquent recidivism,

and violation of parole conditions. These are the principle program effects sought by

Department, Division and Center administrators and staff. However, avoiding official detection

of further criminal wrongdoing or rule violation is a minimal standard of social competence and

achievement. Given the moral and cognitive improvement expected by the program, one could

reasonably expect that youth should have improved in their decision-making skills and should

have integrated and achieved in academic, vocational, social and community involvement arenas.

History of EQUIP Program Implementation at YDDC

Staff at the New Mexico Youth Diagnostic and Development Center (YDDC) first

implemented the EQUIP program in one living unit in Fall 1997. This attempt was unsuccessful,

and was abandoned. The implementation team did learn from the experience that, to be

successful, the EQUIP program must be operated in a stable and well-functioning living area for

residents. They found that cooperation among all staff assigned to the living area, standardized

disciplinary practices, and consistent application of operational parameters for peer group

activities are necessary to create an effective environment for the program. Further evidence of

the need for environmental stability was provided by a second attempt to implement the EQUIP

program at the time of the opening of Camino Nuevo in February, 1998. As with the opening of

any new corrections facility that involves the hiring and transfer of an entirely new cohort of

corrections staff and the establishment of new organizational rules, culture and routine, Camino

Nuevo took some time before stabilizing its procedures and relations with residents. The staff

learned that it was practically impossible to implement this experimental program at the same

time as opening the facility.

In the summer of 1998, the EQUIP program was established in one of the better-run

living areas at YDDC, and, according to the reports of staff, has operated quite successfully.

After some administrative turnover related to collectively-bargained employee rights to bid for

postings in the facility, the staff initial team of peer group "coaches" was broken up, but the

program was successfully re-established in another living area by the beginning of 1999. YDDC

administrators then committed to training all staff in the EQUIP methodology, and the program

has been established in all living areas and the institution's school (Foothills High) since June of

that year. Anecdotal reports suggested that the ease of implementation varied somewhat between

units, a difference that could be attributed to the distinctive staff and organizational climates of

each living area.

CHAPTER III:
RESEARCH DESIGN AND METHODOLOGY

Research Design

The research was designed to (1) document the EQUIP program's implementation

process, (2) identify facilitators and barriers to its implementation, and (3) determine institutional

(immediate) outcomes of the program during the implementation phase. The research used a

quasi-experimental design. Since the participants constitute a saturated sample (Rossi, et al.,

1999), our findings consist of comparisons between the measures of the institution, residents and

staff immediately prior to program implementation to that occurring after implementation, with

qualitative monitoring for historical effects and other extraneous influences.

Data Collection and Measures

Interviews

To investigate the implementation process and factors influencing it, we conducted a

series of interviews with YDDC residents, administrators and staff. These interviews were

conducted in the period between the pre- and post-test administrations of the standardized

surveys (discussed below).

Resident interviews.

In-depth, semi-structured interviews were conducted with 20 YDDC residents who had

been at the facility during the time that the program was implemented in their living areas, and

were able to compare their impressions of the operation of the institution prior to and after

Program implementation (See Appendix A). Information collected from residents included:

t Their experiences and living area placement within YDDC

- How they first became aware of the EQUIP Program

- Their perceptions of the Program's strengths and limitations, and obstacles to its success

- Their perceptions of the Program's impact on morale, discipline, residents' knowledge and skills, relations with staff and other residents, school performance, staff behaviors, their own actions.

- Their opinions about the acceptance and popularity of the Program among residents

- Their anticipation that the Program would have an effect on their behavior after they left YDDC

- Their overall assessment of the Program as successful or not, and

- Their recommendations to improve the Program.

In a similar manner, 30 front-line staff were interviewed (See Appendix B). As with residents, interviews were limited to those who had worked at the institution prior to the implementation of the Program, and thus could assess its relative impact on changing the institutional environment and its operation. Topics of discussion included:

- Their occupational history at YDDC and in the criminal justice field

- Current job status

- How they heard about, and their first impressions of, the EQUIP Program

- Their understanding of the Program's goals, and their role in the Program

- Training they received concerning the Program

- Impact of the training on their perception of the Program

- Their experiences in implementing the Program in their area

- Consistency in Program operation throughout the institution

- Their perceptions of the Program's strengths and limitations, and obstacles to its

success

t Their perceptions of the Program's impact on staff morale, job performance, attendance, turnover, relations with other staff, the work environment, and staff roles.

t Their perceptions of the impact of the Program on staff relations with residents and on how staff control residents' behaviors.

t Their perceptions of the Program's impact on residents' morale, discipline, knowledge and skills, relations with staff and other residents, performance in school and other programs.

t How their job behaviors have changed as a result of the Program

t Their opinions about the acceptance and popularity of the Program among staff

t Their overall assessment of the Program as successful or not, and

t Their recommendations to improve the Program.

Standardized Surveys

Impact of the EQUIP Program on the organizational environment at YDDC was measured through repeated administration of the Correctional Institutions Environment Scale (CIES). It is a standardized and copyrighted questionnaire which assesses social climate on nine sub-scales, which in turn can be grouped into the more general dimensions of Relationships, Personal Growth/Goal Orientation, and System Maintenance (Moos, 1987). These dimensions and sub-scales are noted in Figure III.1. The CIES can be administered to staff and residents of a facility, and we chose to administer it to both groups. The Scale has four versions; a "Real Form" which measures residents' and staff members' views of their correctional environment, the "Ideal Form" which their preferences about correctional programs, the "Expectations Form:

FIGURE III.1
CIES SUB-SCALE AND DIMENSION DESCRIPTIONS*

Sub-scale

Relationship Dimension

1. Involvement   how active residents are in the day-to-day functioning of the organization

2. Support   the extent to which residents are encouraged to help and support other residents; how supportive staff is toward residents

3. Expressiveness   how much the organization encourages the open expression of feelings by residents and staff

Personal Growth Dimension

4. Autonomy   the extent to which residents are encouraged to take initiative in planning activities and to take leadership in the institution

5. Practical Orientation   the degree to which residents learn practical skills and are prepared for release from the institution

6. Personal Problem Orientation   the extent to which residents are encouraged to understand their personal problems and feelings

System Maintenance Dimension

7. Order and Organization   how important order and organization are in the institution

8. Clarity   the extent to which residents know what to expect in the day to day routine of the institution and the explicitness of program rules and procedures

9. Staff Control   the degree to which the staff use measures to keep residents under necessary controls

*Adapted from Moos, 1987

which measures their expectations about a correctional environment they are about to enter, and a

"Short Form", which is an abbreviated version of the Real Form. The first three Forms consist of 90 True/False questions, while the Short Form consists of 36 questions concerning the institutional environment. The Real and Short Forms of the Scale have been normed for staff and residents against national populations of their counterparts in juvenile institutions in the United States. We planned to administer Real and Ideal Forms to all residents and staff in April 1999 and May 2000, about six weeks prior to the widespread implementation of the Program, and eleven months after its implementation.

Data Analysis

Qualitative interview information was entered into a text-field database, and analyzed for common themes (coding categories). Inventories of categories were created, and statements were then grouped into them. Descriptive statistics were generated to summarize qualitative findings.

Scores on the CIES were entered into an SPSS database, and were coded as zeros and ones, with one connoting the pro-social response to the question. Averages for the number of pro-social responses were computed, within a possible range of zero to ten, for each subscale. Averages for each subscale were adjusted for missing values, and aggregated across respondents for analysis. If respondents did not complete at least 70% of the items incorporated in the subscale, their responses were not included in the aggregate analysis. At each administration were analyzed cross-sectionally, to determine differences in response between residents and staff, and among sub-populations of each group. Then, scores for each administration were compared to determine changes in assessment of the organizational environment before and after the implementation of the EQUIP Program. The CIES is a standardized instrument, so pre- and post-test grouped means were compared to national norms. Since both the CIES and EQUIP scores

are confidential measures (i.e., not anonymous), it was also possible to compare pre- and post-scores and institutional performance measures for a sub-group of participants for whom complete information was available.

CHAPTER IV:
FINDINGS FROM ADMINISTRATION OF THE
CORRECTIONAL INSTITUTIONS ENVIRONMENTAL SCALE

This Chapter presents the findings of analysis of the CIES, administered in 1999 and 2000, to residents and staff at YDDC.

Characteristics of YDDC Residents and Staff Survey Respondents

As noted in Table IV.1, YDDC resident respondents to the CIES Survey were males (71.0%, 71.2%) between 16 and 17 years of age. In 1999, they averaged 6.8 months in residence at the facility at the time of administration of the survey. By 2000, average tenure in residence had significantly increased to 8 ½ months. Staff members averaged 38.9 and 39.2 years of age in 1999 and 2000, respectively, and were slightly more likely to be males than females.

Table IV.1
Characteristics of YDDC Survey Respondents, 1999 and 2000

	1999	2000
Residents		
Age	16.5 yrs.	16.8 yrs.
Males	71.0%	71.2%
Tenure at YDDC*	6.8 mos.	8.5 mos.
Staff		
Age	38.9 yrs.	39.2 yrs.
Males	53.1%	58.8%

*$p<.01$

Resident CIES Survey Responses

Intervention Trends and Comparison to National Norms.

Table IV.2 presents the responses of residents at YDDC to the CIES prior and subsequent

to the implementation of the EQUIP Program. For the Real Form responses, the raw score and

standardized scores, normed to a national population of residents of juvenile institutions, are

presented. For the Ideal Form, the raw scores and difference between the Real and Ideal Form

scores for each sub-scale and dimension are presented.

As noted in Table IV.2, residents at YDDC consistently rated the institution on the Real

Form above national norms on Expressiveness, Order and Organization, and Staff Control sub-

scales, and substantially below national norms on the Clarity sub-scale.

Relatively little change was noted between the Pre- and Post- Intervention surveys for the

Real Form of the instrument. Exceptions to this was a statistically significant decline in resident

perceptions of how active they are in the day-to-day functioning of YDDC (Involvement), and in

the perception of how important order and organization are in the institution (Order and

Organization). Also, a significant increase in the perception of reliance of staff on measures to

maintain control in the institution (Staff Control) was noted.

It is interesting to note the practically complete lack of change in any of the sub-scales on

the Ideal Form before and after the implementation of the EQUIP Program. This can be

interpreted as a measure of reliability in the instrument, since we would anticipate little change in

what residents would define as an Idealized institutional environment between 1999 and 2000.

Differences in responses between Real Form (how residents perceive the institution

currently) and the Ideal Form (how residents would like the institution to operate) provided

Table IV.2
Residents' Responses, 1999 and 2000

	1999		2000	
	Raw	**Stand.**	**Raw**	**Stand.**
Real Form				
Relationship Dimension	5.0		4.7	
Involvement*	5.1	52	4.5	50
Support	4.9	48	4.8	47
Expressiveness	4.9	60	4.7	58
Personal Growth Dimension	5.0		5.0	
Autonomy	4.5	53	4.6	54
Practical orientation	6.3	52	6.2	51
Personal problem orientation	4.3	48	4.2	47
System Maintenance Dimension	6.2		6.1	
Order and organization*	6.7	69	6.2	64
Clarity	4.6	45	4.4	43
Staff control*	7.4	61	7.7	64
Total	5.4		5.3	
Ideal Form	**Raw**	**I - R**	**Raw**	**I - R**
Relationship Dimension	7.2	2.2	7.2	2.5
Involvement	7.8	2.7	7.7	3.2*
Support	7.3	2.4	7.6	2.8
Expressiveness	6.6	1.7	6.5	1.8
Personal Growth Dimension	6.7	1.7	6.6	1.6
Autonomy	6.8	2.3	6.8	2.2
Practical orientation	7.3	1.0	7.2	1.0
Personal problem orientation	5.9	1.6	5.9	1.7
System Maintenance Dimension	7.1	1.9	7.0	2.4*
Order and organization	8.2	1.5	8.3	2.1*
Clarity	7.2	2.6*	7.3	2.9
Staff control	5.7	-1.7	5.5	-2.2*
Total	7.0	1.6	7.0	1.7

*p<.05

several interesting findings. First, the gap between Ideal and Real (I -R) scores was greatest for

residents on the Relationship dimension. Specifically, residents expressed a much higher desire

for Involvement in institutional functioning than they believed they were involved, and desired

greater Clarity in knowing what to expect on a day to day basis in the institution. (It is striking to

note that raw Clarity scores dropped, and the gap between Real and Ideal scores on this item

increased from 1999 to 2000, given the fact that the average tenure of residents in the facility had

significantly increased.) It is interesting to note the negative direction of the I - R score for Staff

Control; while residents want more of other dimensions and sub-scales, they would prefer that

the staff engage less in controlling their behaviors. Between 1999 and 2000, the disparity

between Real and Ideal scores for Involvement, Order and Organization, and Staff Control sub-

scales and the System maintenance dimension also increased significantly.

Male Versus Female Residents.

Table IV.3 presents the results of an analysis of differences in response of residents by

gender. As noted there, girls were significantly more likely to present a positive perception of

the institution on the Real Form in 1999, but the direction of this relationship was reversed

(although not significantly) in 2000. In 1999, females were significantly more likely to positively

rate YDDC on the Personal Growth and System Maintenance dimensions, and the Involvement

sub-scale of the Relationship dimension. In 2000, females rated the Staff Control sub-scale

higher than males, but males rated the Autonomy sub-scale higher than females.

Changes in the gender relationship between 1999 and 2000 can be attributed primarily to

the dramatic reduction in scores by female respondents. Overall scores for female residents

dropped significantly between surveys, as well as scores on the Relationship dimension, its

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Table IV.3
Residents' Responses, 1999 and 2000, by Gender

Real Form

	1999 Males	1999 Females	2000 Males	2000 Females
Relationship Dimension	4.9	5.3	4.8	4.4ᵉ
Involvement	4.8ᵃ	5.9	4.5	4.4ᵉ
Support	4.9	5.0	5.0	4.3
Expressiveness	4.9	5.1	4.9	4.4ᵈ
Personal Growth Dimension	4.9ᵇ	5.4	5.1	5.0
Autonomy	4.2ᵇ	5.1	4.7ᵃ,ᵈ	4.1ᵉ
Practical orientation	6.1ᵇ	6.8	6.3	6.3
Personal problem orientation	4.2	4.4	4.2	4.4
System Maintenance Dimension	6.1ᵇ	6.6	6.1	6.0ᵉ
Order and organization	6.6	7.1	6.4	5.8ᵉ
Clarity	4.6	4.8	4.5	4.1ᵈ
Staff control	7.1ᶜ	7.9	7.5ᵇ,ᵈ	8.1
Total	5.3ᵇ	5.8	5.3	5.1ᵉ

Ideal Form

	1999 Males		1999 Females		2000 Males		2000 Females	
	Raw	I-R	Raw	I-R	Raw	I-R	Raw	I-R
Relationship Dimension	6.9ᶜ	2.0	7.9	2.5	6.8ᶜ	2.0	8.1	3.7ᵍ
Involvement	7.3ᶜ	2.5ᶠ	9.0	3.2ᶠ	7.2ᶜ	2.7ᶠ	8.9	4.5ᵍ
Support	6.9ᶜ	2.0	8.1	2.8	7.1ᶜ	2.1	8.5	4.2ᵍ
Expressiveness	6.5	1.6	6.7	1.8	6.2ᶜ	1.3	7.1	2.7
Personal Growth Dimension	6.4ᶜ	1.5	7.6	2.2	6.4ᶜ	1.3	7.2	2.2
Autonomy	6.5ᶜ	2.3	7.7	2.6	6.5ᶜ	1.8	7.5	3.4
Practical orientation	6.9ᶜ	0.8	8.4	1.6	6.9ᶜ	0.6	8.1	1.8
Personal problem orientation	5.7ᵇ	1.5	6.7	2.3	5.8ᶜ	1.6	6.2ᵈ	1.8
System Maintenance Dimension	6.7ᶜ	1.5	7.9	0.9	6.6ᶜ	0.5	8.0	2.0
Order and organization	7.9ᶜ	2.3	8.9	2.1	7.9ᶜ	1.5	9.2	3.4ᶠ
Clarity	6.9ᶜ	0.8	8.1	2.9ᶠ	6.7ᶜ	2.2	8.8ᵈ	4.7ᵍ
Staff control	5.4ᶜ	1.5	6.5	-2.2	5.2ᵃ	-2.3	6.0ᵈ	-1.9
Total	6.7ᶜ	1.6	7.8	1.7	6.6ᶜ	2.7ᶠ	7.8	2.5

ᵃ within year gender difference p<.05   ᵈ cross-year same-gender difference p<.05   ᵍ ideal-real score differ p<.01
ᵇ within year gender difference p<.01   ᵉ cross-year same-gender difference p<.01
ᶜ within year gender difference p<.001   ᶠ ideal-real score difference p<.05

Involvement and Expressiveness sub-scales, the Autonomy sub-scale, and the Order and organization sub-scale.

When comparing Ideal Form responses, girls consistently reported higher aspirations for the environment than did boys. Further, girls were more likely to note an increase in idealized perceptions in 2000 than in 1999. Coupled with the significant decline of Real Form responses for girls from 1999 to 2000, the gaps between Real and Ideal Form responses for female residents in 2000 was highly significant. An interpretation of this finding is that while girls' aspirations for the institutional environment increased significantly between 1999 and 2000, their perception of it declined significantly. This suggests a growing dissatisfaction of the institutional environment, relative to the type of institution that these respondents see as ideal.

Resident Age and Tenure.

Since age of respondent and length of tenure at YDDC are ratio-level measures, correlations can be computed between these independent variables and the CIES responses of residents. The results of these bivariate analyses are presented in Table IV.4. As noted there, age is positively correlated to overall scores for the Real and Ideal Forms of the CIES, both in 1999 and 2000, with the correlation being stronger in the latter survey on the Ideal Form. This pattern is consistent for all three dimensions, and practically all of the sub-scales.

Conversely, length of tenure is inconsistently related to CIES scores. In 1999, tenure is negatively related the System Maintenance dimension, and the perceptions of staff control sub-scale (i.e., those longer in residence were less likely to report that staff used techniques of control to manage the institution) on both the Real and Ideal Forms. Tenure was positively associated at a statistically significant level in 1999 with the Personal Problem Orientation

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Table IV.4
Residents CIES Scores, by Age and Tenure: 1999 and 2000

	1999		2000	
Real Form	**Age**	**Tenure**	**Age**	**Tenure**
Relationship Dimension	.30[c]	.04	.32[c]	-.02
Involvement	.32[c]	.09	.27[c]	.01
Support	.31[c]	-.05	.33[c]	-.08
Expressiveness	.06	.04	.16[c]	.04
Personal Growth Dimension	.33[c]	.02	.35[c]	-.02
Autonomy	.21[c]	.01	.22[c]	-.07
Practical orientation	.28[c]	-.13	.24[c]	-.04
Personal problem orientation	.32[c]	.15[a]	.38[c]	.06
System Maintenance Dimension	.24[c]	-.17[a]	.20[c]	-.10
Order and organization	.20[c]	-.11	.16[c]	-.08
Clarity	.32[c]	-.12	.36[c]	-.13
Staff control	.04	-.17[a]	-.15[b]	.02
Total	.34[b]	-.04	.34[c]	-.05

	1999		2000	
Ideal Form	**Age**	**Tenure**	**Age**	**Tenure**
Relationship Dimension	.18[c]	.01	.23[c]	.05
Involvement	.13[b]	-.03	.18[c]	-.04
Support	.21[c]	-.05	.22[c]	-.08
Expressiveness	.11[a]	.13	.20[c]	.01
Personal Growth Dimension	.22[c]	-.03	.34[c]	-.01
Autonomy	.11[a]	.03	.16[c]	-.01
Practical orientation	.19[c]	-.11	.32[c]	-.02
Personal problem orientation	.24[c]	.02	.33[c]	.01
System Maintenance Dimension	.10[a]	-.20[b]	.20[c]	-.03
Order and organization	.12[b]	-.12	.17[c]	.03
Clarity	.07	-.11	.17[c]	-.03
Staff control	.05[c]	-.21[b]	-.11[a]	-.08
Total	.19[c]	-.08	.29[c]	-.02

[a] p<.05   [b] p<.01   [c] p<.001

sub-scale on the Real Form. However, none of these or any other correlations were statistically significant between Tenure and CIES measures in 2000.

Resident Living Areas.

The EQUIP program was implemented in living areas and the school environment. Living areas in the Diagnostic and Development Center separated females from males. Further, females were separated into a basic and more advanced units (Manzano and Mesa, respectively), and males were divided into one specialized treatment unit (Loma) and the remainder by age/size (Ivy, Jemez, Sandia, Sierra, Zia). Residents at Camino Nuevo lived in a more strict environment than their DDC counterparts, based primarily on their intake assessment in the reception center, and thus received the EQUIP program information in a setting that was more restrictive in activities and privileges. Average scores of residents by living unit are presented in Table IV.5.

As noted in that Table, residents of the girls' living areas scored in the middle range of living units on the Real Form (although these scores declined significantly between 1999 and 2000), but had very high expectations reported on the Real Form, producing a relatively large disparity between these measures. It is also interesting to note that the residents of living units at Camino Nuevo scored the institution with relatively low Real Form scores, but also had lower expectations as indicated by their Ideal Form scores.

Resident Cohort Analysis.

A total of 36 residents participated in both the 1999 and 2000 administrations of the CIES. They do not constitute a representative sample of the YDDC population, in that over one-half (55.6%) are females. In addition, their average length of tenure in the institution is greater

Table IV.5   Resident CIES Scores, by Living Area: 1999 and 2000

Real Form	Ivy 1999	2000	Jemez 1999	2000	Loma 1999	2000	Manzano 1999	2000	Mesa 1999	2000	Sandia 1999	2000	Sierra 1999	2000	Zia 1999	2000	Camino Nuevo 1999	2000
Relationship Dimension	4.7	3.9	5.5	5.7	5.1	4.2	4.8	3.6[b]	6.4	5.4	4.7	4.5	5.2	5.2	5.2	4.7	4.6	4.9
Involvement	4.0	3.6	6.3	5.6	4.4	3.6	4.9	3.1[b]	8.4	5.7[b]	5.6	3.7[b]	5.3	5.4	5.0	5.6	4.3	4.3
Support	4.5	3.4	5.6	6.8	5.8	5.2	4.3	3.6	5.9	5.3	4.4	4.4	5.8	5.3	5.6	4.6	4.5	5.2
Expressiveness	5.7	4.7	4.5	4.7	5.1	3.9	5.2	4.3[a]	4.9	5.3	4.2	5.3	4.5	4.8	5.2	3.9[a]	5.1	5.1
Personal Growth Dimension	4.6	4.7	5.1	5.0	5.5	5.1	4.9	4.7	6.2	5.1[a]	4.7	5.2	5.2	5.4	5.8	5.4	4.8	4.9
Autonomy	3.8	4.2	4.5	5.0	4.6	4.5	4.5	3.7	6.0	4.1[b]	4.4	4.8	4.4	5.2	5.4	5.1	4.3	4.7
Practical orientation	6.7	6.0	6.0	6.1	6.0	6.8	6.3	5.9	7.1	6.5	7.8	5.2	6.2	7.0	7.7	6.8	5.3	5.7
Personal problem orientation	3.4	3.9	4.7	4.0	6.0	4.1	3.9	4.4	5.5	4.4	2.9	4.7[b]	4.9	4.0	4.2	4.4	4.7	4.2
System Maintenance Dimension	6.5	5.7[a]	6.8	7.1	6.4	6.4	6.8	5.8[b]	6.6	6.5	6.6	5.7[a]	6.3	6.7	6.2	6.2	5.3	5.6
Order and organization	6.8	5.3[b]	7.7	8.2	6.5	6.1	7.3	5.1[c]	7.1	6.3	7.8	5.2[c]	6.3	7.6[a]	6.8	6.4	5.6	5.9
Clarity	4.5	4.1	5.0	4.4	5.4	5.3	5.4	4.0[b]	4.1	5.1	4.8	4.4	4.4	4.7	4.2	3.5	4.3	4.4
Staff control	8.0	7.6	7.6	8.7[a]	7.4	7.8	7.9	8.2	8.7	7.9	7.2	7.5	8.1	7.7	7.5	8.4[a]	5.9	6.7[b]
Total	5.3	4.8	5.8	5.9	5.7	5.2	5.5	4.7[b]	6.4	5.7	5.4	5.1	5.5	5.7	5.7	5.4	4.9	5.1

Ideal Form	Ivy 1999	2000	Jemez 1999	2000	Loma 1999	2000	Manzano 1999	2000	Mesa 1999	2000	Sandia 1999	2000	Sierra 1999	2000	Zia 1999	2000	Camino Nuevo 1999	2000
Relationship Dimension	7.0	7.0	6.8	6.9	7.9	7.1	7.1	7.9	8.5	8.8	7.6	7.2	6.3	6.4	8.6	8.1	6.6	6.9
Involvement	7.3	6.8	7.6	7.5	8.6	6.9	8.3	8.6	9.4	9.8	8.4	7.6	6.7	6.8	9.6	8.6[a]	6.6	7.4
Support	7.0	7.2	7.2	7.5	8.5	7.6	7.3	8.2	8.8	9.2	7.5	7.4	6.4	6.4	8.7	8.3	6.5	7.2
Expressiveness	6.7	7.1	5.6	5.7	6.5	6.7	5.8	6.8[a]	7.5	7.4	6.8	6.5	5.9	5.8	7.5	7.3	6.7	6.2
Personal Growth Dimension	6.6	6.7	6.4	6.4	7.3	6.1	7.3	7.3	7.8	7.5	6.8	6.7	5.8	6.1	7.9	6.9[a]	6.1	6.3
Autonomy	6.6	6.9	6.4	6.5	7.4	6.5	7.4	7.4	7.8	7.5	7.1	6.3	5.5	6.4[a]	8.1	7.6	6.6	6.5
Practical orientation	7.7	7.4	7.3	7.5	7.6	6.5	8.0	7.9	8.6	8.6	7.6	7.3	6.3	6.3	8.8	7.8[b]	6.2	6.6
Personal problem orientation	5.4	5.8	5.5	5.3	7.0	5.3	6.4	6.7	6.9	6.3	5.8	6.4	5.6	5.6	6.9	5.2	5.5	5.9
System Maintenance Dimension	7.3	6.8	6.8	7.0	7.0	6.5	7.7	7.7	8.1	8.5	7.5	6.5[a]	6.2	6.4	8.0	8.1	6.2	6.5
Order and organization	8.5	8.1	7.3	8.2	8.1	8.0	8.8	8.8	9.3	9.6	9.0	7.8	7.2	7.8	9.0	9.4	7.5	7.6
Clarity	7.2	7.3	6.2	6.4	7.1	7.5	7.8	8.3	8.2	9.4[a]	7.8	7.0	6.0	6.2	8.6	9.0	6.8	6.5
Staff control	6.2	5.0	6.8	6.5	5.7	4.0	6.4	6.0	6.8	6.4	5.7	4.7	5.5	5.3	6.3	5.9	4.3	5.3
Total	6.9	6.8	6.6	6.8	7.4	6.5	7.4	7.6	8.1	8.2	7.3	6.8	6.1	6.3	8.2	7.7	6.3	6.6

[a] p<.05 [b] p<.01 [c] p<.001

than that for the population, suggesting a more severe delinquent history (in terms of severity and/or chronicity of offending) on the part of these residents. Still, a comparison of their scores between administrations of the instrument, and widespread implementation of the EQUIP Program, is enlightening, since more stable personal vicissitudes of respondents in completing the survey instruments should be similar over time for members of the cohort. Results of an aggregate analysis of these cases is presented in Table IV.6.

As noted in that Table, scores on both the Real and Ideal Forms decrease between 1999 and 2000, but the reduction on the Real Form is much greater and statistically significant. Specifically, significant reductions in the System maintenance dimension, particularly its Order and Organization and Clarity sub-scales are apparent in the Real Form. On the Ideal Form, significant reductions in the Involvement and Autonomy sub-scales were noted.

Of particular interest are the differences between Ideal and Real scores (I - R) for the cohort in 1999 and 2000. In the pre-intervention period, significant disparities existed for the Involvement, Support and Autonomy sub-scales. One year after EQUIP implementation, differences on the Involvement and Support sub-scales was greater, and the Relationship Dimension (including these sub-scales) was statistically significant. In addition, the Ideal Form System Maintenance dimension and all of its sub-scales were different from Real Form scores for members of the cohort in 2000.

Since the Ideal Form scores for 1999 and 2000 were remarkably consistent, the growing disparity between Real and Ideal Form scores must be attributed to decreasing perceptions of the institution reported on the Real Form. This indicates a more negative appraisal and growing

dissatisfaction among cohort members, who were in a position to assess YDDC in both the pre-

Table IV.6
Resident Cohort Responses, 1999 and 2000

	1999		2000	
	Raw	Stand.	Raw	Stand.
Real Form				
Relationship Dimension	4.4		3.8	
Involvement	4.5	48	3.5	40
Support*	4.5	45	3.5	37
Expressiveness	4.3	53	4.3	53
Personal Growth Dimension	4.9		4.6	
Autonomy	4.7	55	4.1	50
Practical orientation	6.0	49	5.9	48
Personal problem orientation	4.0	45	3.8	43
System Maintenance Dimension**	6.4		5.3	
Order and organization***	6.7	68	4.6	52
Clarity***	5.2	51	3.5	34
Staff control	7.3	60	7.8	65
Total**	5.2		4.5	
Ideal Form	**Raw**	**I - R**	**Raw**	**I - R**
Relationship Dimension	8.0	3.6	7.6	3.8**
Involvement*	8.9	4.4**	8.2	4.7**
Support	8.0	3.5*	7.5	4.0**
Expressiveness	7.0	2.6	7.1	2.8
Personal Growth Dimension	7.4	2.5	7.0	3.0
Autonomy*	8.0	3.3*	6.9	2.8
Practical orientation	7.8	1.8	7.8	1.9
Personal problem orientation	6.3	2.3	6.5	2.7
System Maintenance Dimension	7.2	2.2	7.0	3.8**
Order and organization	8.6	1.9	8.5	3.9**
Clarity	7.8	2.6	7.8	4.3**
Staff control	5.3	-2.0	4.6	-3.2*
Total	7.5	2.3	7.2	2.7

and post-intervention periods.

Staff CIES Survey Responses

All staff, including administrators, and front-line personnel who were in direct contact with residents on a daily basis (i.e., Juvenile Corrections Officers, Teachers, Social Workers, Psychologists) completed the CIES at the same time as residents. Their grouped responses to the Real and Ideal Forms are graphically presented in Table IV.7. As noted in the Real Form responses, staff indicate perceive YDDC high on Order and Organization and Staff Control, relative to national norms, while they rate it below national norms on Autonomy and Clarity.

As with the residents, staff perceptions of the Institutional Environment (Real Form) changed little between 1999 and 2000, with the exception of a statistically significant increase in responses to the Expressiveness sub-scale, indicating an increase in the perception that the institution encouraged them to express their feelings and opinions. Measures of perceptions of the ideal institutional environment actually increased from 1999 to 2000, although not at a statistically significant level. As with the Real Form, perception of the ideal work environment increased most for the Expressiveness sub-scale.

As with residents, staff noted the greatest differences in responses between the Ideal and Real Forms for the Relationship dimension sub-scales. And, as with residents, staff appear to prefer less control over resident behaviors than they currently believe exists. When comparing the differences between Ideal and Real Form scores for 1999 and 2000, staff responses demonstrate a significant gap increase for the Involvement, Order and Organization, and Clarity sub-scales.

Table IV.7
Staff CIES Responses, 1999 and 2000

	1999		2000	
	Raw	Stand.	Raw	Stand.
Real Form				
Relationship Dimension	6.4		6.5	
Involvement	6.9	49	6.6	48
Support	7.1	49	7.4	50
Expressiveness**	5.0	48	5.6	53
Personal Growth Dimension	6.5		6.5	
Autonomy	5.4	45	5.6	47
Practical orientation	7.7	52	7.7	52
Personal problem orientation	6.2	48	6.3	49
System Maintenance Dimension	7.0		6.8	
Order and organization	7.7	60	7.4	58
Clarity	6.3	44	6.1	41
Staff control	7.1	67	7.1	67
Total	6.6		6.6	
Ideal Form	Raw	I - R	Raw	I - R
Relationship Dimension	8.1	1.7	8.2	1.7
Involvement	8.6	1.7	8.7	2.1*
Support	8.6	1.5	8.8	1.4
Expressiveness	7.0	2.0	7.4	1.8
Personal Growth Dimension	7.8	1.3	7.9	1.4
Autonomy	7.3	1.9	7.4	1.8
Practical orientation	8.6	0.9	8.6	0.9
Personal problem orientation	7.5	1.3	7.6	1.3
System Maintenance Dimension	7.8	1.1	7.9	1.3
Order and organization	9.0	1.3	9.1	1.7*
Clarity	7.8	1.5	8.0	1.9*
Staff control	6.6	-0.5	6.8	-0.5
Total	7.9	1.3	8.1	1.5

*p<.05   **p<.01

Administrators and Front Line Personnel.

Table IV.8 presents central administrator and front line personnel responses on the Real and Ideal Forms for 1999 and 2000. As noted in that Table, administrators and front line personnel were similar in their responses assessing the conditions of the institution (Real Form), and note a slight (not statistically significant) reduction in scores between the pre- and post-intervention periods. Exceptions to this pattern over time are a statistically significant increase in administrator scores on the autonomy sub-scale and decrease on the order and organization sub-scale. The two occupational groups differ in Real Form responses only in that administrators reported higher scores for the practical orientation sub-scale in 1999, and the front line staff reporting higher scores for the order and organization sub-scale in 2000.Raw scores were also similar for both occupational groups on the Ideal Form, but some differences were apparent. For example, administrators differed in perceptions of the ideal level of expressiveness of YDDC personnel, with administrators desiring much higher levels of open expression of feelings by residents and staff than did front-line personnel in both 1999 and 2000. Further, the administrators differed in their perception in 1999 of the ideal level of Personal Growth, which assesses the institution's treatment orientation, with administrators desiring higher levels of resident autonomy, investment in a practical orientation and a personal problem orientation than did front-line personnel. This could be attributed to the early investment of administrators in the EQUIP program model that emphasized these therapeutic components, while the front-line staff had not been socialized into this model at the time. This disparity was reduced by 2000, with the exception that administrators continued to place greater emphasis in the ideal institution on a personal problem orientation (i.e., the extend to which residents are

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Table IV.8
Administrator and Line Staff CIES Responses, 1999 and 2000

Real Form	1999 Admin	1999 Line	2000 Admin	2000 Line
Relationship Dimension	7.4	6.8	7.2	6.7
Involvement	8.8	7.5	7.5	6.9
Support	7.8	7.5	8.0	7.5
Expressiveness	5.6	5.5	6.1	5.8
Personal Growth Dimension	7.2	6.7	7.5	6.8
Autonomy	5.4	5.7	7.2[d]	5.8
Practical orientation	9.3[a]	7.9	8.0	7.8
Personal problem orientation	6.9	6.5	7.2	6.8
System Maintenance Dimension	7.3	7.7[d]	6.1	7.1
Order and organization	7.7	8.4	4.5[a,d]	7.6
Clarity	7.7	6.9	6.0	7.0
Staff control	6.7	7.7	7.8	6.9
Total	7.3	7.1	6.9	6.8

	1999 Admin		1999 Line		2000 Admin		2000 Line	
Ideal Form	Raw	I-R	Raw	I-R	Raw	I-R	Raw	I-R
Relationship Dimension	9.4	2.0	8.1	1.3	9.3	2.1	8.1	1.4
Involvement	9.7	0.9	8.7	1.2	9.5	2.0	8.4	1.5
Support	9.3	1.5	8.5	1.0	9.0	1.0	8.7	1.2
Expressiveness	9.1[a]	3.5[f]	7.0	1.5	9.4[a]	3.3[f]	7.3	1.5
Personal Growth Dimension	8.8[a]	1.6	7.7	1.0	8.6	1.1	7.8	1.0
Autonomy	8.1	2.7	7.1	1.4	8.3	0.9	7.5	1.7
Practical orientation	9.3	0.0	8.6	0.7	8.5	0.5	8.6	0.8
Personal problem orientation	8.9	2.0	7.6	1.1	8.9[a]	1.7	7.4	0.6
System Maintenance Dimension	7.6	1.1	7.9	0.6	8.0	3.0[f]	7.9	1.1
Order and organization	9.2	1.5	8.9	0.5	9.9	5.4[g]	9.2	1.6
Clarity	8.3	0.6	7.7	0.8	8.0	2.0	8.1	1.1
Staff control	5.4[b]	-1.3	7.1	-0.6	6.1	-1.7	6.4	-0.5
Total	8.6	1.3	7.9	0.8	8.6	1.7	7.9	1.1

[a] within year occupational group difference p<.05   [d] cross-year, same-group difference p<.05
[b] within year occupational group difference p<.01   [e] cross-year, same-group difference p<.01
[c] within year occupational group difference p<.001   [f] ideal - real score difference p<.05
                                                          [g] ideal - real score difference p<.01

encouraged to understand their personal problems and feelings) among residents than did staff.

Another occupational group distinction was that administrators sought a much lower level of

staff control of residents in 1999 than front-line staff. This distinction was largely resolved by

2000, in that administrators sought higher levels of staff control, and front-line staff were

somewhat less desirous of high levels of control over residents.

Differences between perceptions of the current and an idealized institutional environment

was most pronounced for the administrators, in both the pre- and post-intervention surveys. They

sought much higher levels of expressiveness among staff and residents in both 1999 and 2000,

and in order and organization in 2000.

Staff Age.

Since age and seniority of YDDC front-line staff and administrators are ratio-level

measures, zero-order correlations can be computed between these variables and CIES responses.

The results of these bivariate analyses are presented in Table IV.9. As noted there, age is

positively correlated to overall scores for front-line staff on the Real Form of the CIES, both in

1999 (at a statistically significant level) and 2000. The correlation of age among front-line

personnel to CIES measures is particularly strong in 1999 for the Relationship dimension and its

Involvement sub-scale, the Personal Growth dimension and its Autonomy and Personal Problem

Orientation sub-scales, and the Clarity sub-scale of the System Maintenance dimension.. In 2000,

the only statistically significant relationship for front-line personnel was a positive association

between age of staff and the Personal Problem Orientation and Clarity sub-scales (the latter

suggesting that older staff believed that residents knew what to expect in the institution and its

various programs and rules on a day-to-day basis). The reduction in strength

Table IV.9
Administrator and Front-Line Staff CIES Scores, by Age: 1999 and 2000

	1999		2000	
Real Form	**Admin**	**Line**	**Admin**	**Line**
Relationship Dimension	-.01	.14[a]	.17	.07
Involvement	.12	.19[b]	.13	.06[c]
Support	-.07	.11	.02	.06
Expressiveness	.01	.06	.26	.01
Personal Growth Dimension	.03	.16[a]	.07	.12
Autonomy	.01	.14[a]	.07	.08
Practical orientation	.05	.11	-.22	.07
Personal problem orientation	.05	.14[a]	.19	.15[a]
System Maintenance Dimension	.01	.12	.03	.09
Order and organization	-.07	.11	.07	.07
Clarity	.08	.14[a]	-.02	.15[a]
Staff control	-.02	.01	-.09	-.04
Total	.02	.17[a]	.11	.11

	1999		2000	
Ideal Form	**Admin**	**Line**	**Admin**	**Line**
Relationship Dimension	.03	-.01	-.06	.05
Involvement	-.07	-.01	-.08	.06
Support	.07	-.05	-.23	.03
Expressiveness	.06	.03	.08	.04
Personal Growth Dimension	-.07	.01	.06	.11
Autonomy	.01	.06	.03	.05
Practical orientation	-.12	-.06	-.10	.15[a]
Personal problem orientation	.03	.02	.20	.08
System Maintenance Dimension	-.01	-.17[a]	-.05	-.01[c]
Order and organization	.07	-.07	.01	.02
Clarity	.09	-.07	-.09	.14[c]
Staff control	-.06	-.15[a]	.02	-.15[a]
Total	-.04	-.05	-.02	.07

[a] p<.05   [b] p<.01
[c] cross-year, within occupational group difference in correlation p<.05

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of association for the Involvement sub-scale was statistically significant between 1999 and 2000 for front-line staff, suggesting that age ceased to be associated with perceptions of how active residents are in the daily functioning of YDDC.

Age of administrators was only weakly associated, in a positive direction, with CIES scores in 2000, and practically not associated 1999. While some rather strong associations (i.e., positively between age and the Expressiveness sub-scale, negatively with the Practical Orientation sub-scale) in 2000, statistical significance was not demonstrated, due to small numbers of administrative respondents.

Correlations between age and CIES measures were weaker for responses to the Ideal Form. However, significant negative associations were demonstrated among line staff in 1999 and 2000 for the System Maintenance dimension and its staff control sub-scale, suggesting that younger front-line personnel believed that an ideal institution would demonstrate higher levels of staff control over residents than did their older counterparts. On the other hand, older front-line staff were more likely to define practical skill building and pre-release training as central to an ideal institutional program (Practical Orientation sub-scale) than were younger front-line personnel. The reduction in strength of association for the System Maintenance dimension was statistically significant between 1999 and 2000 for front-line staff, largely due to changes in relationship between age and responses to the Clarity sub-scale (with younger staff perceiving the value of staff knowing what to expect on a daily basis in the institution in 1999, to older staff more likely to value this institutional characteristic in 2000).

Summary

The residents and staff of the Youth Diagnostic and Development Center were

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administered the Correctional Institutions Environmental Scale in the Spring of 1999 and 2000, i.e., immediately prior to and after approximately one year of widespread implementation of the EQUIP program. Residents at YDDC scored high on the Real Form's Expressiveness, Order and Organization and Staff Control subscales, and low on the Clarity subscale, relative to national norms for juvenile institutions. Responses to the Involvement, and Order and Organization subscales decreased significantly, and responses for the Staff Control subscale increased significantly, between the 1999 and 2000 administrations of the Survey. Differences between the Ideal and Real Form scores were significant for the Clarity subscale in 1999 and for the System Maintenance dimension (including its Order and Organization, and Staff Control subscales) and the Involvement subscale. The relationship between gender and CIES scores changed between the two administrations of the Survey; Real scores for females had been higher than those for males in 1999, but were lower in 2000. In addition, while Ideal scores stayed fairly consistent for males between the two administrations of the survey, the girls Ideal scores increased significantly. The result is that the Ideal-Real score gap for female residents increased dramatically between 1999 and 2000. Age of the resident was positively associated with several measures of the institutional environment, but tenure in the institution was a less predictive indicator. An analysis of a cohort of residents who participated in both administrations of the survey found that their scores on the Ideal Form were relatively stable, but on Real Form tended to decline, over time. From these indications, we conclude that the introduction of the EQUIP program, at least in its first year of operation, had little positive association with improved assessments by the residents of YDDC's environment.

Similar to residents, staff scored above national norms on Order and Organization and

Staff Control subscales, and below national norms on the Clarity subscale. They also scored low on the Autonomy subscale. Between the two administrations, staff scored significantly higher on the Expressiveness subscale. Significant differences in scores on the Ideal and Real Forms of the Involvement, Clarity and Order and Organization subscales was noted. Administrators were more likely than front-line staff to score high on the Real form, Thus increasing the disparity between Real and Ideal scores on several subscales. Older and more senior staff tended to perceive more resident involvement in institutional decision making, a greater emphasis on personal autonomy and therapeutic interventions and clarity of purpose at YDDC than their more junior counterparts. On the other hand, younger and less senior staff were more likely to prefer higher levels of staff control over residents in the institution.

CHAPTER V:
FINDINGS FROM INTERVIEWS WITH RESIDENTS AND STAFF

This Chapter discusses the results of interviews conducted with residents and front-line staff. Interviews conducted with the residents and front-line staff were semi-structured, open-ended in format.

The Residents' Perspective

Characteristics.

Residents who participated in the interview process were primarily males who had been at YDDC on their current commitment for an average of nine and one-half months (see Table V.1). It was our intention to interview those who had been at the institution both prior to and after the implementation of the EQUIP program, so all but one of the respondents had been previously incarcerated at the Center (the exception had been in the facility for some time, and had been through the implementation of the program in his living unit). Within the institution, the majority of respondents had been transferred from one living area to another.

Given the resident's tenure at YDDC, it is no surprise that the majority of respondents first became aware of the EQUIP program when they were re-admitted to the facility. This information was provided to them at the Reception Center at Camino Nuevo, or upon return to their living unit. One resident mis-identified their source of information, in that they felt they had learned of the program at another institution (i.e., that location had a positive peer group program, but it was not based on the EQUIP design).

When asked to identify the purpose of the program and their role in it, the majority of residents were able to give answers that indicated an understanding and familiarity with EQUIP's concepts and process. Most indicated that EQUIP was intended to promote teamwork,

Table V.1
Characteristics of YDDC Resident Interview Respondents

Personal Characteristics

Males	80.0%
Current tenure at YDDC	9.5 mos.

Prior YDDC Commitments

None	1
One	15
Two	4

Number of living areas placements at YDDC

One	4
Two	8
Three	4
Four	4

Knowledge of Program

First became aware of EQUIP in:

Intake unit	13
Living area	6
Outside YDDC (other inst.)	1

Perception of EQUIP Purpose

Promote teamwork	13
Learn self-responsibility	6
Learn consequences of acts	2
Learn to think before acting	2
Learn to think about others	2
Learn to identify problems	1
Don't Know	1

Perception of their role in EQUIP Program

Help others	17	
Treat others well	3	
Seek help from others		2
Be a role model for others	2	
Be responsible for self	1	
Participate actively in group	1	
Identify their own problems	1	

and that the group was a venue in which they were expected to help others solve their personal problems and gain insights about social behavior.

Program Impact.

Residents were asked to indicate if they thought the EQUIP Program had impact on several aspects of institutional life, and would affect their behavior once they left YDDC. If they felt the program indeed had an impact, they were then asked to describe the nature of that effect. As noted in Table V.2, half of the respondents noted that the EQUIP program had impact on their behavior in the institution, mostly in a positive sense. As one resident put it, *"It helped me change. I was getting into a lot of trouble. Now I work with the staff and the residents, and they work with me."*

Most of the respondents also felt that the program affected peer relations between the residents, generally in a positive direction. Residents noted that since they knew each other better, they had better relations, fewer fights, and greater cohesion among each other. As one male stated, *"We work as a team in this cottage. Staff leave it to us to keep people in check. If we can't do it then the staff steps in."* Another stated that *"We all know each other really well and there are less problems now."*

A slight majority of the respondents indicated that relations had changed between residents and staff members as a result of the program. Most of the comments indicated that the change was in a positive direction, including greater communication. Further, most felt that the EQUIP program had affected the staff. They felt the staff was more engaged with the residents and were better prepared to be good role models for the residents.

Ninety percent of the respondents felt that the program affected the morale of residents,

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Table V.2
Resident's Perceptions of the Impact of the EQUIP Program

Does the EQUIP Program have impact on:

Personal Behavior at YDDC
        Yes   10
        No   10

        How it has impact:
            Positive
                In less trouble now   4
                Optimistic/Look forward to things   3
                Can use skills outside YDDC   2
                Better attitude toward others   1
            Negative
                Get in more trouble now   2

Peer Relations
        Yes   16
        No   4

        How it has impact:
            Positive
                Calmer, better relations, fewer fights   7
                Know peers better   4
                More cohesion among residents   4
            Negative
                Checking on each other causes tensions   2

Relations with Staff
        Yes   12
        No   8

        How it has impact:
            Positive
                More communication with staff   4
                Know staff better   3
                Respect for staff who use EQUIP as well   1
            Negative
                Staff wants residents to check/report others   2
                Bad staff don't care about EQUIP   2

Table V.2 (continued)
Resident's Perceptions of the Impact of the EQUIP Program

Staff Members
        Yes   15
        No   5

        How it has impact:
                Positive
                        Work more closely with residents   4
                        Respect residents more   2
                        Serve as positive role models   2
                        Receive more training now   1
                Negative
                        Frustrates them to work with/punish group   2
                        Tougher on kids/are accountable for group   2

Morale of Residents
        Yes   19
        No   1

        How it has impact:
                Positive
                        Promotes cohesion and mutual help   6
                        Makes people happy and more calm   5
                        Helps people resolve their problems   2
                Negative
                        Removes structure for advancement   3
                        Turns group against rule violators   1

Discipline and Disciplinary Violations
        Yes   19
        No   1

        How it has impact:
                Positive
                        Engages the group in sanctioning violators   5
                        Reduces the frequency of serious offenses   4
                        Better understanding of what's a violation   2
                        People think, don't want group punished   1
                Negative
                        Increases the frequency of serious offenses   2
                        Not fair; everyone is punished now   2
                        Group process manipulated to harm rival   1

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Table V.2 (continued)
Resident's Perceptions of the Impact of the EQUIP Program

Knowledge and Skills
  Yes   13
  No   7

  How it has impact:
    Positive
      Learn program language and concepts 7
      Learn how to solve issues without arguing 4
      Learn social skills and mutual respect 1
    Negative
      Program skills are a joke to many   3

School Performance
  Yes   10
  No   6
  Don't Know 4

  How it has impact:
    Positive
      Improves behavior, discipline   5
      Classroom less tense now   2

Post-release Behavior
  Yes   17
  No   3

  How it has impact:
    Positive
      Will know how to deal with problems 9
      Will be more responsible, in control 7
      Won't hang with wrong people   2
      Will know more about myself   2
      Will stay positive   2
      Will accept advice from others better   1
      Will use it to help my kids   1
    Negative
      Will just act how I want to act   3

most commonly in a positive direction. Residents declared that the program influences them to work together and to resolve personal problems. As one resident put it, *"Well, now if one kid cares, they all care. They work as a unit. We have mutual help and EQUIP, which brings us together as a group."* However, another resident felt that the change had hurt morale, since residents did not know there status and institutional progress towards release in this model: *"It was better back in the old days when we had levels. You had something to work for. Now you don't know where you stand."*

Most residents indicated that EQUIP had changed the discipline and disciplinary violations in the facility. Most felt that the program had a positive impact, noting that serious rule violations had diminished, and that the group now had a central role in sanctioning rule violators. However, as one female resident put it, *"Like, the residents are able to check somebody before they get (disciplinary violations), But sometimes, someone will use group punishment to get at somebody in the group."*

Slightly more than half of the respondents indicated that the EQUIP program has improved the participant's knowledge and skills. Beyond learning the technical language and process of the program, respondents noted that it helped them learn how to resolve disputes in a more socially appropriate manner. One respondent noted that the program helps *"Maybe with social skills. Learning how to respect one another, being able to talk to somebody, and knowing a person, knowing their boundaries."* Related to academic performance, one half of the respondents reported that the program affected school activities, primarily by improving the deportment of students and creating an atmosphere more conducive to learning.

Finally, most residents anticipated that participation in the EQUIP program would affect

their behavior after they left YDDC. Most of them felt that it would help them to successfully reintegrate into society, by improving their ability to deal with problems, be more responsible and exercise more self control.

Resident's Assessment of the Program.

Residents were asked to express their general opinion of the program. As shown in Table V.3, most respondents were ambivalent about it, noting that it is effective for only certain participants (i.e., those who apply themselves and would probably succeed regardless of the program), under certain conditions (i.e., small, stable and intensive groups), or to address certain issues (i.e., reduction of violence).

Respondents indicated that EQUIP received an ambivalent or negative reception with residents at YDDC. For example, one resident noted that the program was *"Popular with most of them; it helps a lot of residents. But others don't want to change, they want to stay the same."* A more negative assessment was given by the male who said *"I see it as unpopular. It just don't (sic) help. More than half hate it and, for the others, it's just a front to make them look good in front of the staff."*

Residents were also asked to identify the positive and negative aspects of the program. Positive aspects included mostly the opportunity for group involvement and personal growth. Ironically, an aspect of group involvement was also the most commonly cited criticism of EQUIP; one aspect of the program is that infractions committed by a member of the group results in all of the members of the group being sanctioned. Other criticisms of the program were that many residents do not fully engage in it, manipulate the program, and obstruct others who might want to participate. Respondents felt that the staff or the program model itself

Table V.3
Resident's Perceptions of the Overall Success and Popularity of the EQUIP Program

1. General Perception of the Program

    Positive   4
    Ambivalent 12
    Negative   4

    Why respondent feels this way:
        Positive

Learn to take responsibility	3
Learn how to work together	1

        Ambivalent

Works if you put effort into it	7
Doesn't really work for some people	3
Only works in smaller active groups	2
Has limited result, of reducing fights	1

        Negative

It sucks. It's a waste of time	2

2. Popularity of Program with Residents

    Popular   2
    Ambivalent 10
    Unpopular   8

    Why respondent feels this way:
        Positive

People get to like it over time	3
Helps many residents	1
Gets us out of recreation	1

        Ambivalent

Don't care; no choice but to do it	5
Only helps some residents	4

        Negative

Some people don't want to change	2
Don't like group punishment	2
Rules change daily	2
Doesn't help	2
Many fake it to look good to staff	2
New residents don't like it	1
Many hate it	1
Hardly anyone lives by it	1

3. <u>Positive Aspects of EQUIP</u>
     Group participation
          Working together as a group   5
          Develop mutual understanding   3
          Open up and share with others   1
     Personal development, assistance
          Know yourself better   2
          Get deeper understanding of a problem   2
          Reach better solutions to problems   1
          Get support from peers and staff   1
     Other
          Frequency of meetings help get issues solved 2
          None; no positive aspects   1

4. <u>Negative Aspects of EQUIP</u>
     Group participation
          Punishment as a group   9
     Non-participants
          Some won't accept responsibility   3
          Some don't want to be checked up on   2
          Some don't take program seriously   2
          Some obstruct those who want to participate 2
     Conflict
          Group process produces conflict among residents 1

5. <u>Any obstacles to EQUIP program success</u>?
     Yes   5
     No   15

     What obstacles?
          Gang members put it down, don't want to learn it 4
          Some kids don't want anything to do with EQUIP 1
          Time problems; it doesn't happen when we're busy 1

Table V.3 (continued)
Resident's Perceptions of the Overall Success and Popularity of the EQUIP Program

6. Overall, is EQUIP a success or a failure?
     Success   12
     Mixed   6
     Failure   2

     Why respondent feels this way:
          Positive
               Developed better attitudes, how to think   7
               People are doing better now   6
               Helped me reach my goals   3
               Helped with problems   2
               Easier to understand issues   2
               Better communication skills   1
          Ambivalent
               Some refuse to learn it   2
          Negative
               Gets more people in trouble   1

7. Recommendations
          Need more meetings, groups, checking, intense application 7
          Staff needs to take it more seriously   3
          Staff needs to be better role models   2
          Need to create groups where everyone is trying   1

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should be able to promote greater residents' compliance to the program model. While relatively

few respondents identified obstacles to program success, more than one noted that gang members

opposed EQUIP. In the words of one resident, *"The problem is with the gangs. They only know*

a gang mentality and they don't want to learn it."

Even with the reservations expressed by respondents, on the whole, they considered the

EQUIP program to be a success. They based this primarily on an improvement of cognitive

skills, and improved resident behavior within the institution. They recommended that the

program would improve if the program operated at a more intensive level, with all members of the groups actively and sincerely participating in more frequent group meetings and checking on each other. Respondents also thought that the staff could improve their performance by being better role models to the residents and taking the program more seriously.

The Front-Line Staff's Perspective

Characteristics.

Front-line staff are those who have daily interaction with the residents at YDDC. Staff members who participated in the interview process were primarily males who had worked at YDDC for an average of 9.4 years (see Table V.4). Almost half of the respondents had employment in correctional institutions prior to coming to YDDC. Slightly less than one-half of the respondents were Juvenile Correctional Officers. Others were Psychologists, Educators and Social Workers who interacted with residents on a daily basis.

Since all of the staff respondents had been employed prior to the implementation of the EQUIP program, it is no surprise that they first heard of it through an announcement from central administrators or from the supervisor in their living unit. One found out about the program during an interview to change their position at YDDC, and one said they first became aware of it through a presentation on cable television.

When asked to identify the purpose of the program and their role in it, all were able to give answers that indicated an understanding and familiarity with EQUIP's intention and design. When asked about their role in the program, most had a direct, "hands-on" involvement. Others served as trainers, consultants, the program coordinator, and/or advisory board members. All staff received at least a core forty hour EQUIP training session, conducted at YDDC.

Table V.4
Characteristics of YDDC Front-Line Staff Interview Respondents

Personal Characteristics

Males   66.7%

Criminal Justice employment
      Mean   9.4 years
      Range   3 - 23 years

Prior Criminal Justice employment
      Yes, Juvenile Corrections   20.0%
      Yes, Adult Corrections   26.6%
      No   53.4%

Job Title
      Juvenile Corrections Officer
          Leadman   20.0%
          Journeyman   26.6%
      Psychologist   26.6%
      Educator   13.3%
      Social Worker   13.3%

Knowledge of Program

First became aware of EQUIP from:
      Administrative directive   12
      Living unit supervisor   9
      Training department   7
      Employment interview   1
      Outside YDDC (media)   1

Perception of EQUIP Purpose
      Teach problem-solving   15
      Promote teamwork   12
      Improve cognitive skills   11
      Promote moral development 5
      Teach self-responsibility   4
      Teach discipline/structure   2
      Reduce problem behavior   1

Respondent's role in EQUIP Program
        Serve as group coach   8
        Oversee and consult   6
        Informal group "listener"   6
        Facilitator   5
        Substitute coach   4
        Example/role model   3
        Trainer   2
        EQUIP Advisory Bd. Mem. 1
        EQUIP Coordinator   1

EQUIP Training Received
        General staff training (40 hours)   26
        Gen staff train & Training of Trnrs 2
        Gen staff training & Unit training   1
        Gen staff training & Seminar   1

Implementation of the EQUIP Program.

As indicated in Table V.5, staff impressions of the implementation process were varied. Most staff indicated that it was a difficult undertaking, as indicated by the comments of one Psychologist: *"It was difficult, very difficult. It seemed to me to take a long time to get the staff and program director trained. Then it was like, 'What do we do now?' We had a retreat and then things got rolling. I didn't believe the administration would follow through with it."*

In a similar vein, a Teacher noted: *"It was pretty rocky. The teachers did not warm up to the idea. When summer school started and EQUIP was put in, the Albuquerque Public School teachers had no training, but they actually ended up liking it more. They were willing to do what was necessary, while the old teachers didn't like the new changes."* Seven of the Juvenile Corrections Officers (representing three living areas for male residents) felt that the

Table V.5

Staff's Perceptions of the EQUIP Program Implementation Process

General Description of the Implementation Process

Difficult transition for some staff	13
Systematic/well-planned transition	8
Difficult transition for residents	1

Time Necessary for Complete Program Implementation

8 Months	2
6 Months	2
3 Months	6
2 Months	5
1 ½ Months	3
1 Month	2
Immediate	4
Never fully implemented	2

Was Program Implemented Differently in Respondent's Unit?

Yes	
Not fully implemented	11
Adapted to unit chars	6
Tailored to resident chars.	3
No	10

Facilitators to Implementation

Staff cohesion/rapport	7
Administrative urging to implement	6
Training support	6
Staff control over residents	4
Staff rapport with residents	2

Barriers/Obstacles to Implementation

Resident resistance	15
Staff resistance	15
Staff difficulty in learning program	6
Requires changes in unit/programs	6
Lack of staff consistency	5
Lack of staff capability	2
Inadequate training	2
Resident diff in learning program	2
Overemphasizes resident authority	1
Difficult to adapt EQUIP to YDDC	1

Table V.5 (continued)
Staff's Perceptions of the EQUIP Program Implementation Process

Was the Administration Supportive or Not Supportive in Implementation Process?

Supportive

Committed to Program	12
Provided resources	5
Set a deadline to implement	1
Scheduled meetings	1

Not Supportive

Over-committed staff	9
Did not provide resources	5
No follow-through	4
Unrealistic re: Program	2
Problem with posting/shifts	2
Did not come to meetings	1

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implementation process went well. One stated that *"The implementation process was really strong. We built the staff culture first. The staff went through some storming, but it worked out okay. Keep in mind that we had to change the entire way we ran the cottage."*

The period of time necessary to fully implement the program varied dramatically between areas (i.e., living units, school). Some attributed this difference to the nature of the residents, or the special mission of the area. Others noted that the program was never fully implemented as described in the training. Factors that facilitated program implementation were the ability and willingness of the staff in a particular area to work together, administrative commitment and urging, and support of the EQUIP trainers to help answer questions and address issues as they arose in the first few weeks of implementation. Most commonly identified barriers to the implementation process were resistance from both residents and some staff. A teacher said the problem was that *"Some were unwilling to participate in something they saw as a Psych*

program. They had trouble convincing people that this is a success, that it can work. In all honesty, there are some people [staff] who aren't capable of running this [program]. Also, the kids don't care what program they are involved in, just don't want to have to make any effort at it. There was not any real seriousness to the implementation of the program, especially not at first."

When asked about the role of YDDC's central administration in the implementation of the EQUIP program, respondents were mixed in their opinions. Some felt that administrators facilitated its implementation through their commitment to it, including the allocation of necessary human and financial resources. A Psychologist noted that *"For the most part, they have been positive. They want to see the program work. From an administrative point of view, they have put their seal of approval [on it] so others couldn't sabotage EQUIP."*

Others complained that the administrators were unrealistic about the time necessary to implement the program, its ease of operation and its impact on the residents. Some felt that the program was difficult for an already over-extended front line staff to implement. A Juvenile Corrections Officer stated that *"They want to facilitate but they are an obstacle. We can't hardly do EQUIP with all of its demands and the amount of staffing we have here. I can't get to the training as a Coach because of the shortage of staff."*

Impact on YDDC Staff.

Respondents were asked to indicate if they thought the EQUIP Program had impact on several aspects of staff attitudes and behavior. When they felt the program had impact, they were then asked to describe the nature of that effect. As noted in Table V.6, all of the respondents noted that the EQUIP program had impact on how staff executed their work roles in

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Table V.6
Staff's Perceptions of the Impact of EQUIP on Employee Attitudes and Behavior

Does the EQUIP Program have impact on:

Staff Work Roles

      Yes   30
      No   0

How it has impact:

More responsibilities/work	18
More communication with residents	4
More counseling/less behavioral control	3
New roles (coach)	2
Work with new staff	2
More structured day in living area	1
Use new language and concepts	1

Doing Job Differently

      Yes   27
      No   3

How it has impact:

More demands, stress	11
More accountable	5
More treatment, educator, role model	4
Allow residents to work out problems	3
More communication with residents	2
More attentive to my own skills, errors	1

Table V.6 (continued)
Staff's Perceptions of the Impact of EQUIP on Employee Attitudes and Behavior

Staff Morale
        Yes   21
        No   8
        Don't Know   1

        How it has impact:
                Positive
                        Creates a safer work environment   2
                        Staff works together better   2
                Qualified
                        Helps if run well, staff involved   6
                Negative
                        Staff discouraged/disappointed   7
                        Adds unnecessary burden/task   4
                        More demands, responsibility   3
                        Loss of control and authority   2
                        Reluctance to run groups   1

Job Performance
        Yes   23
        No   7

        How it has impact:
                Positive
                        Better communication/rapport   5
                        More concerned about resident   4
                        Better role model   2
                        More therapeutically effective   1
                Qualified
                        Some do better, some don't   3
                        Better if program run well   1
                Negative
                        Less effective due to more work   4
                        Conflicts due to dual missions   2

Table V.6 (continued)
Staff's Perceptions of the Impact of EQUIP on Employee Attitudes and Behavior

Staff Attendance
      Yes   6
      No   23
      Don't Know   1

      How it has impact:
           Negative
               More stress produces more sick days 2
               Some take off to avoid group meets 2

Staff Turnover
      Yes   6
      No   24

      How it has impact:
           Negative
               More stress might cause turnover   3
               More leaving since EQUIP   1

Relations among Staff
      Yes   21
      No   9

      How it has impact:
           Positive
               Staff cohesion/agreement   9
               Better communication   3
               Better leadership and direction   2
           Negative
               Conflict depending on orientation 4
               Favoritism for some staff   2

Table V.6 (continued)
Staff's Perceptions of the Impact of EQUIP on Employee Attitudes and Behavior

Relations with Residents
        Yes   29
        No   1

        How it has impact:
                Positive
                        More involved   11
                        Better rapport   5
                        Hold residents responsible   4
                        More problem solving with residents 3
                        More control   2
                        More trust   1
                Qualified
                        Depends on staff; some don't get it   3

Control of Residents
        Yes   25
        No   5

        How it has impact:
                Residents allowed to solve problems   12
                More patient with resident   3
                Use new terminology   2
                New reward structure   2
                Hold residents more accountable   1
                Back up other staff more   1

_____

the institution, mostly in a critical sense. Most felt that the program created additional work

responsibilities. As one Juvenile Corrections Officer put it, *"I have a lot more work in general.*

There is more work for the Coaches than the regular JCO's. Every time I want to have a group

[meeting] I have to stop doing my job."   In a similar manner, when asked if the EQUIP program

had required them to do their job differently, respondents noted most commonly that it had

placed more demands on them and, as a consequence, raised their level of work-related stress.

Most respondents indicated that implementing the EQUIP program at YDDC has had impact on staff morale. While some stated that it made the institution safer and improved staff relations when it was run well, others pointed out that staff were disappointed with the program and that morale had declined because people felt unnecessarily burdened by the program. While most respondents did not think implementation of the EQUIP program had an effect on attendance or turnover among staff, they did state that it did impact job performance. However, their reactions varied: while some indicated that job performance had improved as a result of more communication and rapport among staff and a greater concern for the residents' welfare in the institution, others noted that the impact of more work hurt overall job performance.

Respondents were likely to state that EQUIP affected relations among staff members, most commonly in a positive direction. A Juvenile Correctional Officer stated that *"I think it has helped us. It forces the staff to realize they have to work together as a team, so the kids can see they have to work together as a team, too."* Respondents also indicated that EQUIP had an impact on staff relationships with the residents, generally for the better. They indicated that they are more involved and have better with residents they supervise and interact with on a daily basis. Finally, almost all the respondents said that EQUIP affected the manner in which they controlled the behaviors of residents. Since the program has been implemented, residents are now given more freedom to solve behavioral problems among themselves, causing staff to be more patient with them.

Impact on Residents.

As noted in Table V.7, staff respondents typically felt that the EQUIP program affected the attitudes and behavior of residents at YDDC. Most felt that the program affected the morale

Table V.7
Staff's Perceptions of the Impact of EQUIP on Resident Attitudes and Behavior

Does the EQUIP Program have impact on:

Resident Morale
      Yes   24
      No   6

      How it has impact:
          Positive
              More responsible for themselves   6
              More peer support   5
              Use EQUIP to help themselves   4
              Fewer violations   2
              More privileges   1
              More group cohesion   1
          Qualified
              Initially negative, then positive   6
              Positive, if good group leader   2
          Negative
              Don't like meetings/personal attack   5
              Resistance/won't do others' time   4
              Complain about repetition   3
              No positive peer culture   1

Resident Disciplinary Violations
      Yes   26
      No   4

      How it has impact:
          Fewer violations   21
          Staff educates, doesn't discipline now   5
          Allows residents to handle problems   4
          Group, not individual, discipline now   4
          Allow residents to work out problems   3
          Hold residents more accountable   2
          Varies among groups   2

Table V.7 (continued)
Staff's Perceptions of the Impact of EQUIP on Resident Attitudes and Behavior

<u>Resident Knowledge/Skills</u>

      Yes   30

      No   0

      How it has impact:

              Use EQUIP language to discuss issues   13

              Have new tools to solve problems   6

              Confront and check on each other   4

              Better communicate skills   3

              Better cognitive error recognition   2

              Better at following rules   2

              Better social skills   1

              More self-awareness, -esteem   1

<u>Resident School Performance</u>

      Yes   6

      No   10

      Don't Know 14

      How it has impact:

              Better behavior in school   5

              Worse behavior in school   1

<u>Resident Performance in Other Programs</u>

      Yes   20

      No   6

      Don't Know   4

      How it has impact:

              Apply EQUIP tools   7

              Work better, more behaved   6

              Allowed to be in more programs   4

Table V.7 (continued)
Staff's Perceptions of the Impact of EQUIP on Resident Attitudes and Behavior

Resident Relations with Staff
        Yes   23
        No   7

        How it has impact

Closer relations with staff	11
Know staff better	3
Use EQUIP language with staff	2
Have to enforce rules now like staff	1
See staff as mentors	1
Behavior improved, staff has better feelings	1

Relations among Residents
        Yes   24
        No   6

        How it has impact:

Govern the conduct of each other	11
More group cohesion	8
Help each other succeed	5
Use more positive approach with each other	4

---

of residents. Most indicated that the impact was, at least in the long term, to improve morale. A

Juvenile Corrections Officer noted that *"I think in the beginning there is a negative resistance;*

that they are doing everyone else's time. Then they get through that and have a more positive

feeling. When they see there are fewer [disciplinary] write-ups and more privileges as a group,

they like it. They feel good about themselves and each other." The respondent's assertion

concerning disciplinary violations was supported by others; most felt that violations had

decreased since the advent of the program.

    All of the respondents felt that residents had developed new knowledge and skills as a

result of their participation in the program, which allowed them to communicate better, have insight concerning their own actions, and the ability to intervene with problematic behavior of others. While few were aware of the impact of the program on school performance, most indicated that the program allowed more and better performance in other optional and voluntary programs.

Respondents also pointed out that since the implementation of the program residents had closer relations with the staff, and knew the staff better. They also felt that relations among residents had improved, in that they were able to work together to govern conduct in the institution to a large degree, and that residents were closer and more interested in each other's success. One Juvenile Corrections Officer noted that *"Now I notice they will tell each other to calm down. They remind themselves what they have going for each other. They try to check each other and provide mutual support."*

Staff Assessment of the Program.

Front-line staff were asked to assess the EQUIP program at various points of their experience with it (See Table V.8). When asked to recollect their first impression of the program, most were initially skeptical, doubtful or negative about it. However, after attending the on-site training sessions, general opinion shifted in a positive direction. Regardless of the efforts of trainers, at the time of they were interviewed after several months of experience with EQUIP, the respondents indicated that the EQUIP program was not particularly popular with staff. Reasons given for this largely centered around the additional tasks demanded by the program being imposed on an already stressed labor force. One of the Juvenile Corrections Officers stated *"It is about fifty-fifty. In our cottage, no; only one or two agree with the whole*

Table V.8
Staff's Perceptions of the Overall Success and Popularity of the EQUIP Program

1. First Impression of the Program

    Positive   4
    Open-minded 2
    Skeptical   9
    Doubtful   9
    Negative   5

2. Impression of the Program after Training

    Positive   16
    Open-minded 8
    Skeptical   5
    Negative   1

3. Popularity of Program with Staff

    Popular   4
    Ambivalent   17
    Unpopular   9

    Why respondent feels this way:
        Positive
                Has shown positive results   2
                Fewer residents to be closely engaged with   2
        Ambivalent
                Some like it, some don't   5
                Like only some aspects of the program   4
                Varies between cottages   2
                Depends on number of residents in cottage 2
                Some roles like it. JCOs don't   2
                Problem when lack of guidance   2
                Good at YDDC, not at Camino Nuevo   1
        Negative
                More work for staff   5
                Has not shown positive results   2
                Some staff working to undermine program   2
                Most staff burned out   2

4. <u>Any obstacles to EQUIP program success</u>?

Yes	29
No	1

What obstacles?

Role conflicts, interruptions	21
Staff turnover, movement in institution	13
Staff shortages	9
Resident overpopulation	6
Lack of consistency among staff	4
Lack of school-living area coordination	4
Limited commitment to EQUIP from staff	3
Inadequate training	1
Inadequate staff performance in program	1

5. <u>Positive Aspects of EQUIP</u>

Resident development

Improved analytical skills	12
More responsible	9
Improved behavior	7

Group participation

Group cohesion, mutual help	11
Develop mutual understanding	3
Open up and share with others	1

Staff-resident relations

Rapport	8

Other

Reorients staff roles to mentoring	4
Staff use program to de-escalate disputes	3
Rational, well-grounded program model	1

Table V.8 (continued)
Staff's Perceptions of the Overall Success and Popularity of the EQUIP Program

6. <u>Negative Aspects of EQUIP</u>
    Program model
        Program model is redundant   10
        Stressful, program with high time demand   7
        Program materials not well adapted to YDDC   3
        Resident turnover   2
        Staff turnover   2
        Staff incapable of running program well   2
        Mixes school learning groups   2
        Loss of peer support at time of release   2
        Needs more mutual help sessions   1
    Non-participants
        Some residents don't want to participate   7
        Some residents ruin the experience for others 6
        Gang members refuse to participate   3
        Program not suited for low functioning residents 2
        Program not suited for violent residents   1

7. <u>Overall, Is EQUIP a Success or a Failure</u>?
    Success   15
    Mixed   7
    Undetermined   6
    Failure   2

    Why respondent feels this way:
        Positive
            Improved resident attitudes and behaviors 7
            Residents getting more attention from staff 6
            Improved resident knowledge and skills   2
            Improved atmosphere at YDDC   1
        Ambivalent
            Depends on the staff   3
            Some parts of EQUIP are effective   2
            EQUIP sporadically successful   1
        Undetermined
            EQUIP has a long way to go   3
            Has potential   1
            Success could be attributed to other factors 1
        Negative
            Won't succeed without more resources   2

Table V.8 (continued)
Staff's Perceptions of the Overall Success and Popularity of the EQUIP Program

8. <u>What Factors Affect Its Success or Failure</u>?

Administrative commitment	27
Staff commitment	17
Staff turnover, bidding	6
Human, other resources	6
Team culture	5
Resident commitment, participation	4
Staff/resident ratio	3
Resident movement in institution	2
Improved program design	1

9. <u>Is EQUIP Likely to Succeed or Fail in the Future</u>?

Succeed	8
Qualified	20
Fail	0
Don't Know	2

Why respondent feels this way:

Positive

Staff culture is developing	3
Staff working well together	2
Residents benefitting from EQUIP	1

Qualified: Depends on

Staff support, cooperation	11
Future program changes	6
Administrative support	4
Resolving staff turnover issue	4
Better staff/resident ratio	1

10. <u>Recommendations</u>

Train/Retrain staff, remind them how to run EQUIP	13
More consistency, coordination among staff	11
Less staff turnover, bidding	8
Improved curriculum	8
Limit other programs, keep EQUIP a priority	7
Create a positive staff culture	4
Assess program, give feedback and praise	4
Increase administrative involvement and commitment	4
Reduce size of groups	3
Increase mutual help sessions	1

thing. It varies from cottage to cottage; _____ and _____ like it, but their population is low

and it takes them less time to run it." Also, some were unwilling to change their approach, and

favored some aspects of the program but not others. As one Juvenile Correctional Officer put it,

"I would say half of the staff like it and half don't. I would say they like the team approach and

the closer relationship with the kids, but they also get burned out on the mutual help meetings."

Obstacles faced in the operation of the program were related, as noted earlier, to the

conflicts that occurred between roles and responsibilities in the EQUIP program and other more

traditional duties. A Juvenile Corrections Officer stated that *"All of [the program] is based on*

duties of the JCO; we have to deal with a lot of other things. EQUIP pulls us away from our

other duties. Interruptions, and escorting kids, keeps meetings from happening."

Respondents noted several positive aspects of the program. Most commonly respondents

indicated that EQUIP produced improved skills and behavior among residents, and brought them

together as a cohesive, pro-social group. Staff also felt that relations between staff and residents

had been improved since the program was implemented. Negative aspects of the program

centered on its structure (i.e., that the model was not well adapted to youth at this facility, since

while new residents were admitted at all times they were likely to stay for a period of time longer

than the EQUIP curriculum, so they were likely to go through the single level of training many

times) and that the program placed great demand on staff and drew them away from their other

duties. Staff also noted that the some residents didn't take the program seriously, detracted from

the experience of others who wanted to participate, and that EQUIP was not well suited for some

residents (i.e., street gang members, violent residents and those with lower levels of mental

functioning).

Respondents were also asked if, after having had experience with the program, they felt it had been a success or failure. The majority indicated that it was a success, based on observations of improved resident performance. A Juvenile Corrections Officer stated that *"I think it has been a success for the most part, in the sense that we have reached a few residents and changed their mode of thought."* Respondents also noted that staff were interacting more intensively and personally with the residents to help them deal with their issues. A Psychologist stated that the EQUIP program was a success, noting that *"In the time I have been here I have seen this facility transform from one solely concerned with safety and security to one [interested in] what is the best for the kids."* Other respondents said that it was too early or difficult to determine the success of the program. In the words of a Juvenile Corrections Officer, *"I don't have any idea [if EQUIP is a success]. There have been times when we have done well with other programs and resident populations. If we are going to be admitting the same type of kids [in the future], then yes, we are having fewer violent incidents overall. Or it could be that Camino Nuevo is in place, plus better classification and Loma cottage [i.e., a smaller specialized treatment living area], not EQUIP, that we have to thank for this."* Staff were, however, consistent in their responses concerning the factors that have the greatest influence on program success. The majority noted the role of the central administrations's and staff's commitment to the program as critical to its success. Other structural factors, such as staff movement resulting from six-month bidding for posts and the level of human and financial resources available, were also mentioned. When asked if the EQUIP program was likely to succeed in the long run, none of the respondents indicated that it would fail. Most tended to qualify their response, saying that the program would succeed depending on the levels of staff support and cooperation, new developments in the

program model, continuation of administrative support, and resolution of the staff turnover/movement issue.

Respondents made several recommendations for improving the implementation and operation of EQUIP. Most commonly, they felt that more training, and retraining, was necessary to solve the unorthodox manner in which the program was implemented in several of the areas at YDDC. They indicated a greater need for consistency and coordination among staff, including stability in the working group (i.e., less turnover/mobility) both within living areas, and between various areas in the institution as a whole. Improving the curriculum and structure of the program was mentioned, particularly to limit redundancy and repetitiveness in the program.

Summary

A sample of youth that entered YDDC prior to the implementation of the EQUIP program, and a sample of front-line staff members from various occupational groups and locations within the institution, were interviewed using a semi-structured interview guide. Residents were generally positive about the program. They indicated that EQUIP had increased their morale, and improved their relations with staff members and other residents. They noted that the disciplinary process had changed, with residents having an important role in the sanctioning of rule violators. They further indicated that the program had resulted in staff working more closely with them. Residents anticipated that the program would improve their chances for permanent reintegration in the community after release from YDDC.

Even though residents felt the EQUIP program had produced positive results, they were not totally supportive of it. They indicated that only some of the residents were willing to work seriously at learning and using EQUIP's techniques, and thus benefit from it. While they enjoyed

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the opportunity to work more as a group with other residents and gain insights and skills about themselves, they were opposed to some of the program's tactics that were intended to promote group solidarity -- particularly the use of punishment of the entire group for member's infractions. A theme of independence and separation permeated the residents' comments – many did not want to participate in a group activity, be checked on by other residents, or "do someone else's time". Still, on the whole, residents were most likely to describe the program as a success because they felt they had developed more skills and observed better interpersonal behavior among residents. Their most common recommendation was to increase the intensity of the program, i.e., meeting more frequently and spending more time checking on and discussing the behavior of other group members.

Staff were somewhat less enthusiastic in their support of the program. As with residents, they felt that EQUIP had a positive impact on many aspects of the institution. They indicated that the program had reduced the number of serious disciplinary violations by residents. It had also improved the residents' morale, skills, and knowledge, relations between residents and staff, and among staff members. They felt that staff had developed new ways of engaging residents in the control of inappropriate behavior, and were more involved in the resident's welfare. However, they indicated that these positive aspects came at a price: they felt the program was very demanding of their already limited time, produced role conflicts, added responsibilities, and job-related stress. Respondents indicated that the program was not popular with many of the staff, and that a significant level of resistance to EQUIP existed throughout the institution. It is interesting to note that many respondents were skeptical of the program prior to its implementation, but that training had increased their enthusiasm for it.

Staff respondents indicated that the implementation process of training and imbedding EQUIP in YDDC's operational structure and culture was a complex and difficult one, and that the program had not been equally and consistently implemented throughout the institution. This resulted in strain, conflict, and misunderstanding among some staff. As with any implementation of an innovation within an organization, some staff were just resistant to changing the routine, especially if it involved taking a more active role and incurring more responsibilities. While staff respondents cited the postive impact of the program on residents, they indicated that the program model was not well adapted to the character and length or stay of most residents. Many respondents indicated that the long-term success of the program was dependent on the commitment of administrators and front-line personnel to making it work and having the time and resources to allow it to succeed. Respondents suggested the need for additional and consistent training and re-training of staff to ensure that the program was being consistently and effectively implemented throughout the institution.

One issue that consistently emerged was the conflict between maintaining the stability and consistency in EQUIP groups and the personnel practice of "bidding" for new posting within the institution on a six-month basis (a paractice that has ceased since the time the interviews were conducted). In addition, at the time of the interviews, there were many vacant positions at YDDC, and staff commonly worked additional shifts away from their regular posting. This introduced new staff into the chemistry of the EQUIP meetings and groups, which tended to disrupt their consistency. Respondents suggested that this issue needed to be resolved if the program was to operate at its highest level.

CHAPTER VI:
DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

The process by which a program is implemented, and the context in which it operates, are powerful influences on its ultimate success. This chapter discusses the EQUIP Program's development, its operational context at YDDC, and the outcomes of its implementation. Recommendations for program development and conclusions derived from the research are also presented.

Implementation of the EQUIP Program at YDDC

Applying the stages of program implementation presented in Chapter II, we can review the development of the EQUIP program at YDDC.

The first stage is the identification of a new program model and the commitment of at least one key decision-maker to seriously consider its implementation within an organizational setting. The research literature suggests many reasons why a program innovation might be considered; a consensus among decision makers that there is need for reform, an externally imposed reason (i.e., changes in statute, or a decision by an administrative authority outside of the organization which is compelled to change), or a desire the improve the image, influence and/or perceived legitimacy of the organization. While the early implementation stages were not well documented (and occurred prior to the current research), based on conversations with administrators, apparently none of these reasons motivated decision-makers at YDDC consider the EQUIP model. Rather, a YDDC administrator first became aware of the EQUIP program while attending a professional conference where the program's founders, Gibbs and Potter, were presenting the model. The EQUIP program seemed like a promising way to control the

disruptive behaviors of resident within the institutional setting, which had been an on-going general (but not crisis) concern of this administrator. Based on this opportunistic contact, an implementation team was formed.

The team requested more information about the program from EQUIP's founders. Members of the team also learned more about EQUIP by visiting the institution run by Gibbs and Potter in Columbus, Ohio, reading their manuals and publications, and having Gibbs and Potter visit YDDC to provide on-site technical assistance. However, the implementation team did not conduct systematic collection of new data (from institutional records, or surveys of residents or staff), and little was done to gain more than an experiential understanding of the groups who would be the target of the innovation. While basic information concerning the residents' criminal and personal backgrounds was available, little was known about their level of cognitive processing, the amenability of the residents for the program, staff willingness to implement, and other issues that the program was intended to address or that would influence the success of its implementation. In a similar vein, little planning was involved in considering the procedures and policies that would be replaced by EQUIP, which contributed to some of the sense of overburden on staff. Also, the economic and socio-legal context for the program was not considered, particularly as it related to personnel policies, staffing resources, etc. Finally, the organizational climate was not considered in the planning for implementation of the program. These observations are not intended to be overly critical of the implementation team at YDDC: data-driven planning is rare juvenile institutions, as they generally lack the capacity and expertise to empirically form policy (this is, in fact, the main purpose of the initiative that stimulated the current research).

A plan was developed to pilot test EQUIP in one living unit, and the pilot was executed. The pilot test was unsuccessful, but the implementation team learned that consistency in unit administration and limited staff turnover were critical to the implementation of the program mode. Subsequently, the prototypical implementation was completed in another unit (Sierra Cottage). The prototype produced good outcomes, which in turn generated a high level of enthusiasm among the implementation team, and lead to the decision to implement more broadly. The fact that the pilot location was one of the strongest and most structured of the living units, and one that had willingly participated in program implementation, was not factored into the design for full implementation. Further, apparently little consideration was given at this time to determining the magnitude of the program's effect on the unit's routine operations, or lessons learned to carry the program to full implementation throughout YDDC's variety of contexts (i.e., boys and girls, various security levels, special needs populations, educational and living units).

Once the program was implemented broadly, the implementation team continued to meet and promote EQUIP's implementation by responding to emerging issues, extending training to more staff, and generally managing the program. This was not a data-driven activity, however. Immediately before the SAC evaluation team joined the project, the research partner on staff at YDDC did determine that serious disciplinary rule violations were reduced after EQUIP was initiated.

The Institutional Environment at YDDC

A description of the institutional context in which the EQUIP program operated was presented in Chapter II, under the heading "Organizational Environment". As noted there, the program was implemented in a facility for male and female juvenile offenders, in medium to high

security classifications. The vast majority of youth were committed to the facility for at least one year. They were supervised by a large contingent of male and female juvenile corrections officers in their living areas, and participated in a full schedule of education, treatment and recreation programs. The EQUIP program was intended to modify the operation of the living areas and the school, where the residents spent practically all of their time.

The institutional context can also be described in terms of the organizational climate of the facility. As discussed in Chapter III, the latter was measured through the use of the CIES, which was administered shortly before widespread implementation of the EQUIP program, and approximately eleven months after implementation. The CIES measured the staff and resident perceptions of many dimensions of the "institutional culture" at YDDC. These dimensions can be grouped into categories of Relationships, Personal Growth, and System Maintenance. Staff and residents were surveyed with the CIES concerning their perceptions of the current state of the institutional culture at YDDC (using the Real version of the survey) and a characterization of the ideal culture and operation of YDDC (using the Ideal version).

The Impact of the EQUIP Program at YDDC

Qualitative findings. The findings concerning the impact of the EQUIP program at YDDC are mixed. Turning first to the qualitative information, it was clear through interviews that Initial Outcome goals, as presented in the logic model (Chapter II, Figure II.1), were fulfilled. The program was put into operation in a limited manner in a single living area, then YDDC was broadly mobilized to implement the EQUIP model. Practically all staff were trained in the operation of the EQUIP program model, and residents were engaged in the program both in the living areas and the school setting. Staff and residents reported that they internalized the EQUIP

skills and vocabulary. Both groups reported that the program promoted the Intermediate

Outcome of improved institutional adjustment of residents, and that EQUIP had produced a safer

environment with fewer formal disciplinary procedures and punishments. As a consequence,

both staff and residents noted that the program can, under the right circumstances, be an effective

tool in building group cohesion, developing skills for understanding the sources and coping with

the consequences of interpersonal conflict.

On the other hand, the residents noted that the program was not effective if youth were

unable or unwilling to participate, make a serious effort at mastering EQUIP skills, and engaging

in group activities. Residents also reported that even a small number of residents were capable of

disrupting the operation of the group, and they were upset that all members of the group could be

punished for the transgressions of a single group member. Staff, while acknowledging that the

program could produce positive outcomes for many residents, stated that the program was

intensive and time-consuming, making it difficult to implement while also carrying out their

more traditional work responsibilities (i.e., maintaining discipline, teaching, addressing custodial

needs). Also, staff noted that the program was difficult to maintain on a consistent basis, and

required many employees to dramatically change their approach to their job and the residents:

changes that were expected by the administration without their input or consent.

In conclusion, the qualitative information indicates that while the program was respected

as a potentially effective model for realizing YDDC's goals for rehabilitating youth by building

their personal skills and self-control, the program was not a popular one with many staff and

residents.

Quantitative findings. The quantitative analysis consisted of examining the results of the

administration of the CIES. The organizational analysis and treatment programs literatures both

suggest that the relationship between programs and their organizational environment is a

complex one. On the one hand, the implementation team anticipated that the EQUIP program

would have a positive impact on the perceptions of the residents and staff, in both their vision of

the current and ideal institutional environments (especially as the program intended to change the

manner by which residents and staff relate to their peers and members of the other group), and

the way that residents' behaviors are controlled. However, no consistent patterns of change were

demonstrated in perceptions by either residents or staff. There was, however, a substantial

increase in the perception of the ideal institutional environment between the pre- and post-tests,

which resulted in an widening gap between perceptions of current and ideal conditions. This was

taken as an indication of increased respondent dissatisfaction with institutional conditions.

On the other hand, the organizational environment can also be seen as a mediator of the

effects of the program. This can be viewed in two ways. First, programs succeed in large part to

the degree that their operating philosophy, goals, and procedures are consistent with those of the

larger organizational environment, since consistency can facilitate the routinization and

integration of the program into the larger institutional culture. Second, if changes in the

institutional context occur during the course of implementation – due to alteration of factors such

as the personnel policies, staff/resident ratios, institutional safety, overcrowding, staff turnover,

or characteristics of the resident group and their needs – the chances that a new program can

successfully meet its goals will also change. At YDDC, staff indicated that many changes had

occurred in the institutional context during the period of study. Since there were several unfilled

staff positions, juvenile corrections officers were required to work a good deal of overtime, and

were posted to locations different than their regular assignment. No significant pay raises were granted by the state legislature during this time. Institutional populations increased, and the staff was still engaged in working out all of the aspects of making Camino Nuevo a fully operational facility. Finally, there were important changes in the senior administration at YDDC during this time. As a result, several factors worked to destabilize the institutional environment at the time the EQUIP program was being implemented, placing significant strains on the staff. From this perspective, it is not unrealistic to expect that the program would not be popular with many staff if they felt that the program exacerbated job strains and made their job more difficult and pressure-laden rather than making it easier to accomplish, even though they might appreciate its potential for helping juveniles adjust in the institution and prepare them for community reintegration. Likewise, it is understandable that residents can both recognize the value of the program under the proper conditions, and simultaneously dislike any aspects that require additional effort from them or put them at risk for extra sanctioning.

Recommendations

We recognize that the EQUIP program has not become fully implemented and imbedded in the organizational culture at YDDC, and, like any complex innovation, is not likely to reach its highest level of effectiveness for some time. Still, we believe that sufficient information has been collected to inform the policy process at CYFD concerning the refinement and possible broader application of the EQUIP program model in New Mexico. There are three recommendations concerning integration, monitoring and outcome research that can be made at this time to enhance the implementation and effectiveness of the EQUIP program.
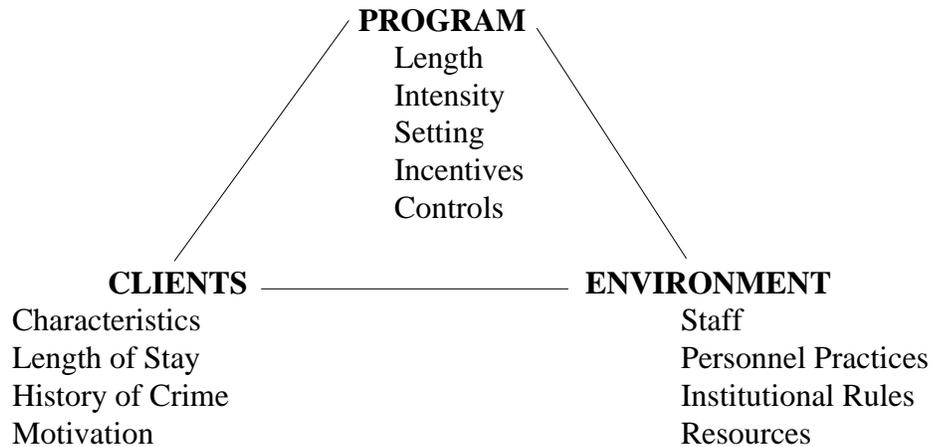
Recommendation 1: Integrate the program, its clients, and institutional environment.

As represented in Figure VI.1, there needs to be a consistency between the structural

design and operation of the EQUIP program, the needs and characteristics of residents that

participate in the program, and the institutional environment in which the program operates. For

example, the program model might be adapted to the length of stay of the residents, so that they

do not have to repeat the relatively short (ten week) program model so often. The program

model should also be adapted to the graduated disciplinary standards of the institution, and to the

skill level of staff who have the responsibility to deliver it to residents.

Also, participation in the program could be restricted to those who are the most likely to

succeed, excluding those who are clearly unwilling to participate seriously in the program, and

those with significant psychological, interpersonal and cognitive limitations that would reduce

their chances for success within the EQUIP program (Vorath and Brendtro, 1985). Rather, these

residents should be placed in some other type of behavioral management program.

Finally, the organizational environment could be adapted to become more consistent with

the program and the needs of residents participating in the program. For example, staff should be

relieved of other responsibilities that conflict with the times of EQUIP meetings, training and re-

training, and other program activities. In the past, staff were allowed to bid on postings each six

months, which broke up the composition of resident-staff teams. Staff shortages also were

problematic for program success. Staff with negative attitudes concerning the program and the

motives and performance of particular residents within and outside of the program detracted from

success, and they should be resocialized or excluded from participation in the EQUIP program.

FIGURE VI.1
RELATIONSHIP BETWEEN PROGRAM,
CLIENTS AND INSTITUTIONAL ENVIRONMENT

PROGRAM
Length
Intensity
Setting
Incentives
Controls

CLIENTS ——————— **ENVIRONMENT**
Characteristics   Staff
Length of Stay   Personnel Practices
History of Crime   Institutional Rules
Motivation   Resources

In summary, each aspect of the overall intervention (i.e., program, client, and environment) must

mesh with the others. It is acknowledged that some factors are more difficult to change than

others: the New Mexico Children's Code sets disposition length and parole standards for various

categories delinquent offenders, and state budget considerations impact staffing, institutional

crowding and, indirectly, the qualifications and capability of staff to implement the program.

Still, some progress can, and should, be made in integrating the aspects of the intervention.

Recommendation 2: Monitor program implementation and the performance of residents and

   staff.

Since staff and residents vary dramatically in their participation in and satisfaction with

the EQUIP program, close monitoring of participants could improve program implementation

and outcomes. When residents and staff are identified as not succeeding in or not in compliance with the operating procedures of the program, they should be retrained or reassigned to other behavioral management programs and strategies. In addition, the program implementation process should be continually monitored so that administrators and staff can continue to refine the model and facilitate its routinization in the institution. Monitors should assess EQUIP's congruence with other institutional policies, its consistency of application, and acceptance by staff and residents.   Internal monitoring should be pursued in a systematic and ongoing manner by research partners on the staff of YDDC or CYFD, while external groups such as the SAC could conduct independent assessments as necessary.

Recommendation 3: Assess the performance of EQUIP participants after their release from

      YDDC.

Community-based research should be conducted to determine if the EQUIP program's long-term outcomes, of improved social integration and reduction of recidivism and parole violation among program participants has been realized. This information can be used to further refine the program model, and increase EQUIP's effectiveness. Toward that end, the SAC has recently been awarded funds to conduct an outcome study of the EQUIP program.

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Appendices

A. Resident Interview Guide

B. Staff Interview Guide

APPENDIX A:

Resident Interview Guide

Interviewer: _____ Respondent: _____

Date of Interview: _____ Location of Interview: _____

EQUIP PROJECT

Resident

INTERVIEW GUIDE

Hi. My name is _____. I'm from the Institute for Social Research at the University of New Mexico.

For the past several months, we have been involved in a study of the EQUIP Program here at YDDC and Camino Nuevo. We are particularly interested in how the program is operating and how it has affected the residents here.

I would like to take a little of your time today to get your ideas about the operation of the EQUIP Program. Your experiences, and those of others here, are very important in determining the direction of the program, and ways in which it might be improved, if necessary, both here in New Mexico and around the country.

Before we start, I'd like to make a couple of points. First, this is a federal study, supported by the U.S. Department of Justice. Because of this, your comments will be held in the strictest confidence. Nothing you say will be reported to anyone at YDDC or Camino Nuevo. Second, some of the questions I will be asking you could best be considered as "conversation starters". Please feel free to roam in your answer, and share information that you think would be useful for us to know.

Do you have any questions before we start?

FIRST, I'D LIKE TO ASK YOU SOME GENERAL QUESTIONS ABOUT YOURSELF.

1. When did you come to (YDDC/Camino Nuevo)?   _____ **(DATE)**

2. Is this your first trip here?

                    YES   **NO**

                (GO TO Q.3)   (ASK: "When were you here before?)

3. In what living areas have you lived during your (current) time here?
        (PROBE FOR LIVING AREAS IN ORDER, WITH ESTIMATES OF HOW LONG IN
            EACH LIVING AREA).

4. How did you first hear about the EQUIP Program?

5. What is the program supposed to do?

        5a. What is your role and responsibility in the EQUIP program?

6. What is your opinion of the EQUIP program?

OK. NOW I'D LIKE TO ASK ABOUT THE EQUIP PROGRAM TODAY.

7. What are the positives (strengths and benefits) of the program, if any?

8. What are the negatives (problems or difficulties) of the program, if any?

9. Does anything get in the way of running the EQUIP program the way it should be operated?

YES	**NO**
	(GO TO Q.10)

      11a. What are these things?

**GOOD. NOW I'D LIKE TO ASK YOU ABOUT THE IMPACT OF THE EQUIP
     PROGRAM ON THE <u>RESIDENTS</u> HERE.**

10. Has the EQUIP Program had an impact on the morale of residents?

YES	**NO**
	(GO TO Q.11)

      10a. How has it had an impact?

11. Has the EQUIP Program had an impact on discipline and disciplinary violations?

YES   **NO**
                                          (GO TO Q.12)
    11a. How has it had an impact?

12. Has the EQUIP Program had an impact on the residents' knowledge and skills?

YES   **NO**
                                          (GO TO Q.13)
    12a. How has it had an impact?

13. Has the EQUIP Program had an impact on how the residents get along with the staff?

YES   **NO**
                                          (GO TO Q.14)
    13a. How has it had an impact?

14. Has the EQUIP Program had an impact on residents' school performance?

YES   **NO**
                                          (GO TO Q.15)
    14a. How has it had an impact?

15. Has the EQUIP Program had an impact on how residents get along with each other and the atmosphere here?

YES   **NO**
                                      (GO TO Q.16)
   15a. How has it had an impact?

16. Has the EQUIP Program had an impact on the staff?

YES   **NO**
                                      (GO TO Q.17)
   16a. How has it had an impact?

OK. I HAVE JUST A FEW MORE QUESTIONS BEFORE WE FINISH.

17. Has the EQUIP program caused you to do your act any differently here than you did before the Program was started?

YES   **NO**
                                      (GO TO Q.18)
   17a. How has it made a difference?

18. Would you say that the program is popular or unpopular with the residents? Why do you feel this way?

19. Do you think that the EQUIP program will make any difference on your behavior once you leave here? Why do you feel this way?

20. Overall, do you think that the EQUIP Program is a success or failure? Why do you feel this way?

21. What recommendations do you have to improve the EQUIP Program?

WELL, THAT'S ALL THE QUESTIONS THAT I HAVE. DO YOU HAVE ANY QUESTIONS FOR ME ABOUT OUR WORK?

THANKS VERY MUCH FOR YOUR TIME AND INFORMATION!

APPENDIX B:

Front-line Staff Interview Guide

Interviewer: _____ Respondent: _____

Date of Interview: _____ Location of Interview: _____

EQUIP PROJECT

Direct Contact Personnel

INTERVIEW GUIDE

Hi. My name is _____. I'm from the Institute for Social Research at the University of New Mexico.

For the past several months, we have been involved in a study of the EQUIP Program here at YDDC and Camino Nuevo. We are particularly interested in how the program has been implemented and how it has affected the staff and residents here.

I would like to take a little of your time today to get your ideas about the start-up and operation of the EQUIP Program. Your experiences, and those of others here, are very important in determining the direction of the program, and ways in which it might be improved, if necessary, both here in New Mexico and throughout the country.

Before we start, I'd like to make a couple of points. First, this is a federal study, supported by the U.S. Department of Justice. Because of this, your comments will be held in the strictest confidence. Nothing you say will be reported to anyone in a manner that they could be attributed to you. Second, some of the questions I will be asking you could best be considered as "conversation starters". Please feel free to roam in your answer, and share information that you think would be useful for us to know.

Do you have any questions before we start?

FIRST, I'D LIKE TO ASK YOU SOME GENERAL QUESTIONS ABOUT YOURSELF.

1. In what year did you start working in the criminal justice field? _____ **(YEAR)**

2. Is that when you started working with this living unit of residents at YDDC/Camino Nuevo?

YES	**NO**
(GO TO Q.3)	(ASK: "Where did you start working? Probe for starting position in criminal justice field, first employment at YDDC/Camino Nuevo, when respondent came to current job assignment.)

3. What is your current job title?

      3a. How long have you held this job title?

4. How did you first hear about the EQUIP Program?

      4a. What was your first reaction when you heard about this program?

5. What is the program intended to do?

      5a. What is your role and responsibility in the EQUIP program?

6. Did you receive any special training to help you with this role?

YES   **NO**

(ASK: "Could you describe that training?"   (GO TO Q.7)
  Probe for: Length of time of the training,
             Who conducted the training,
             Location of the training.)

6a. After the training, what was your impression of this program? (COMPARE THIS
     BACK TO EARLIER IMPRESSION EXPRESSED IN 4a. I.e., "So the training
     made you feel better about the program?" OR, "So the training didn't change
     your first reaction to the program?")

7. Were you working in any area of YDDC/Camino Nuevo when the EQUIP Program was
     implemented for the first time?

YES   **NO**
                                        (GO TO Q.8)
7a. What area was that?

7b. How would you describe the
     implementation of the program
     there? (PROBE WITH: Was it
     An easy or difficult transition?")

7c. How long did it take for the
     Program to be fully implemented there?

7d. What barriers or obstacles, if any, had
     to be overcome in the beginning of
     the Program?

7e. What things, if any, made the implementation
of the Program easier?

7f. Has the YDDC/Camino Nuevo administration
been an obstacle or a facilitator to the implementation
of the Program? Why?

OK. NOW I'D LIKE TO ASK ABOUT THE EQUIP PROGRAM TODAY.

8. Does the program operate differently here than in other areas at YDDC/Camino Nuevo?

YES   **NO**
                                     (GO TO Q.9)
8a. How is it different?

9. What are the strengths and benefits of the program, if any?

10. What are the difficulties, shortcomings, and/or limitations of the program, if any?

11. Does anything get in the way of running the EQUIP program the way it was intended to be
operated?

YES   **NO**
                                     (GO TO Q.12)
11a. What are these things?

NOW I'D LIKE TO ASK YOU ABOUT THE IMPACT OF THE EQUIP PROGRAM ON THE <u>STAFF</u> AND HOW THEY DO THERE JOB HERE, COMPARED TO HOW THINGS WERE BEFORE THE PROGRAM WAS BEGUN.

12. Has the EQUIP Program had an impact on the morale of staff?

       YES   **NO**
                                               (GO TO Q.13)

        12a. How has it had an impact?

13. Has the EQUIP Program had an impact on job performance?

       YES   **NO**
                                               (GO TO Q.14)

        13a. How has it had an impact?

14. Has the EQUIP Program had an impact on staff attendance?

       YES   **NO**
                                               (GO TO Q.15)

        14a. How has it had an impact?

15. Has the EQUIP Program had an impact on staff turnover?

       YES   **NO**
                                               (GO TO Q.16)

        15a. How has it had an impact?

16. Has the EQUIP Program had an impact on staff relations and the atmosphere in the work environment?

       YES   **NO**
                                               (GO TO Q.17)

        16a. How has it had an impact?

17. Has the EQUIP Program had an impact on staff work roles?

YES   **NO**
                                     (GO TO Q.18)
        17a. How has it had an impact?

18. Has the EQUIP Program had an impact on relations with the residents?

YES   **NO**
                                     (GO TO Q.19)
        18a. How has it had an impact?

19. Has the EQUIP Program had an impact on relations with the residents?

YES   **NO**
                                     (GO TO Q.20)
        19a. How has it had an impact?

20. Has the EQUIP Program had an impact on how you control the residents?

YES   **NO**
                                     (GO TO Q.21)
        20a. How has it had an impact?

GOOD. NOW I'D LIKE TO ASK YOU ABOUT THE IMPACT OF THE EQUIP PROGRAM ON THE <u>RESIDENTS</u> UNDER YOUR SUPERVISION.

22. Has the EQUIP Program had an impact on the morale of residents?

YES   **NO**
                                     (GO TO Q.23)
        22a. How has it had an impact?

110

23. Has the EQUIP Program had an impact on discipline and disciplinary violations?

       YES   **NO**
                                           (GO TO Q.24)

    23a. How has it had an impact?

24. Has the EQUIP Program had an impact on residents' knowledge and skills?

       YES   **NO**
                                           (GO TO Q.25)

    24a. How has it had an impact?

25. Has the EQUIP Program had an impact on residents' relations with the staff?

       YES   **NO**
                                           (GO TO Q.26)

    25a. How has it had an impact?

26. Has the EQUIP Program had an impact on residents' school performance?

       YES   **NO**
                                           (GO TO Q.27)

    26a. How has it had an impact?

27. Has the EQUIP Program had an impact on residents' performance in other programs?

       YES   **NO**
                                           (GO TO Q.28)

    27a. How has it had an impact?

111

28. Has the EQUIP Program had an impact on resident relations and the atmosphere here?

YES   **NO**
                                       (GO TO Q.29)

28a. How has it had an impact?

OK. I HAVE JUST A FEW MORE QUESTIONS BEFORE WE FINISH.

29. To summarize, has the EQUIP program caused you to do your job any differently than you did before the Program was started?

YES   **NO**
                                       (GO TO Q.30)

29a. How has your job changed?

30. Would you say that the program is popular or unpopular with the staff? Why do you feel this way?

31. Do you think that the EQUIP Program is a success or failure? Why do you feel this way?

32. Do you think the Program will succeed or fail in the future? Why do you feel this way?

32a. What factors will cause the program to succeed or fail?

33. What recommendations do you have to improve the EQUIP Program?

WELL, THAT'S ALL THE QUESTIONS THAT I HAVE. DO YOU HAVE ANY QUESTIONS FOR ME ABOUT OUR WORK?

THANKS VERY MUCH FOR YOUR TIME AND INFORMATION!