COLORADO
Office of Community Corrections
Division of Criminal Justice

Colorado Community Corrections PACE Baseline Report

This report outlines the baseline efforts for the Program Assessment for Correctional Excellence (PACE), providing background, methods, findings, and future direction for the evaluation.

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Part I: Background

Brief History

The Program Assessment for Correctional Excellence (PACE) was conceived of and created in response to evidence that the assessment being used at the time, the Risk Factor Analysis (RFA), was not meaningfully tied to positive client outcomes such as successful completion and recidivism reduction. The inception of the evaluation tool began as a collaborative effort in 2014 when stakeholders from community corrections boards and community corrections providers, sitting on what was then called the *Evidence-Based Practice Statewide Steering Committee*, came together with the Office of Community Corrections (OCC) in the Division of Criminal Justice (DCJ) and began to develop the items and metrics for the initial prototype of the PACE. After two years of effort on the part of this committee, a consultant, J-SAT, was brought in to further develop, finalize, and validate the PACE program evaluation tool.

Development and Research

The Factors within the PACE are based on the National Institute of Corrections' *Principles of Effective Intervention*. The *Principles of Effective Intervention* were initially developed in 2004 through an exhaustive review of the relevant research in the field regarding what practices were most effective at reducing recidivism among community-based correctional populations. With the support of J-SAT, OCC built from this work and identified specific and dynamic practices that would demonstrate the degree to which programs had implemented these *Principles*. Standardized and validated tools or guides that already existed for underlying constructs measured by the PACE were used when available, either exactly as is or with slight modifications. Tools and methodologies that match the research as closely as possible were created for constructs with no empirical precedent for measurement. Overall, 422 research articles were consulted in the creation and content validation of the PACE. These research articles represented the scientific literature base at the time related to six components of the *Principles of Effective Intervention,* as well as constructs surrounding effective sanctioning. These seven areas formed the seven factors of the PACE evaluation: Risk/Need Assessment, Enhance Intrinsic Motivation, Target Intervention, Skill Train with Directed Practice, Increase Positive Reinforcement, Respond to Violation Behavior with Effective Practices, and Engage Ongoing Support in Natural Communities. An eighth factor based on additional research on implementation science, Capacity for Implementation, was originally included in early program evaluations, however was never intended to be included in composite PACE scores along with the other factors. While the components of this factor are well supported in the literature, most implementation and dissemination science research studies exist primarily in the context of a specific implementation framework being used with organizations who are opting into an active implementation of a single evidence-based practice (EBP). As such, confounds around measuring these concepts for general implementation of multiple EBPs appeared innate and difficult to reconcile, and mandatory measurements for this factor were discontinued in favor of an option for programs to opt-in if interested. Finding a means of reliably and validly measuring implementation capacity and/or programmatic culture in the context of the PACE evaluation remain of interest.

Part II: Methods

From program notification to completion, a PACE evaluation was conducted over approximately 10-12 weeks, though this could vary slightly based on immutable scheduling conflicts on the part of the program or OCC. The evaluation can be described in three distinct segments: Pre-site, On-site, and Post-site.

Pre-Site

Once a program was selected for a PACE evaluation, an email notification was sent to the governing Community Corrections Board, the program's director, and any applicable executive program staff. This email notified these parties of the program's selection for a PACE evaluation, and began scheduling for a pre-conference meeting based on availability. A copy of the PACE instrument and bibliography was also attached to the notification email for reference.

The pre-conference meeting was designed to be completed in-person. The program was provided with a binder containing OCC contact information for PACE team members, copies of the audio recording scoring and submission tools, instructions for submitting recordings and the use of recorders, and the PACE instrument. These documents were also provided electronically on a flash drive. Audio recorders were provided for the program and information on all of the audio recordings was provided through a PowerPoint presentation, including weekly deadlines for tapes to be submitted securely to the OCC. Timelines and informational brochures on the PACE were provided to all staff for greater context and understanding of the process. After meeting with staff, audio recordings for the pre-site period were randomly assigned based on staff responsible for using the skill of five categories of evidence-based practice: administering the Level of Supervision Inventory or LSI (Assessment Tape 1), creating a case plan and providing normative feedback (Assessment Tape 2), conducting skill training with directed practice that address client criminogenic needs areas, using Motivational Interviewing to enhance client intrinsic motivation, and performing behavioral interventions for clients who committed major rule violations.

During the following four weeks, audio recordings and identified collateral documentation were submitted to OCC. Portions of the recordings were transcribed, then at least two OCC staff code each recording using the audio recording scoring tools. The staff who scored the tapes then met to discuss their coding and reconcile any initial discrepancies through conversation and listening to the recordings again as needed. One tape from each program was selected as an inter-rater reliability sample, which all OCC staff responsible for scoring tapes listened to and discussed to ensure scoring remains consistent across raters and tape categories.

Prior to the On-Site portion of the PACE evaluation, OCC staff requested program staff schedules, which were used to create a tentative on-site schedule for a period of up to five days (see the next section for On-Site activity details). The schedule remained flexible for the duration of the On-Site period and could be adjusted as necessary according to program needs. The program was asked to submit a copy of their client handbook, level system, and policies and procedure for review. A client roster was also requested and was used to randomly select a stratified sample of current clients for file reviews while on-site. These were selected based on risk level, case manager (ensuring a varied

sample), and program level. Finally, a list of the five clients most recently terminated for technical violations was generated via information submitted to the Community Corrections Information and Billing (CCIB) system, and a list of the five most recently reviewed for termination based on a technical violation but kept by the program was requested from the program. These 10 clients were used as the sample for reviewing client sanctioning and termination practices.

On-Site

OCC staff evaluated various EBP components through a variety of modalities, including client file review; program document review; live observation of program staff, and termination review; case manager and program director interviews; client surveys; client sign-out review; and community-based organization sign-in review. Voluntary coaching was also offered to staff who completed audio recordings, observations, and/or interviews.

OCC staff evaluated 10 client case files for criminogenic need prioritization based on the client's intake assessments, criminogenic need relevancy and incorporation of client support systems in case plan action steps, appropriate treatment referral and number of treatment hours received, appropriate timing and movement through the program's level system, adherence to a program policy regarding criminogenic need dosage hours[1], documented improvements in the Leisure/Recreation section of the LSI, and review of the program's contingency management system for earned rewards and adherence to effective principles of positive reinforcement. These 10 files consisted of a sample of two clients for each of the program's levels 1-5. These were selected to achieve a variety of case manager supervisors and risk of recidivism levels between medium and high as indicated by the intake LSI to determine how the program as a whole worked with clients at varying risk levels.

For the client sanction sample, 10 files were reviewed based on the five clients most recently terminated for a technical violation, and the five clients most recently reviewed for termination but with whom the program decided to continue working. For each of these files, the client's five most recent sanctions for which they have been found guilty in the program were reviewed for principles of due process and procedural justice. These files were also reviewed for documentation of the use of an evidence-informed decision-making (EIDM) tool in determining whether or not to terminate the client.

The client handbook and the program's policies and procedures were most commonly reviewed on-site to determine alignment with principles of effective sanctioning and reinforcement, as well as identifying a policy for use of an EIDM tool in termination decisions. The program's level system (i.e. requirements for clients to progress between levels) was also reviewed to determine to what extent

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[1] At the time of baseline completion, no program in the state had written and implemented a policy regarding dosage for criminogenic needs at the time of their PACE evaluation, resulting in a default score of 0 on this item for each program with non-specialized community corrections beds. This score is not indicative of a lack of services being provided to clients based on their criminogenic needs, but rather an inability to accurately measure the provision of these services in the absence of a program policy operationalizing Colorado Community Corrections Standard CD-040: Dosage of Risk Reduction Activities.

the program's operationalization of the level requirements aligns with the OCC Progression Matrix case planning tool.

Case manager observations were conducted for a regular, weekly case manager meeting with a voluntary client. The goal of this interaction was to assess for a focus on criminogenic needs by the case manager versus terms and conditions, and the use of skill training with directed practice for skill deficits that surface during the session. Time spent discussing stabilization factors was also recorded. Case manager interviews were semi-structured and engage the staff member around the principles of Risk-Need-Responsivity (RNR) through questions regarding the specific client used for Assessment Tapes #1 and #2, as well as general practices in developing client case plans. Line staff observations were randomly selected for two program staff on each shift (often day, swing, and night shift) assessing for skill training opportunities; affirmations of client strengths; and global measures of genuineness, engagement, and respectfulness. Termination review observations occurred with a minimum of one termination review meeting. This session assessed for the use of an EIDM tool and/or discussion of evidence-based factors in the decision-making process around terminating a client. Program director interviews pertained to methods used within the facility to inform clients of both programmatic rules and the disciplinary process should a rule be violated.

Three separate client surveys were used as part of the PACE and cover a variety of topics, including, but not limited to, client perceptions of working relationships with staff, their understanding of program levels systems, sanction/incentive processes, and access to community-based organizations. The target sample for each of these is a minimum of 1/3 of the eligible population for each survey. To assess opportunities for community engagement, program sign-in logs were reviewed to determine the frequency and breadth of services offered by community-based organizations within the facility. These could include a variety of services including AA, NA, faith-based groups, and many more.

Throughout each of these On-Site components, OCC strived for transparency, inclusion, and feedback. Scoring forms were shared for each process that is at low-risk for skewing results, staff are invited into the file review space to aid their understanding and growth around the EBP principles being evaluated, and feedback is made available after each observation and interview. OCC staff also elicited feedback from staff while on-site regarding the PACE process and how they believe it could be further improved from a process standpoint (see Feedback Considerations under the Future Direction section for more details).

Post-Site

Upon completion of the On-Site portion of the PACE evaluation, all working documents were used to input data into a spreadsheet which automated the PACE's scoring algorithms. A review of the data that had been entered was conducted by checking the outputs for errors and scores that appear surprising based on the Pre-Site and On-Site activities and measurements entered into the spreadsheet.

Once accuracy was ensured, the output data was used to create graphical and tabular representations of all data collected during the PACE evaluation at a programmatic level. No individual staff scores were provided to the program in order to emphasize programmatic themes in the evaluation

principles. These graphs and tables were then transferred to a PACE profile, which contains scores and explanations for the seven PACE factors and their corresponding items within the PACE tool. Areas of strength and potential areas of growth were also identified by OCC staff for the program, though they were encouraged to select focus areas that resonate most with their facility and culture. Ongoing technical assistance around strategic planning, EBP training and coaching, and implementation assistance was offered during the profile feedback session, as well as noted throughout the entirety of the PACE process.

Occasionally, members of the PACE team were invited to present evaluation results to the governing Community Corrections Board for a program that has been completed. In these instances, a broader focus on what the PACE represents and how the program appeared to be doing in the context of baseline was taken, along with suggestions of how the board may be able to support the program's EBP implementation efforts moving forward.

Part III: State-Level Findings

Statewide PACE Profile

Statewide interpretation and findings of the PACE baseline evaluations are best represented visually in the attached Statewide PACE Profile (Appendix A). This subsection serves to contextualize this document and provide a guide to interpreting it.

The Statewide PACE Profile is very similar to the individualized PACE profile reports received by programs upon completion of their evaluation. Each iteration contains factor, item, and some sub-item level scores to present useful data regarding components of EBP proficiency. These are represented both graphically and tabularly throughout the profiles to speak to different learning and processing styles. For individual PACE profiles generated for programs, each item measured also contains a standard narrative explaining what it looks like when programs are performing well for that given item. This was retained for the Statewide PACE Profile to benefit readers who have not seen a PACE profile before.

The Statewide PACE Profile differs from individual profiles in a few important ways. First, Individual profiles have a more personalized narrative on the face page of the profile. This space is usually used to highlight relative strengths programs exhibit as well as potential focus areas for growth. These areas are explained relative to how the program performed and can include feedback on factor, item, or subitem components. These selected areas are also tailored based on unique measurements and observations for the given facility, and as such are not always simply the lowest and highest scores, but instead are based on skill sets that would or do have the most impact for that program. Given this individualized nature, the Statewide PACE Profile does not represent strengths and growth areas in as detailed a way, and instead identifies which of the factors scored the highest and lowest, as well as which factors exhibited the most and least variance or spread (i.e. factors for which programs scored less similarly to one another).

Second, this theme of spread continues to be represented throughout the Statewide PACE Profile, as one request from programs during Profile Feedback Sessions was for normative feedback regarding how they are performing in relation to our expectations and other programs. Given that the completion of the PACE baseline is the first time using these measurements, OCC was unable to provide meaningful normative feedback to programs individually along the way and instead could only speak anecdotally based on programs that had been completed. The Statewide PACE Profile provides a clearer view of how a program may interpret their individual profile by providing an "average range" derived for each factor, item, and subitem. This was accomplished by calculating a standard deviation[2] (SD) for each measurement on the Statewide PACE Profile, and both adding and subtracting that value from the mean (average) score of that measurement to create a range. This range is also visually represented on each graph within the profile in addition to a mean score. Generally speaking, programs within this range for a given measure may be considered average in that area in relation to their peers, programs above the range would be considered to have a strength in that area, and programs below the range have greater room for growth and improvement.

Overall and Factor Score Discussion

General findings based on the data represented in the Statewide PACE Profile are consistent with expectations in regard to using a measurement tool like the PACE for the first time in Colorado's community corrections system. The average overall PACE score and average factor level PACE scores are below a 2 (see Appendix A, pg. 1 for details), the middle point of the 0-4 point scale used for the evaluation. While at face value this may appear concerning, it is important to understand a few contextualizing concepts.

It is difficult to define what is considered a high or low score with a new measurement tool prior to completing multiple rounds of evaluation. As additional rounds of evaluation are completed, measurements are refined, and relevant outcome measures are correlated with PACE scores, it will be easier to understand what any given PACE score means for corrections efforts in Colorado. For now, we do not fully understand the implications of a low or high PACE score.

Strengths

Collective areas of strength in Colorado community corrections can be seen through the lenses of factor-, item-, and sub item-level scores. Zooming into these different levels tells the holistic story of broader skill sets that are strong in our system while also giving insight into more specific staff behaviors or qualities that are impressive. Three factor-level areas that stand out as statewide strengths are *Target Interventions (Responsivity), Increasing Positive Reinforcement*, and *Responding to Violation Behavior with Effective Practices*. Items and subitems of particular strength in these areas are also outlined below.

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[2] Standard deviation is a measure of spread within a dataset. The larger the standard deviation, the greater the differences between scores in that given dataset. For data with a normal distribution that can be represented as a bell curve, a range of +/- 1 standard deviation from the mean represents 68% of the population. +/- 2 SD represents 95%, and +/- 3 SD represents 99.7%. While not all measurements within the Statewide PACE profile would be considered to have a normal distribution, using this method universally can still provide greater insight for programs on their performance than a mean alone.

Target Interventions as measured by the PACE looks heavily at how clients' needs are being addressed based on their assessments aligning with case planning and treatment. This factor also explores how individual clients' responsivity factors or barriers are being considered when creating a case plan. Program staff around the state show strengths in this factor, particularly around prioritizing clients' top criminogenic needs in case plans (Appendix A, pg. 6), focusing on criminogenic needs over terms and conditions when meeting with clients (Appendix A, pg. 7), and referring clients to appropriate treatments (Appendix A, pg. 8).

Increasing Positive Reinforcement is measured in the PACE by looking at program level progression, contingency management practices, and staff affirmations of client strengths. This factor is important for rewarding, in a fair and consistent manner, desirable, prosocial behaviors that clients exhibit. Some specific strengths in this area are reflected in survey results indicating that clients believe they move levels in the program when they are eligible, understand what they must do to make this move, and believe their progress is based upon their own efforts and motivations (Appendix A, pg. 10). These level systems also align strongly with the principles of the Progression Matrix, indicating a graduated level of responsibility, stability, and readiness for transition is at the core of how clients are expected to move through the programs in the state (Appendix A, pg. 10). Programs are also often utilizing a higher proportion of incentives compared to sanctions, with many programs achieving at least a 4:1 ratio in this area (Appendix A, pg. 11).

Responding to Violation Behaviors with Effective Practices evaluates a program's adherence to principles of procedural justice in sanctioning clients' violation behaviors, use of behavioral interventions to understand and address the criminogenic need at the source of a violation behavior, and use of an evidence-based decision-making tool to support client termination reviews. Having a transparent, fair, and swift means of handling violation behaviors allow programs to remain objective and consistent in their sanctioning processes, leaving more time to focus on client needs and reinforce desirable behaviors in more meaningful ways. The greatest strengths in this area relate to this consistency and a level of balance in the sanctions imposed based on the severity of the infractions being reviewed, as well as clients being well-informed of the rules and sanctioning process early in the program (Appendix A, pg. 12).

Areas for Growth

The PACE measures a wide variety of skill sets, practices, policies, professional relationship indicators, and documentation. Some of these aspects have a virtually limitless skill ceiling and can be improved continuously with no true "perfect" practice to achieve. As such, identifying areas of growth at the state level is to be expected. Similar to strength areas, these areas of growth can be explored at a factor, item, and sub-item level to better understand how they may be improved. Two main factor-level areas for improvement are *Risk/Need (Assessing Actuarial Risk)* and *Skill Training with Directed Practice*.

Risk/Need Assessment forms an important foundation for clients entering community correction programs, as the dynamic risk factors identified in these assessments will be the main targets for intervention throughout a client's stay. While there is a relative strength in scoring fidelity for the

LSI in the state (a very important component), the interviews themselves tend to focus heavily on this information gathering aspect and could benefit from a more relational approach to the conversation, particularly in areas where clients may share sensitive or personal information (Appendix A, pg. 4). Additionally, providing normative feedback to clients regarding their assessments, by contextualizing their results within community correction and/or justice population data, can open avenues for conversations about how the client views the assessment results and share examples of how those results are reflective (or not) of their lives (Appendix A, pg. 4). Each of these practices work to build a stronger rapport earlier by signaling a desire to better understand the client's perspective and partner with them on their needs rather than dictate how they make changes in their life.

The Skill Training with Directed Practice factor explores to what extent program staff are recognizing and effectively addressing clients' skill deficits related to their criminogenic needs. It also assesses the use of role clarification to help clients differentiate which roles both they and the staff are assuming in a given interaction based on the various functions correctional staff may play at any given time (e.g. resource broker, agent of change, teacher, disciplinarian, evaluator, subject matter expert). While skill training has likely been a part of community corrections programming for some time, the expectation of using an evidence-based model for helping clients learn new skills throughout their stay is relatively new (see Context and Limitations section for more details). Being able to identify skill deficits in real time through behavioral observations and conversations with clients, as well as adhering to the evidence-based steps of a skill training, are both areas of improvement identified by the PACE (Appendix A, pg. 9). To address these, OCC has been developing training resources around identifying skill deficits to provide staff with the knowledge necessary to successfully perform these functions. Role clarification is also a difficult concept to effectively use on a regular basis, as well as a complicated one to measure (see Context and Limitations section for more details). Some sessions recorded for the PACE, particularly those earlier in a client's stay such as the LSI and the Case Planning recordings, show higher levels of overt role clarification compared to sessions exhibiting skills used throughout the program such as Motivational Interviewing or Behavioral Interventions (Appendix A, pg. 10). This may represent an emphasis on role clarification earlier in the program, or potentially indicate that clarifying roles for these types of interactions is less difficult.

Part IV: Context and Limitations

Discussion of PACE Novelty

The PACE is a relatively new evaluation comprised of a variety of measurement tools. While each of these individual tools adheres to the underlying research principles they purport to measure, some have been pulled from existing measures with their own psychometrics related to reliability and validity (e.g. the Motivational Interviewing Treatment Integrity Coding Manual). Other areas are shown to be important in the literature but lack a standardized measurement or benchmarks for how the principles should be applied and to what extent (e.g. engaging clients with prosocial community

support). In working with many different tools, it takes substantial time and effort to begin conducting holistic evaluations effectively and consistently. OCC evaluation staff turnover and learning through the experience of using these tools, especially early in the PACE's life cycle, are an inherent limitation of the baseline data collected. Additionally, maintaining consistent methodologies for the PACE throughout the baseline period to ensure comparable experiences amongst programs meant that valuable feedback and potential measurement changes could not be implemented until after baseline completion. This baseline period has allowed OCC the opportunity to gain the experience necessary to more effectively conduct PACE evaluations, collect data and feedback to inform any changes to PACE measurements and processes, and provide useful results to programs across the state to assist in their EBP implementation efforts.

Potential Measurement Shifts

While maintaining a level of consistency in PACE measurements is important for keeping program expectations clear and any observed changes in scores from baseline to the next measurement cycle meaningful, ensuring measurements are performing as intended is a competing yet equally important challenge. Over the course of completing a PACE evaluation for each program in the state, OCC staff have identified measurements that may require modifications to achieve a higher level of construct and face validity (i.e. the tools are measuring the concept they intend to measure and subjectively appear to be an accurate way to measure that concept). The areas of greatest interest for further review are the case plan focusing measurement, role clarification, policy review weights, and client prosocial contribution and community-based organization support networks. While OCC intends to review these tools and methods, it is currently not determined how they may or may not be changed, as this will depend on emerging research, trends within the baseline data, and functional utility of any possible changes.

The case plan focusing measurement for the PACE was based on research intersecting goal setting and motivational interviewing (Appendix A, pg. 5). While the measurement approach is viable, there may be less cumbersome ways to measure the MI concept of focusing that are inclusive of a broader set of staff behaviors that may be used in case planning and therefore this methodology may be reviewed.

Role clarification examines how staff are able to negotiate and make clear the various functions they serve in a community corrections program (Appendix A, pg. 10).This type of role clarification was measured in every audio recording, which may fail to capture the nuanced nature of when and how this may need to happen in a community corrections program. Other viable strategies may be explored to ensure this is not being measured with a high proportion of false negatives.

Policy review was used as a secondary methodology for various PACE constructs, including: the use of principles of positive reinforcement in a contingency management system, the use of principles of procedural justice in sanctioning, the requirement of an EIDM tool in termination reviews, and the engagement of clients in prosocial community activities (Appendix A, pgs. 11-14). Considering a way to weight dynamic functional practices more heavily than static policy would be more aligned with the EBP values the PACE measures.

Client prosocial contributions and community-based organization support networks are related in that they focus on connecting clients with support systems that may benefit them while in community corrections and after release. While these measures are valuable programmatically in understanding and engaging client support systems, there are no guidelines within the original PACE research regarding what levels of community engagement of these types are sufficient to support positive outcomes. Given this, examining the current thresholds for these measures in the context of the data collected during the PACE baseline may be beneficial in reassessing benchmarks in lieu of more specific research in this area.

Feedback Considerations

Throughout the PACE Baseline period, OCC staff consistently sought feedback on the PACE experience from program staff, supervisors, directors, and executive directors. Community Corrections Board staff who attended PACE evaluations were also asked for feedback on the processes of conducting the evaluations. The most common pieces of feedback are discussed in this section.

Providing a greater level of flexibility in the submission and length of audio recordings for the PACE was perhaps the most common theme between programs. For the baseline period, each recording was required to adhere to consistent deadline length requirements, staff randomization approaches, etc. Given these requirements of evaluation consistency, some programs received no credit for recordings that were submitted late with no agreed upon extension, while others received no credit for recordings that did not meet the minimum length requirements. Recording process and requirements will be reviewed in order to best meet the needs of both the evaluation process and the program in a more efficient and mutually beneficial manner.

Receiving notification for a scheduled PACE evaluation further ahead of time, or having greater flexibility in when OCC conducts PACE activities, including on-site, were other somewhat common themes. Greater scheduling flexibility for all evaluation stages may be an option if evaluation deadlines are less stringent in future rounds of measurement compared to the baseline timeframe.

Staff scores being provided to either the individuals participating in the PACE evaluation or to the program director was occasionally requested. For the baseline period of the PACE, OCC decided not to release individual scores for metrics to programs in any form, and instead focus on the program-level data contained in the PACE profile. Individuals instead could opt in to receive one-on-one coaching on any audio recordings, observations, or interviews in which they participated. While there is some value in programs receiving scores for each staff member to identify strengths and growth areas individually, the PACE is not intended to be a measurement on any one individual's performance, but rather an aggregate measurement of the performance of a program overall. However, value may be found in identifying exceptional skills which may be a consideration for future feedback.

A final request that was somewhat rare but worth noting was for programs to have the ability to submit audio of staff skills and/or meetings that was previously recorded to meet the needs of the PACE evaluation. This is a novel idea that could yield a more authentic display of staff skill sets, as they will have demonstrated them not knowing the audio would be used for evaluation. This could
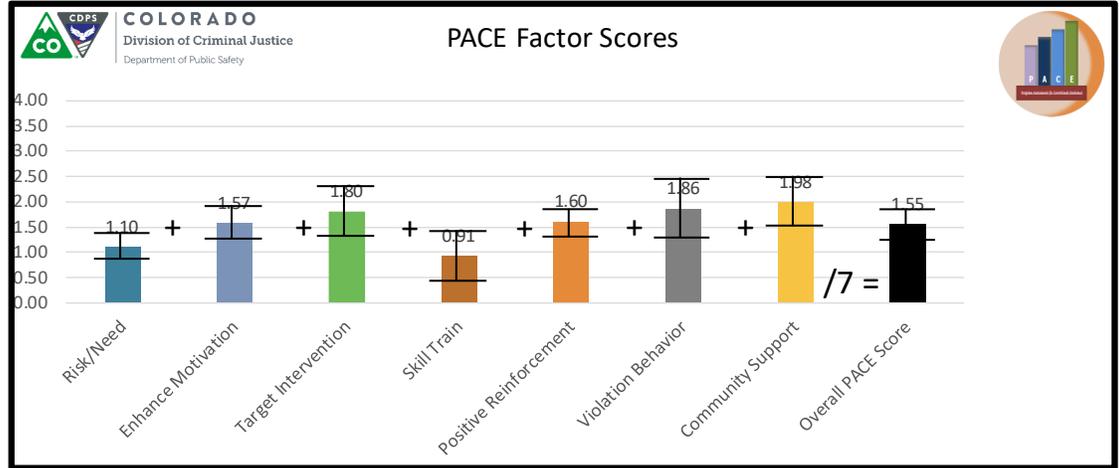
also take some pressure off of staff to perform knowing they are recording a session, as well as clients feeling guarded for the same reason. Some considerations to make this possible would be obtaining client consent to use the audio for this purpose prior to sending it to OCC for coding and determining a standardized timeframe for how long prior to a PACE evaluation we would accept recorded audio which has yet to be determined.

Appendix A: Statewide PACE Profile

PACE PROFILE

PACE FACTORS

PACE General Scoring Anchors	
4	Program demonstrates full mastery of current Evidence-Based Practice(s) (EBP)
3	Program excels at implementation of EBP(s) and demonstrates advanced competency
2	Program is implementing EBP(s) with an opportunity for improved competency
1	Program needs to further develop implementation of EBP(s)
0	Program needs to initiate implementation of EBP(s)

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Department of Public Safety

PACE Factor Scores

Risk/Need 1.10 + Enhance Motivation 1.57 + Target Intervention 1.80 + Skill Train 0.91 + Positive Reinforcement 1.60 + Violation Behavior 1.86 + Community Support 1.98 /7 = Overall PACE Score 1.55

COLORADO COMMUNITY CORRECTIONS
PACE PROFILE SUMMARY

Highest Factor Score
Factor with the highest statewide average.

Factor 7: Engaging Support in Natural Communities

Highest Variance Score
Factor with the highest Standard Deviation (spread).

Factor 6: Responding to Violation Behavior with Effective Practices

Lowest Factor Score
Factor with the lowest statewide average.

Factor 4: Skill Training with Directed Practice

Lowest Variance Score
Factor with the lowest Standard Deviation (spread).

Factor 5: Increasing Positive Reinforcement

Effective Correctional Practices

Risk/Need (Assess Actuarial Risk)	0-4	Page #
1-1) SOA-R Assessments are demonstrated to meet fidelity/accuracy measures obtained through a semi-structured interview.	1.76	Pg. 4
1-2) Using a current, accurate, aggregate profile of the client population, clients are provided normative feedback on their top criminogenic needs, strengths, and other relevant factors.	0.44	Pg. 4
Subscale Score	1.10	

Enhance Intrinsic Motivation	0-4	Page #
2-1) Staff use an Motivational Interviewing (MI) style to mutually identify target behaviors and goals with individual clients.	0.84	Pg. 5
2-2) IMPACT staff are able to demonstrate MI in ways that are conducive for clients to find and express their own motivation to change.	1.75	Pg. 5
2-3) Program staff and client interactions are genuinely engaging, real, and respectful.	2.13	Pg. 6
Subscale Score	1.57	

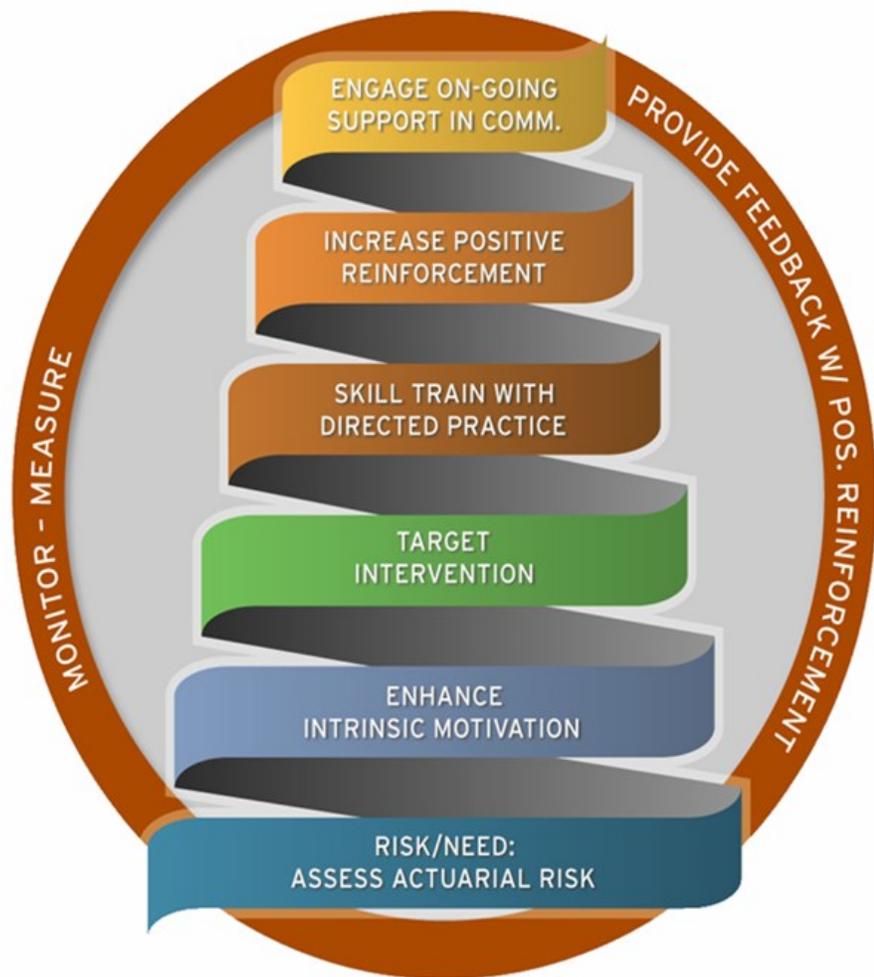| Target Intervention (Responsivity)	0-4	Page #
3-1) Medium and high risk clients will have case plans that prioritize the central eight criminogenic risk factors in a manner that is consistent with each client's assessment in consideration of correlation to recidivism.	2.26	Pg. 6
3-2) Case plan action steps related to targeted interventions are individualized and take into consideration identified client responsivity factors.	2.08	Pg. 7
3-3) Interactions among program staff and clients emphasize criminogenic needs over terms & conditions and rule compliance.	2.13	Pg. 7
3-4) Client treatment needs identified in the SOA-R or other assessments are matched with appropriate treatment intensity, setting, and dosage referrals and services.	2.33	Pg.8
3-5) Program differentiates structured intervention hours according to risk level.	0.00	Pg. 8
Subscale Score	1.80	

Skill Train with Directed Practice	0-4	Page #
4-1) IMPACT staff regularly facilitate skill practice in IMPACT meetings with clients that address the clients' prioritized criminogenic needs.	1.19	Pg. 9
4-2) Cognitive-Behavioral coaching (skill practice) is emphasized throughout in-house programming and interventions.	0.79	Pg. 9
4-3) IMPACT staff clarify their respective roles with clients on a regular basis.	0.74	Pg. 10
Subscale Score	0.91	

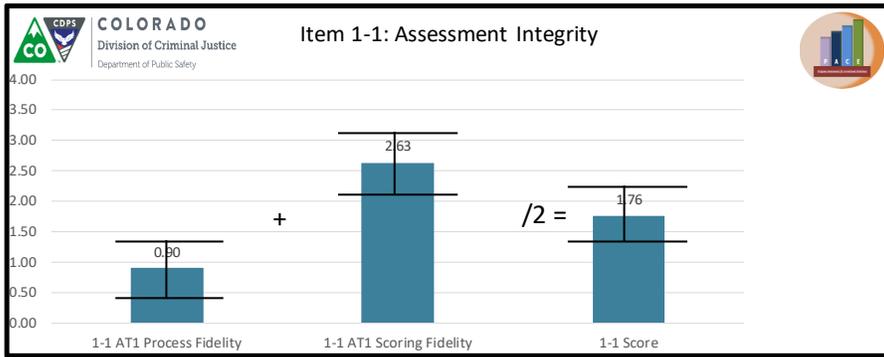| Increase Positive Reinforcement	0-4	Page #
5-1) Client progression through program level system is a function of client's demonstrated behavioral progress and stability factors and is in compliance with case plan.	2.00	Pg. 10
5-2) Program adheres to principles and practices that are consistent with contingency management.	1.98	Pg. 11
5-3) Program staff regularly focus on and affirm client strengths.	0.83	Pg. 11
Subscale Score	1.60	

Respond to Violation Behavior with Effective Practices	0-4	Page #
6-1) When violation behaviors occur, program records indicate response through the regular use of procedural justice.	2.84	Pg. 12
6-2) Program records indicate regular use of individualized behavioral interventions and responses to client serious behavior trends and/or serious violations (e.g., criminogenic need related or responsivity).	1.39	Pg. 12
6-3) Program uses Evidence-Informed Decision Making for program terminations.	1.37	Pg. 13
Subscale Score	1.86	

Engage Ongoing Support in Natural Communities	0-4	Page #
7-1) IMPACT staff work on an ongoing basis to help clients identify and engage pro-social support systems.	1.58	Pg. 13
7-2) Clients are required to make a prosocial contribution in more advanced levels of the program (e.g. levels 3 and 4) to their family or community through involvement in a community-based program.	2.84	Pg. 14
7-3) Program supports ongoing exposure to prosocial support networks via hosting community-based organization group activities (e.g., 12-step, church, martial arts) within the facility.	1.43	Pg. 14
Subscale Score	1.98	

Eight Guiding
Principles
For Risk/
Recidivism
Reduction

MONITOR – MEASURE

PROVIDE FEEDBACK W/ POS. REINFORCEMENT

ENGAGE ON-GOING SUPPORT IN COMM.

INCREASE POSITIVE REINFORCEMENT

SKILL TRAIN WITH DIRECTED PRACTICE

TARGET INTERVENTION

ENHANCE INTRINSIC MOTIVATION

RISK/NEED: ASSESS ACTUARIAL RISK

1-1 SOA-R assessments are demonstrated to meet fidelity/accuracy measures obtained through a semi-structured interview

Item 1-1: Assessment Integrity

Sub-Item	Average	Standard Dev.	Avg. Range
Process Fidelity	0.90	0.48	0.42—1.38
Scoring Fidelity	2.63	0.51	2.12—3.14
1-1 Score	1.76	0.43	1.33—2.19

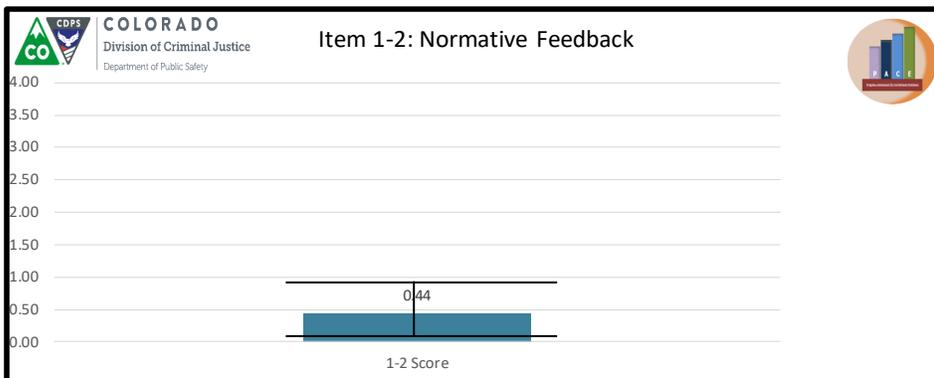Programs that perform well in Assessment Integrity incorporate the following:

Process Fidelity (the way in which the assessment interview is conducted)

- Partnership: IMPACT staff actively foster and encourage power sharing in the assessment interaction.

- Empathy: IMPACT staff show evidence of a deep understanding of the client's point of view and often encourage clients to elaborate beyond what is necessary to merely gather assessment information.

- Reflection to Question Ratio: provides a concise measure of an MI skill. A greater emphasis on reflections over questions will help the client to feel understood and encourages further elaboration.

Scoring Fidelity (the scoring accuracy of the LSI)

- Scoring Agreements: IMPACT staff accurately score all items of the LSI to include if/then and rater box scoring rules.

- Sufficiently Probed Items: IMPACT staff thoroughly explore each item on the LSI using the scoring manual to gather all necessary information.

1-2 Using a current, accurate, aggregate profile of the client population, clients are provided normative feedback on their top criminogenic needs, strengths, and other relevant factors
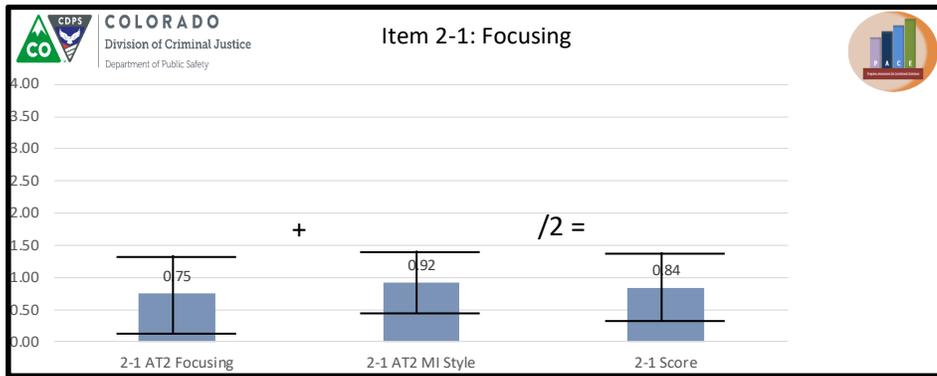

Item 1-2: Normative Feedback

Sub-Item	Average	Standard Dev.	Avg. Range
Normative Feedback Rating (1-2 Score)	0.44	0.36	0.08—0.80

The goal of normative feedback is to facilitate client self-awareness. Programs that perform well in this area provide clients with an explanation of the assessment results for the LSI, ASUS-R, criminogenic needs, and TxRW to include strengths and other relevant factors.

- Criminogenic Needs: explaining to the client their risk factors that research tell us, if present, place them at a greater risk to commit a new offense or engage in criminal activity.

- LSI: criminogenic needs are explained in detail, including identified criminogenic need areas for the individual and strengths (using rater box information).

- ASUS-R (if applicable): client results are explored in comparison to the overall Colorado average to highlight low/medium vs. high/very high results in certain areas.

- TxRW (if applicable): explanation of treatment level identified and why this treatment is the best fit for that individual in the context of their risks and needs from the LSI and ASUS-R.

2-1 Staff use a Motivational Interviewing (MI) style to mutually identify target behaviors and goals with individual clients

Sub-Item	Average	Standard Dev.	Avg. Range
Focusing Score	0.75	0.56	0.19—1.31
MI Style Score	0.92	0.47	0.45—1.39
2-1 Score	0.84	0.50	0.34—1.34

Programs that perform well in this area use a MI style to collaboratively case plan with clients.
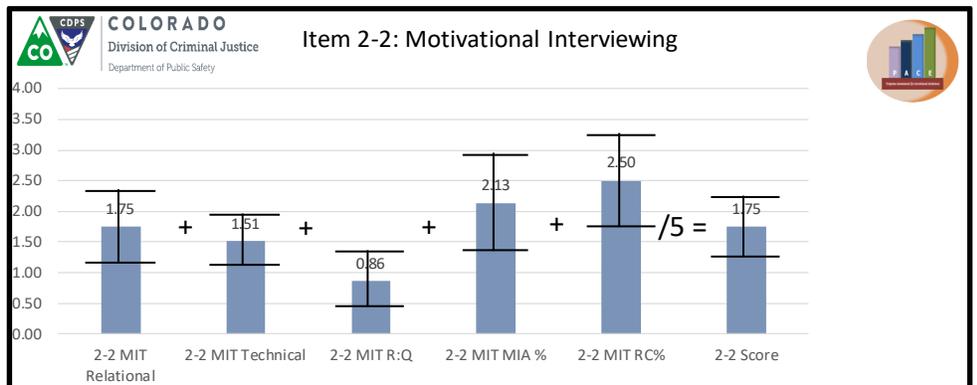
Focusing

- Focusing: IMPACT staff collaboratively case plan with clients by directly eliciting the client's agenda for change and move into goal planning while emphasizing the client's autonomy and obtaining buy-in on action

MI Style

- Partnership: IMPACT staff foster and encourage power sharing to allow client the opportunity to share as the expert and influence the session.

- Empathy: IMPACT staff show a deep understanding of the client's point of view, not just for what has been explicitly stated but also what the client means and has not yet stated.
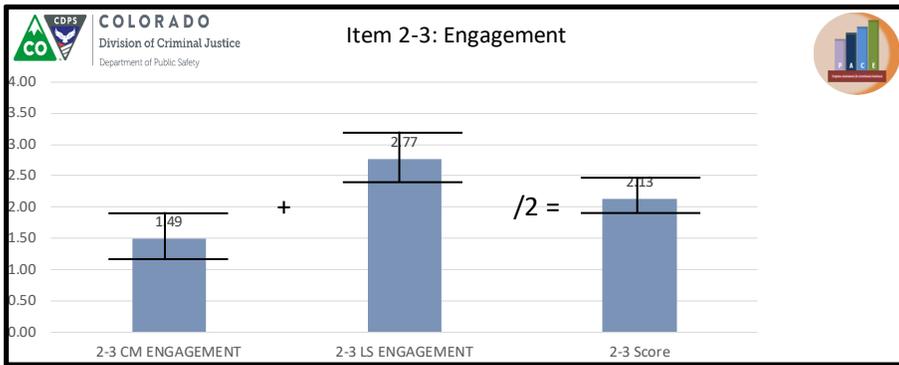
- Cultivating Change Talk: IMPACT staff make a consistent effort to increase the strength or momentum of client change language. Consistently respond to change talk when it's present.

- Softening Sustain Talk: IMPACT staff make a consistent effort to decrease the strength or momentum of client language in favor of not changing a behavior.

- Reflection to Question Ratio: provides a concise measure of an MI skill. A greater emphasis on reflections over questions will help the client to feel understood and encourages further elaboration.

- Affirmations: Emphasize a client's strength, effort, intentions, or worth in a genuine manner.

2-2 IMPACT staff are able to demonstrate Motivational Interviewing (MI) in ways that are conducive for clients to find and express their own motivation to change

Sub-Item	Average	Standard Dev.	Avg. Range
Relational	1.75	0.57	1.18—2.32
Technical	1.51	0.39	1.12—1.90
Reflection: Question	0.86	0.45	0.41—1.31
MI Adher-ence	2.13	0.78	1.35—2.91
Complex Reflection Use	2.50	0.75	1.75—3.25
2-2 Score	1.75	0.46	1.29—2.21

Programs that perform well in this area are able to demonstrate an ability to utilize MI with clients.

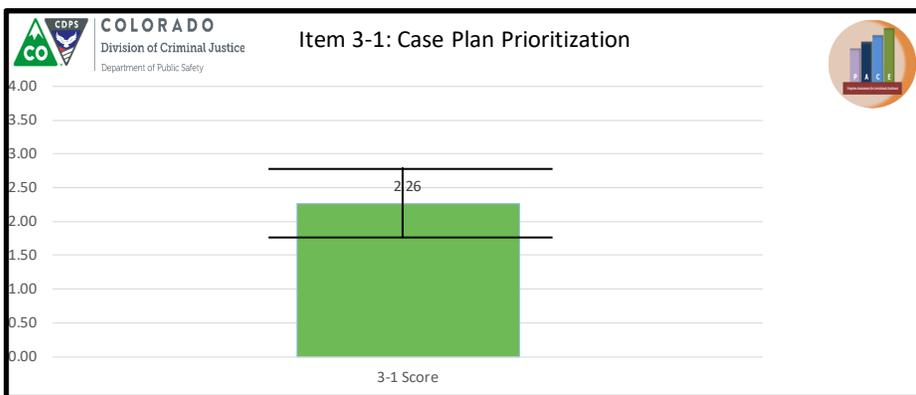### Relational

- Partnership: IMPACT staff foster and encourages power sharing to allow client the opportunity to share as the expert and influence the session.

- Empathy: IMPACT staff show a deep understanding of the client's point of view, not just for what has been explicitly stated but also what the client means and has not yet stated.

Technical

- Cultivating Change Talk: IMPACT staff make a consistent effort to increase the strength or momentum of client change language. Consistently respond to change talk when it's present.

- Softening Sustain Talk: IMPACT staff make a consistent effort to decrease the strength or momentum of client language in favor of not changing a behavior.

Reflection to Question Ratio: Provides a concise measure of an MI skill. A greater emphasis on reflections over questions will help the client to feel understood and encourages further elaboration.

MI Adherent %: Percentage of behaviors that affirm, seek collaboration, and emphasize autonomy versus behaviors that confront or persuade the client without his/her permission.

Complex Reflection %: Percentage of reflections that are complex in nature (convey a deeper or more complex picture of what the client has said) versus simple (do not go beyond the client's original statement). An emphasis on complex reflections will gain an increased score in this area.

2-3 Program staff and client interactions are genuinely engaging, real, and respectful

Sub-Item	Average	Standard Dev.	Avg. Range
CM Engage-ment	1.49	0.33	1.16—1.82
LS Engage-ment	2.77	0.41	2.36—3.18
2-3 Score	2.13	0.28	1.85—2.41

High scores in Engagement would be achieved by:

Case Management Engagement

- Partnership: IMPACT staff foster and encourage power sharing to allow client the opportunity to share as the expert and influence the session.
- Empathy: IMPACT staff show a deep understanding of the client's point of view, not just for what has been explicitly stated but what the client means but has not yet said.
- Affirmations: Accentuate something positive about the client's strengths, efforts, intentions, or worth.
- Working Alliance Inventory-Short (WAIS): Client survey that assesses agreement on tasks and goals and alliance with CM.

Line Staff Engagement

- Observation Score: Extent to which line staff are genuine, engaging, and respectful in their observed interactions with clients.
- WAIS: Client survey that assesses working alliance with line staff.

3-1 Case plans that prioritize the central eight criminogenic risk factors in a manner that is consistent with each client's assessment in consideration of correlation to recidivism

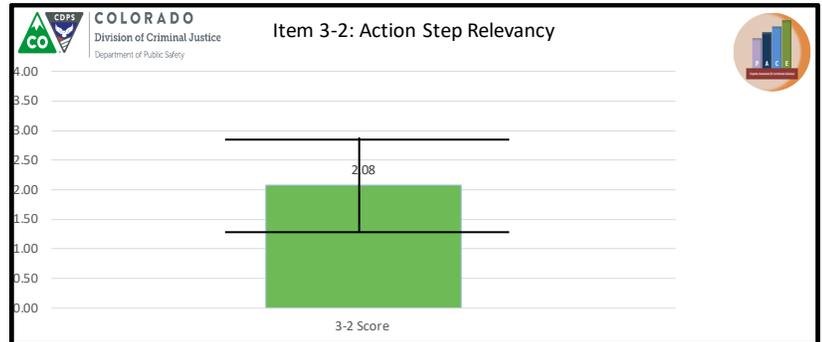| Sub-Item	Average	Standard Dev.	Avg. Range
Case Plan Prioritization Rating (3-1 Score)	2.26	0.50	1.76—2.76

High scores in this area would be achieved by:

Case Plan Prioritization: Case manager effectively identifies and prioritizes the top criminogenic risk factors assessed in intake LSI and ASUS-R (if applicable) on Level 1 case plan.

Staff Interview: Staff have a thorough understanding of how to utilize assessments when prioritizing criminogenic needs, are knowledgeable about the "big 4" compared to the "bottom 4", and can explain prioritization of the "big 4" early in the program.

3-2 Case plan action steps related to targeted interventions are individualized and take into consideration identified client responsivity factors

Sub-Item	Average	Standard Dev.	Avg. Range
Action Step Relevancy (Item 3-2 Score)	2.08	0.79	1.29—2.87

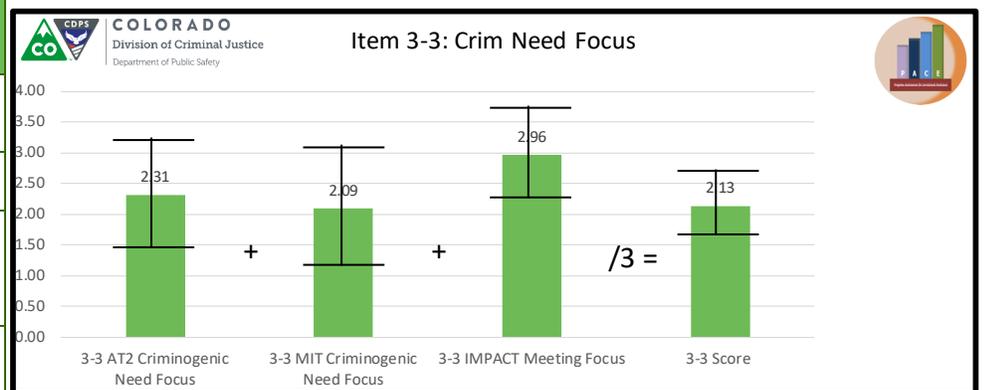High Scores in Case Plan Action Steps would be achieved by:

Case Plan Responsivity Score: Staff are able to create case plan action steps that take into consideration identified client responsivity factors at intake.

CM Responsivity Interview Score: Staff has a thorough understanding of responsivity when case planning with clients and are able to provide examples of responsivity factors and how they might case plan differently for individual clients.

Action Step Relevancy Score: Staff are able to effectively create case plan action steps that are relevant to the client's identified criminogenic risk factor throughout level system.

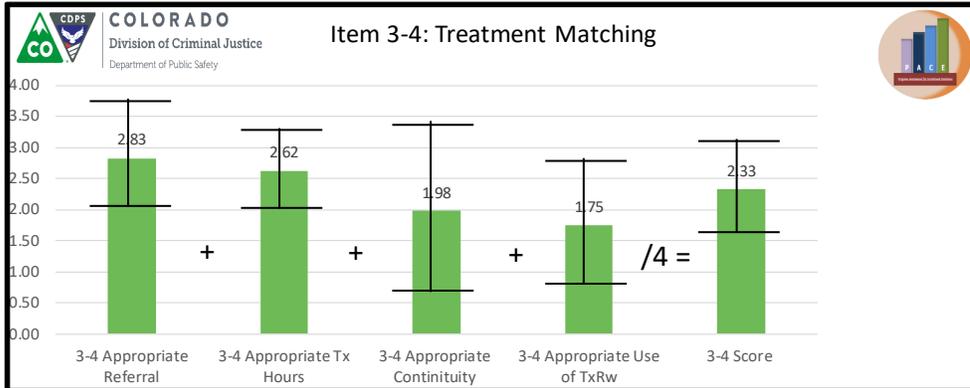**3-3 Interactions among program staff and clients emphasize criminogenic needs over terms & conditions and rule compliance**

Sub-Item	Average	Standard Dev.	Avg. Range
AT2 Focus	2.31	0.89	1.42—3.20
MI Tape	2.09	0.96	1.13—3.05
Impact Meeting Observation	2.96	0.68	2.28—3.64
Item 3-3 Score	2.13	0.52	1.61—2.65

High scores in Criminogenic Need Focus would be achieved by:

The primary focus in case planning, motivational interviewing sessions, IMPACT meetings, and chronological notes emphasizes criminogenic need discussion, to include responsivity, over terms and conditions (e.g., rule compliance and enforcement of terms of supervision). Increased focus on criminogenic needs directly correlates with improved outcomes.

3-4 Client treatment needs identified in the SOA-R, or other assessments, are matched with appropriate treatment intensity, setting, and dosage referrals and services

Sub-Item	Average	Standard Dev.	Avg. Range
Appropriate Referral	2.83	0.82	2.01—3.65
Appropriate Tx Hours	2.62	0.62	2.00—3.24
Appropriate Continuity	1.98	1.33	0.65—3.31
Appropriate Use of TxRW	1.75	1.00	0.75—2.75
Item 3-4 Score	2.33	0.74	1.59—3.06

High scores in Treatment Matching would be achieved by:

Appropriate Referral: Clients are referred to treatment needs that are identified in the SOA-R, or other assessments, to include substance abuse, cognitive behavioral therapy, domestic violence, anger management, etc.

Appropriate Treatment Hours: Clients receive appropriate treatment intensity based on assessments and referral information.

Appropriate Continuity of Care: Clients are referred to and attend appropriate continuing care according to SOA-R assessments and/or other referral information.

Appropriate use of TxRW: Staff appropriately assess and recommend level of substance abuse treatment (if applicable) with completion of the TxRW, utilizing information from the LSI, ASUS-R and the American Society of Addiction Medicine (ASAM) Five Dimensions for Treatment Placement.

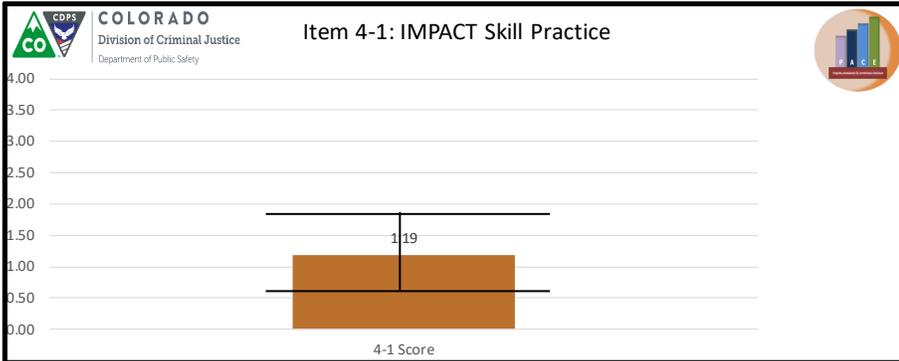## 3-5 Program differentiates structured intervention hours according to risk level

Sub-Item	Average	Standard Dev.	Avg. Range
Dosage (Item 3-5 Score)	0.00	0.00	0.00

If a policy does not exist, this item will default to a score of 0. This is not an indicator that there is a lack of programming interventions, but rather that there was not enough structure to allow for an assessment of dosage at this point in time.

High scores in Dosage would be achieved by:

Creating and adhering to a policy that adequately ensures clients receive the number of hours of client programs appropriate to assessed risk level upon intake. Information on dosage hours can be found in the Colorado Community Corrections Standards CD-040.

4-1 IMPACT staff regularly facilitate skill practice in IMPACT meetings with clients that address the clients' prioritized criminogenic needs

Sub-Item	Average	Standard Dev.	Avg. Range
IMPACT Skill Practice (Item 4-1 Score)	1.19	0.67	0.53—1.86

High scores in Skill Practice would be achieved by completing the following steps:

Introduce Skill: Staff are able to clearly identify what skill will be practiced (e.g., assertive communication, asking for help, managing anger, identifying social support).

Obtain Buy-in: Staff are able to elicit from the client reasons why the identified skill would be useful.

Concrete Steps: Staff are able to break down the skill into specific, understandable and detailed steps.

Model Skill: Staff demonstrate each skill step thoroughly to the client.

Practice Skill: Client is offered the opportunity to practice the skill steps with the staff present.
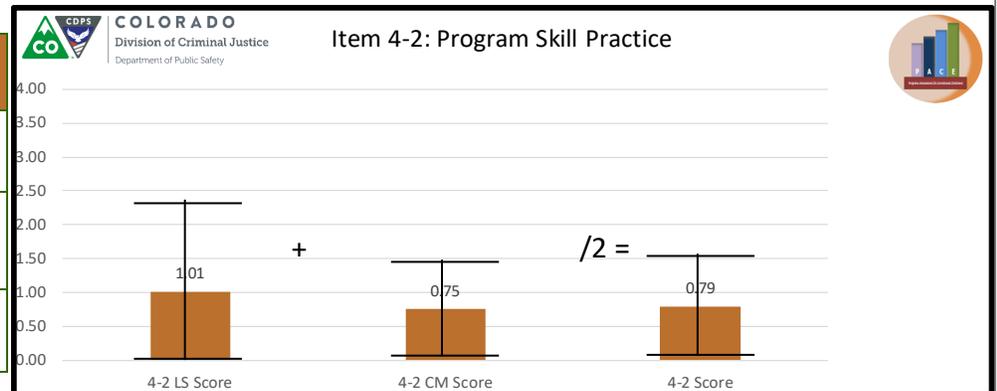
Feedback: Staff provide the client meaningful feedback (both positive and constructive) following their opportunity to practice. The goal is to increase confidence in the skill.

Generalize: Staff and clients discuss other areas in which this skill can be utilized.

Information was obtain from the University of Cincinnati Corrections Institute Core Correctional Practices

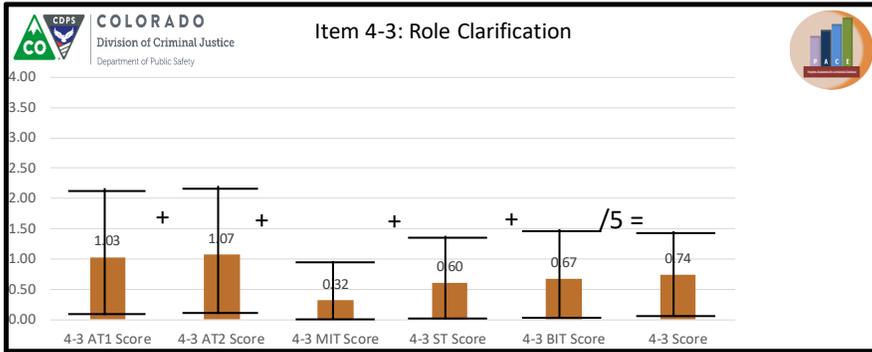**4-2 Cognitive-behavioral coaching (skill practice) is emphasized throughout in-house programming and interventions**

Sub-Item	Average	Standard Dev.	Avg. Range
Line Staff Score	1.01	1.31	0—2.32
Case Manager Score	0.75	0.71	0.04—1.46
Item 4-2 Score	0.79	0.71	0.07—1.50

High scores in Skill Practice would be achieved by:

When interacting with clients, and an identified opportunity to skill train arises, case managers or line staff are able to recognize the opportunity and either appropriately re-direct if time is not permitted to skill train; or the staff take the opportunity to skill train with clients by introducing the skill, modeling the skill, allowing the client to practice the skill, and providing meaningful feedback to the client.

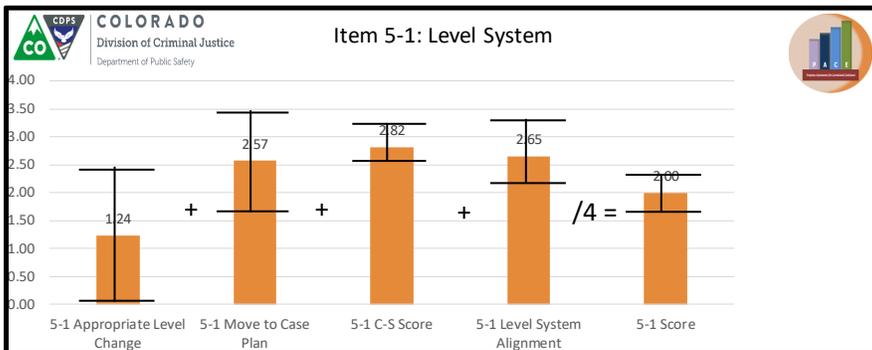## 4-3 IMPACT staff clarify their respective roles with clients on a regular basis

Item 4-3: Role Clarification

Sub-Item	Average	Standard Dev.	Avg. Range
Assessment Tape 1 Score	1.03	0.98	0.05—2.02
Assessment Tape 2 Score	1.07	0.98	0.08—2.05
MI Tape Score	0.32	0.58	0.00—0.90
Skill Train Tape Score	0.60	0.77	0.00—1.37
Behavioral Intervention Tape Score	0.67	0.82	0.00—1.49
Item 4-3 Score	0.74	0.73	0.01—1.47

High scores in role clarification would be achieved by:

During an interaction, the staff member will actively explain what the staff person's roles and expectations might be, and what the staff's duties/responsibilities are during that session. The staff member will also explore the client's roles and expectations for that session, and/or when opportunities arise throughout the session where the client's roles/responsibilities can be better defined. When there is a shared understanding of each other's roles, there is clarity around a joint commitment on progress around target areas and a strong working alliance.

5-1 Client progression through the level system is a function of client's demonstrated behavioral progress, stability factors, and in compliance with case plan

Item 5-1: Level System

Sub-Item	Average	Standard Dev.	Avg. Range
Appropriate Lvl Change	1.24	1.23	0.01—2.46
Move to Case Plan	2.57	0.91	1.67—3.48
Client Survey Score	2.82	0.32	2.51—3.14
Level System Alignment with PM	2.65	0.55	2.10—3.19
Item 5-1 Score	2.00	0.38	1.62—2.38

High score in progression through the level system would be achieved by:

% of appropriate level changes: Clients progress through the level system upon completion of all level system requirements and completion of all case plan action steps.
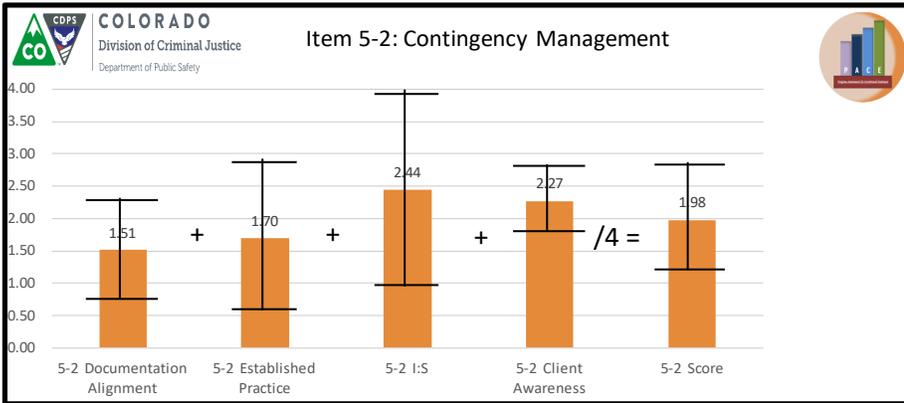
# of days from level move date to case plan creation: Upon completion of a case plan, the client is moved levels right away (to include level privileges) and the next level case plan is created.

Total survey score for level progression: Client is in agreement that they are permitted by the program to move levels upon completion of level system requirements and case plan actions steps.

Level system alignment with Progression Matrix: The degree to which the program's level system aligns with the principles of the Progression Matrix.

5-2 Program adheres to principles and practices that are consistent with contingency management

Sub-Item	Average	Standard Dev.	Avg. Range
Document Alignment	1.51	0.80	0.71—2.31
Established Practice	1.70	1.19	0.51—2.89
Incentive: Sanction	2.44	1.50	0.94—3.94
Client Awareness	2.27	0.47	1.80—2.73
Item 5-2 Score	1.98	0.80	1.18—2.78

High scores in Contingency Management would be achieved by:
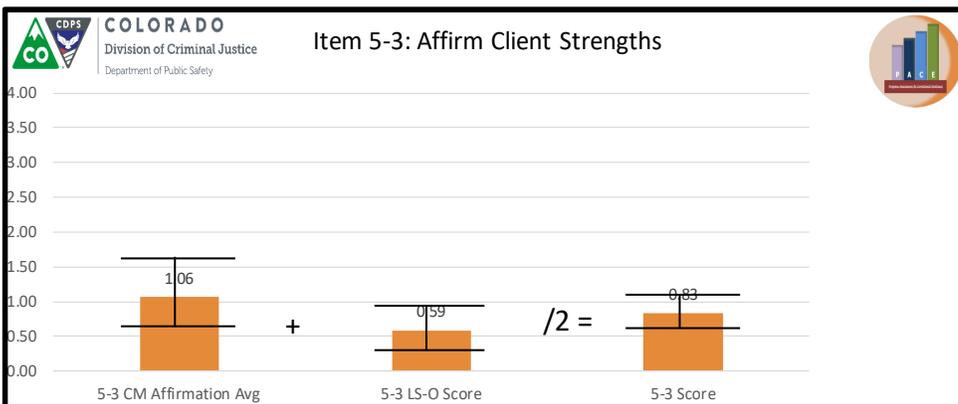
Documentation Alignment Score:

- P&P Alignment: An established Policy and Procedure that adheres to the principles and practices of Contingency Management: Transparency, Swiftness, Magnitude, Frequency and Duration.
- Client Handbook Alignment: The client handbook fully aligns with Contingency Management Principles.

Established Practice Contingency Management Score: Clients behaviors are reinforced upon selected target areas every time they occur, (frequency) in a timely manner (swiftness), according to the programs established policy (transparency) and throughout their entire residential stay (duration). Smaller behaviors are reinforced accordingly in comparison to larger level behaviors (Magnitude).

Incentive to Sanction Ratio: Clients are reinforced at a frequency of four incentives for every one sanction (4:1). Many clients, particularly high risk, have long histories of negative punishment and therefore have learned to dismiss this type of response because they have become conditioned.

Client Awareness of Contingency Management Principles: Client is in agreement that staff respond to positive behaviors and have an understanding of the incentives program.

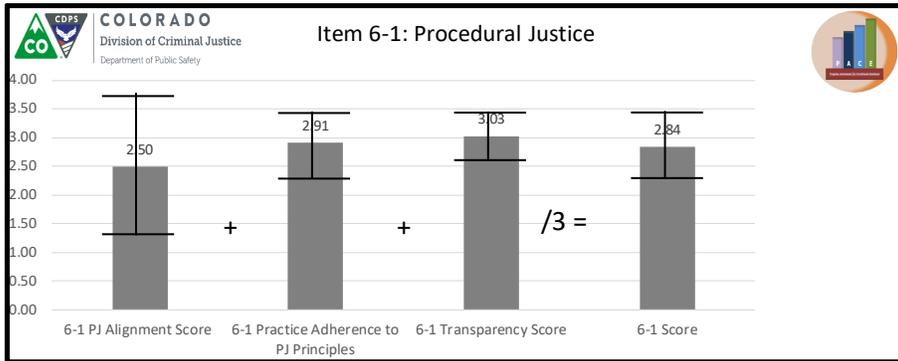## 5-3 Program staff regularly focus on and affirm client strengths

Sub-Item	Average	Standard Dev.	Avg. Range
CM Tape Affirmation	1.06	0.47	0.59—1.53
LS Obs. Affirmation	0.59	0.30	0.29—0.89
Item 5-3 Score	0.83	0.22	0.61—1.05

High scores in Affirm Client Strengths can be achieved by:

Staff emphasizing a client's strength, effort, intentions or worth in a genuine manner. Positive reinforcement should be applied more frequently than punishment to guide behavior change. This will increase the likelihood that pro-social behavior is repeated. Because pro-social behavior is determined to reduce criminal activity, it is an important focus to prevent future criminal behaviors.

6-1 When violation behaviors occur, program records indicate response through the regular use of procedural justice

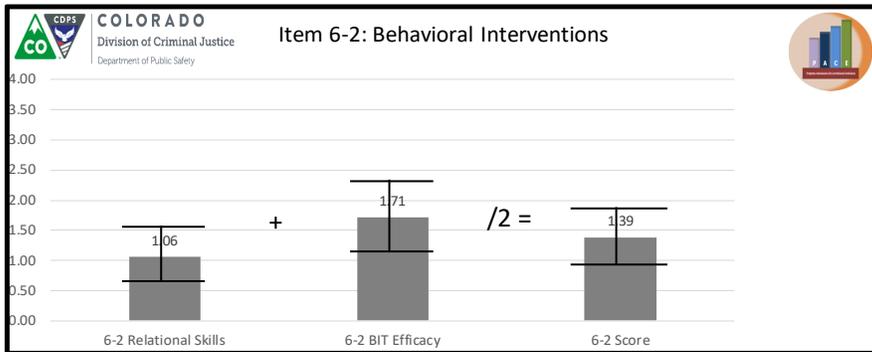| Sub-Item	Average	Standard Dev.	Avg. Range
PJ Alignment	2.50	1.20	1.30—3.70
Practice Adherence to PJ Principles	2.91	0.56	2.34—3.47
Transparency Score	3.03	0.46	2.57—3.49
Item 6-1 Score	2.84	0.57	2.26—3.41

High scores in Procedural Justice would be achieved by:

PJ Alignment: Client handbook of the program details procedurally just practices to include: parsimony, proportionality, fairness/neutrality, and swiftness.

Adherence to PJ Principles: Violation responses follow the principles of swiftness, fairness, consistency, parsimony, and proportionality. As few interventions and resources are utilized as necessary when sanctioning (parsimony) and the sanctions or punishment are no more severe than the behavior warrants (proportionality). Sanctions are consistently applied to similarly situated individuals (fair) and applied as quickly as possible following the behavior (swiftness).

Transparency: The program employs multiple methods to allow clients to easily access and understand violation responses (e.g., client handbook, posted, client orientation) and the degree to which clients are in agreement that they are aware of sanctioning processes when a rule violation occurs.

6-2 Program records indicate regular use of individualized behavioral interventions and responses to client serious behavior trends and/or serious violations (e.g., criminogenic need related or responsivity)

Sub-Item	Average	Standard Dev.	Avg. Range
Relational Skills	1.06	0.45	0.61—1.52
BI Tape Efficacy	1.71	0.61	1.10—2.32
Item 6-2 Score	1.39	0.49	0.90—1.87

High scores in Behavioral Interventions would be achieved by:
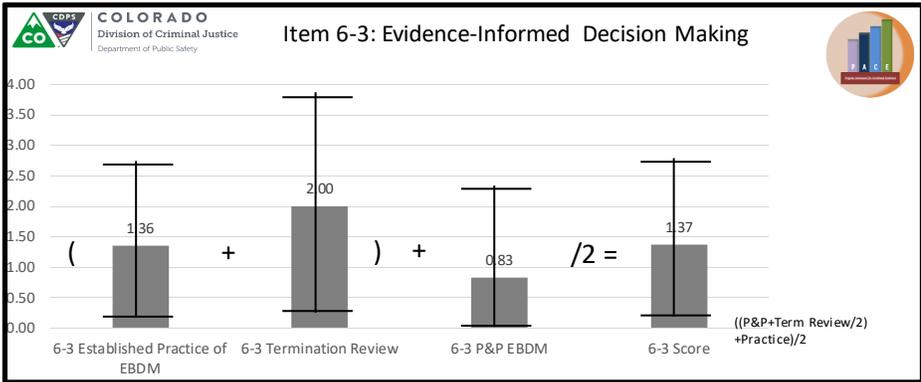
Relational

- Partnership: IMPACT staff foster and encourage power sharing to allow the client the opportunity to share as the expert and influence the session.

- Empathy: IMPACT staff show a deep understanding of the client's point of view, not just for what has been explicitly stated but also what the client means and has not yet stated.

- Reflection to Question Ratio: Provides a concise measure of an MI skill. A greater emphasis on reflections over questions will help the client to feel understood and encourages further elaboration.

Behavioral Intervention Efficacy

Efficacy in a behavioral intervention refers to the practitioner's skills in correctly identifying the "root" of the violation behavior. For instance, the behavior may be criminogenic need driven or resulting from a responsivity factor such as mental health, cognitive impairment, etc. Additionally, staff are able to identify any gaps in either skill or motivation to individualize the response to the client's stage of change. The client is then involved in an appropriate and meaningful intervention to include skill training or motivational interviewing in response to the problematic behavior. Finally, all of the above activities are appropriately documented.

6-3 Program uses Evidence-Informed Decision Making for program terminations

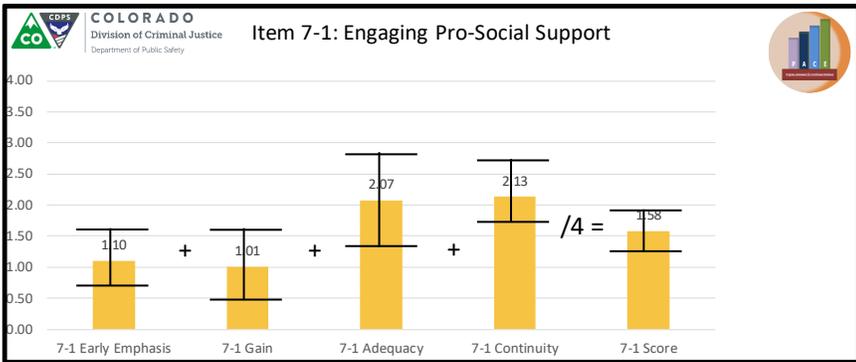| Sub-Item	Average	Standard Dev.	Avg. Range
Established Practice	1.36	1.25	0.11—2.61
Term Review	2.00	1.77	0.23—3.77
P&P EBDM	0.83	1.44	0.00—2.27
Item 6-3 Score	1.37	1.24	0.13—2.61

High scores in Evidence-Informed Decision Making would be achieved by:

Established Practice: The program established and adheres to a practice that utilizes an evidence-informed decision making tool when conducting program reviews for termination decisions. The tool takes into account the client's risks/needs and responsivity, identified gaps in programming, previous interventions, and behavior patterns.

Termination Review: Program has demonstrated adherence to the tool during team discussion.

Policy and Procedure: Program has a policy and procedure that requires that a structured evidence-informed decision making tool is used when making termination decisions.

7-1 IMPACT staff work on an ongoing basis to help clients identify and engage pro-social support systems

Sub-Item	Average	Standard Dev.	Avg. Range
Early Emphasis	1.10	0.43	0.67—1.54
Gain	1.01	0.53	0.48—1.53
Adequacy	2.07	0.72	1.35—2.79
Continuity	2.13	0.48	1.65—2.61
Item 7-1 Score	1.58	0.34	1.24—1.91

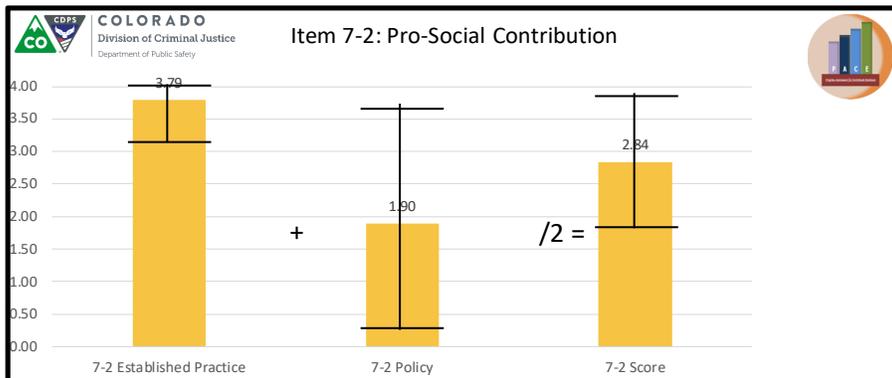High scores in Engaging Pro-Social Support would be achieved by:

Early Emphasis on Social Support: Staff are able to thoroughly delve into a client's current support system through the intake assessment process. IMPACT staff explore the subscales of Family/Marital, Companions, and Leisure/Recreation on the LSI using the scoring manual to gather all necessary information. Additionally, staff identify how often the client interacts with a confidant/primary source of social support and the proportion of people who know each other within their social network.

Gain Score for LSI items 30 and 31: Updated assessments demonstrate an increase in client prosocial leisure and recreation activities and an effective use of free time as compared to intake.

Adequacy of Social Support on Case Plan: Level 1 case plans include specific action steps that involve any present pro-social family members, peers, or pro-social activities/organizations. Social support is sustainable after the client completes community corrections.

Continuity of Social Support throughout Case Plans: All case plans show continuity by including specific action steps, on each level, that involve any present pro-social family members, peers, or pro-social activities/organizations. Social support is sustainable after the client completes community corrections.

7-2 Clients are required to make a prosocial contribution in more advanced levels of the program (e.g. levels 3 and 4) to their family or community through involvement in a community-based program
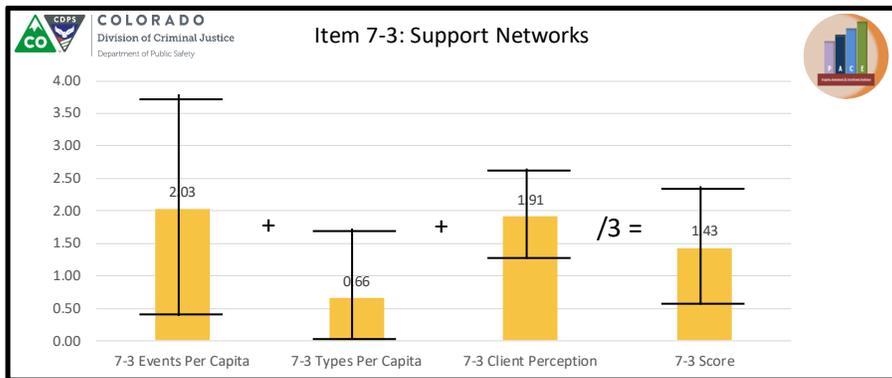

Sub-Item	Average	Standard Dev.	Avg. Range
Established Practice	3.79	0.66	3.13—4.00
Policy	1.90	1.69	0.21—3.59
Item 7-2 Score	2.84	0.98	1.86—3.83

High scores in Pro-Social Contribution would be achieved by:

Established Practices: The program has established requirements and practices for clients to engage in prosocial community activities on levels 3 and 4 on a weekly basis.

Policy: Program policy, client handbook, or level system outline requirements for progressive engagement for level 3 and 4 clients in pro-social activities in their community and with their family.

7-3 Program supports ongoing exposure to prosocial support networks via hosting community-based organization group activities (e.g., 12-step, church, martial arts) within the facility

Sub-Item	Average	Standard Dev.	Avg. Range
Events Per Capita	2.03	1.61	0.43—3.64
Types Per Capita	0.66	1.03	0.00—1.68
Client Perception	1.91	0.64	1.26—2.55
Item 7-3 Score	1.43	0.92	0.51—2.35

High scores in Support Networks would be achieved by:

Events per Capita: Programs host community-based organization events regularly. A higher score indicates a higher frequency of events. The greater the program population the more frequent the events should be occurring in order for a greater portion of the population to participate in events.

Types per Capita: Programs host multiple types of community-based organization events. A higher score here indicates that a variety of community-based organization events are offered to the client population. The larger the population the more types of events should be offered.

Client Perception: The degree to which clients are in agreement that the program provides opportunities for clients to easily access social support within the program and that those opportunities are of interest to clients.

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Colorado Community Corrections PACE Baseline Timeline	
First Site Pre-Conference	1/30/2017
Final Baseline Profile Feedback Completion	10/08/2020