Evidence-Based Practices Implementation for Capacity (EPIC)

Legislative Update
(House Bill 13-1129)

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Evidence-Based Practices Implementation for Capacity

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Section One: Introduction

Purpose of this report

This report provides an overview of EPIC's (Evidence-Based Practices Implementation for Capacity Resource Center) activities and achievements since its inception in October, 2009. EPIC was funded through a federal Justice Assistance Grant (JAG) for $2.1 million dollars for the primary purpose of building capacity among five state agencies for the implementation of evidence-based practices (EBPs). EPIC was originally housed in the Colorado Department of Public Safety's (CDPS) Executive Director's Office as an initiative of the Colorado Commission on Criminal and Juvenile Justice. EPIC works with the Department of Corrections (both the Division Of Adult Parole & Community Corrections and the Institutions), the Division of Criminal Justices' Office of Community Corrections, the Division of Probation Services in the Judicial Branch, and the Office of Behavioral Health in the Department of Human Services as a resource center to create a collaborative, comprehensive effort to systemically enhance the knowledge and skill base of justice system professionals in EBPs. In April, 2013, the Colorado State Legislature passed HB13-1129, placing EPIC within the Division of Criminal Justice (DCJ) in CDPS. The mission of EPIC is to engage and strengthen justice system professionals' use of evidence based practices by building capacity through the use of implementation science.

This report is organized as follows: This section presents an overview of EPIC's work and approach; Section Two describes services offered by EPIC; Section Three outlines challenges EPIC faces in doing this work; Section Four reports EPIC accomplishments, and Section Five summarizes key points and describes next steps.

Overview of EPIC

EPIC accomplishes its work through a small staff of implementation specialists, a program assistant, and a project manager[1] (see Appendix A). EPIC also works with a number of consultants and state partners, including Justice Systems Assessment and Training (J-SAT), the Implementation Group, Jeff Lin, Anjali Nandi, and DCJ's Office of Research and Statistics to evaluate its work and provide technical assistance around the creation of implementation readiness tools, standards of progress measurement, effective group facilitation skills, and enhanced communication techniques. EPIC has found these components to be essential in its work.

> Since one of the primary purposes of EPIC is to build agencies' internal capacity for EBP implementation, EPIC relies on its partnerships with justice system staff members, supervisors, and administrators across the state to carry out the work of implementation.

Over 50% of inmates released from prison in Colorado return to prison within 3 years; this rate has stayed consistent for many years. If recidivism can be reduced by just one percent in a single year, this conservatively translates into nearly $2M in <u>saved</u> state prison costs[2]. EPIC's work is based on three

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[1] An additional admin staff has yet to be hired.
[2] Estimated marginal costs.

decades of research that shows that the effective use of evidence-based practices in corrections can substantially reduce recidivism rates.
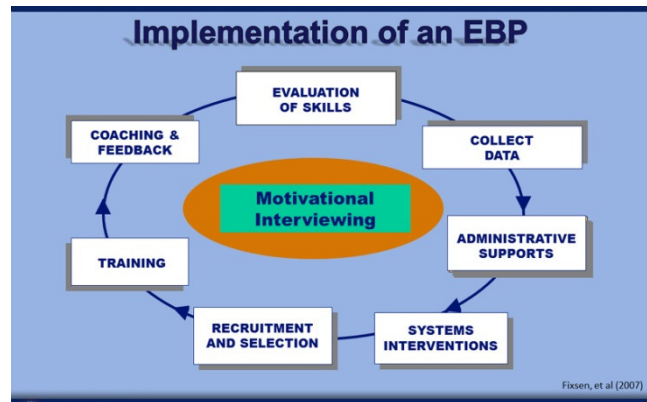

Implementation Science

For decades, research has focused on developing evidence-based practices to produce better outcomes for those involved in the criminal justice system. In recent years, policy has focused on system adoption of these interventions to improve outcomes. While we have made great improvements in the quality and adoption of evidence based interventions, we are discovering that there remains a gap between what programs are intended to do and the outcomes they produce. No matter how strong the science is behind the evidence based practice, people and communities cannot benefit from the intervention if it is not implemented as intended. This gap between science and service illuminates the importance of implementation science.

> **We are faced with the paradox of non-evidence-based implementation of evidence-based programs. (Drake, Gorman & Torrey, 2002.[1])**

Traditionally agency and department administrators adopt innovations to implement by simply training their staff and designing new written policies, with the expectation that this will translate to daily practice. But research on organizational change and skill development shows that this approach does not achieve sustainable outcomes. EPIC uses guidelines derived from implementation science to work with agencies to implement EBPs. According to the National Implementation Research Network, more than 90% of all public sector evidence-based practice implementations do not progress past the initial execution training, because, in large part, staff classroom-style training events are the primary—if not the only—method of implementation[3]. For this reason, EPIC utilizes principles and tools from implementation science to close the gap between policy and service delivery. Primary implementation components are depicted in Figure 1.

Figure 1

Administrative Supports

While all of the components depicted in Figure 1 are essential and focused on in EPIC's work, Administrative Supports is perhaps one of the most important and impactful drivers of effective implementation. This is an area to which EPIC focuses a great deal of attention. Administrative Supports

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[3] Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature.*National Implementation Research Network.* Retrieved from http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf

establish structures and processes that support and actively remove barriers to successful implementation. Organizational change is required to introduce and reinforce the application of new skills for the purpose of promoting the offender's success in the community. This means that supervisors, program managers, and agency administrators must actively support the development of this new way of doing business. Agency managers and officials are required, for the successful long-term and organization-wide implementation of EBPs, to enthusiastically support and model for their agencies' staff. While agency administrators may not necessarily build skills in a selected modality, they must promote the new organizational vision in order to change daily business practices. It is incumbent upon them to establish structures and processes within their agencies that support and actively remove barriers to create successful implementation. Guided by the science that outlines these essential components, EPIC strives to assist these agencies to make this shift.

Implementation Teams

EPIC facilitates the use of regional Implementation Teams (IT) as an important component of successful program implementation.[4] An IT is composed of a cross section of agency staff, from decision makers to direct service providers. The IT leads the effort to institutionalize a new program by taking the responsibility for removing barriers to implementation and ensuring quality planning and practice. Fixsen et al. (2001), investigating the replication of EBPs, found that sites with an implementation team providing services such as training, on-site consultation, participant selection guidance, facilitative administrative supports, and routine evaluation, were much more likely to successfully implement the new program and also become sustainable over time.[5] Specifically, with the use of competent implementation teams, over 80% of the implementation sites were sustained for six years or more (up from 30% without an implementation team) and the time for them to achieve certification of fidelity was 3.6 years.[6] Additional research reveals that it takes an estimated average of 17 years for only 14% of new scientific discoveries to enter day-to-day clinical practice without the use of implementation teams (Balas & Boren, 2000)[7]. EPIC is actively involved in the following 17 regional implementation teams involving over 400 professionals: Adams County, Larimer County, Greeley/Fort Morgan/Weld County, Moffat/Routt/Grand Counties, Grand Junction, Glenwood/Rifle, Delta/Montrose, Durango/Cortez, Jefferson/Boulder Counties, Pueblo, Colorado Springs, Alamosa, Canon City, La Junta, Buena Vista Correctional Facility, Denver, and Arapahoe County.

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[4] Fixsen, D. L., Blase, K. A., Timbers, G. D., & Wolf, M. M. (2001). In search of program implementation: 792 replications of the Teaching-Family Model. In G. A. Bernfeld, D. P. Farrington & A. W. Leschied (Eds.), *Offender rehabilitation in practice: Implementing and evaluating effective programs* (pp. 149-166). London: Wiley.
[5] Ibid.
[6] Ibid.
[7] Balas E.A., & Boren, S.A. (2000). *Yearbook of Medical Informatics: Managing Clinical Knowledge for Health Care Improvement*. Stuttgart, Germany: Schattauer Verlagsgesellschaft mbH.

Section Two: Services Provided

Based on research that indicates that the quality of the relationship between the practitioner and the client has a significant impact on outcomes[8], EPIC seeks to change the way justice agency professionals conduct daily business by changing the ways that system staff interact with offenders. In two studies of probationers mandated to psychiatric treatment where a dual role existed (caring for- and control over-offenders), the quality of the dual role relationship predicted future compliance with probation compliance, as measured by probation violations and revocations.[9]

Motivational Interviewing

To directly impact this important relationship, EPIC's initial work has thus far primarily focused on Motivational Interviewing (MI), using the components of implementation science as the primary vehicles for incorporating this EBP into daily practice. MI is an evidence-based practice that has long been used in the field of behavioral health to engage people in the addiction recovery process. It now has over 300 clinical trials in a variety of settings and has been shown to have significant impacts on treatment retention and adherence. In its simplest form, "Motivational Interviewing is a collaborative conversation style for strengthening a person's own motivation and commitment to change."[10] It involves using active listening skills and relationship enhancing qualities/strategies to ascertain target behaviors that help guide a person toward that positive change. Helping individuals identify their own reasons for change and move toward specific language that involves commitment to that goal is directly correlated to behavior change.[11] Ultimately MI is intended to be blended with other modalities of behavior change, such as cognitive behavioral interventions, to not only build motivation, but provide skills to an offender for use in their daily lives. In fact, the degree to which practitioners focus on criminogenic needs rather than the typically addressed terms and conditions in their sessions with offenders is both coded from their audio tapes and provided in their feedback reports which is reviewed in their coaching sessions (further described in next section, *Learning Components*). Andrews and Bonta, (2010)[12] found that focusing on criminogenic needs versus terms and conditions had a significant impact on recidivism outcomes.

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[8] Hubble, M. A., Duncan, B. L., & Miller, S. D. (Eds.) (1999). *The heart and soul of change: What works in therapy*. Washington, D.C.: American Psychological Association.Lambert, M. J. (1992). Psychotherapy outcome research: Implications for integrative and eclectic therapists. In J. C. Norcross &M. R. Goldfried(Eds.), *Handbook of psychotherapy integration* (pp. 94-129). New York: Basic Books.

[9] Skeem J.L., Louden J.E., Polaschek D., & Camp, J. (2007). Assessing relationship quality in mandated community treatment: blending care with control. ,Psychological Assessment. 19(4), 397-410. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/18085932

[10] William , M., & Rollnick, S. (2013). *Motivational Interviewing: Helping People Change* (3rd ed.). New York: The Guilford Press.

[11] Miller, W., Moyers, T., Amrhein, P., & Rollnick, S. (2006, July). A Consensus Statement on Defining Change Talk. *MINT Newsletter*, pp 6-7. Vol. 13(2).

[12] D, A., & Bonta, J. (2010). *The Psychology of Criminal Conduct* (5th ed.). Anderson Publishing Company.

Learning Components

Learning a new skillset, particularly a complex one such as MI, can be difficult. As can be seen in Figure 2 below, research states that training combined with feedback and coaching increases learning retention to 90 percent from five percent with training alone.

Figure 2. Adult Retention Rates
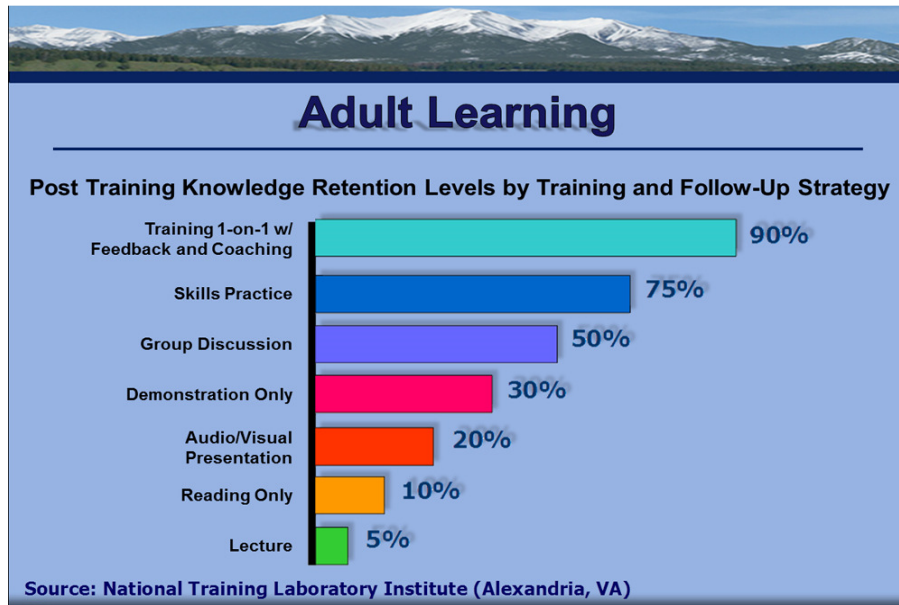
Offering more than lecture-oriented training for a day or two as the sole source of learning has been and continues to be a sea change for the field of corrections. Through its work, EPIC aims to provide a safe environment for professionals to try new things and be open to receiving feedback about their performance from the beginning of the process. This is accomplished through the use of several methods, occurring in a variety of patterns. In addition to training, EPIC works with agency staff through a cycle of face to face coaching, audio taping, phone coaching, and practice sessions to build the staff member's skills.

Live Coaching. Research shows that becoming proficient in MI skills requires coaching with a skilled MI practitioner.[13] Exchanges are coded by the coaches so that the feedback during a coaching session can be very specific and, in that way, the coaching process fosters skill building. EPIC's face to face coaching method is built upon a strengths-based model and is intended to be staff driven. Once the initial fear is overcome, many coachees report that this is the most vital component of their skill development path. The EPIC team directly provides this coaching to staff and at the same time, develops local coaches in the agencies with whom they work to ensure long-term sustainability for the agencies.

Audio Recording and Phone Coaching. Another part of the learning cycle is the audio recording of live client sessions. These recordings are then submitted to J-SAT, a key consultant to EPIC, are coded by

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[13] Miller, W. R., Yahne, C. E., Moyers, T. B., Martinez, J., & Pirritano, M. (2004). A randomized trial of methods to help clinicians learn motivational interviewing. Journal of Consulting and Clinical Psychology, Vol. 72, No. 6, 1050-1062. doi: 10.1037/0022-006X.72.6.1050

highly trained and experienced coders who assign MI codes to each interviewer. A six-page quantitative and narrative report is produced and provided to the interviewer and EPIC for further coaching and to be entered into an access database. Following receipt of the report, the participant receives a coaching via phone based on data provided in the report. The quantitative data are reviewed to ensure understanding, the narrative is discussed, specific skills are practiced, and future goals are set. This cycle of live coaching, audio recording and phone coaching continues until the practitioner reaches competency in the use of MI as measured by an internationally recognized validated instrument[14].

Communities of Practice. EPIC's use of monthly interagency Communities of Practice, where participants work together to share wisdom, debate ideas, and nurture and build skills is another key component to the learning cycle. Members of a CoP share a domain of common interest and engage in a variety of activities to develop their knowledge of that topic, in this case MI. These groups operate on a peer-to-peer level, where stigma and preconceived perceptions of community partners can be realigned and ultimately dissolved. They can lead to a higher level of understanding of other parts of the system and team members' roles within them. EPIC has facilitated the development of over 20 monthly multidisciplinary Communities of Practice across the state.

> **Communities of Practice (CoPs) are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly[1].**

Research indicates that without any follow up staff return to doing business as usual after about 6-8 weeks following training and no change occurs. Regular participation in CoPs, coaching and recording is therefore critical to the development and integration of the new skill set. The importance of knowledge retention is its direct correlation with fidelity to the identified model in the practical setting, where the impact on behavior change can occur. Through the use of this model, which is grounded in implementation science (see Figure 1), EPIC aims to infuse a new professional development/skill acquisition paradigm into Colorado's justice system, no matter the modality selected.

Consultation on Implementation Science

EPIC also employs a statewide local implementation team structure composed of staff and administrators from participating agencies, as mentioned in Section One. Using a comprehensive implementation approach, these teams are dedicated to overall implementation efforts within their respective agencies. They assure and support environments that are conducive to learning new innovations and skillsets. They routinely identify barriers and develop action steps to address or remove them. EPIC guides these teams by helping to increase their knowledge around implementation frameworks, developing implementation plans, and by building skills focused on practice improvement cycles. EPIC also supports the teams by collecting implementation data and reporting on site progress. EPIC is actively supporting 17 multi-agency regional implementation teams that cover all areas of the state (detailed in Section One).

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[14] Motivational Interviewing Treatment Integrity 3.1.1

EPIC also provides staff resources and implementation expertise to the juvenile justice system's implementation collaborative, the Domestic Violence Offender Management Board, and the Office of Community Corrections (OCC) through training on case management and coaching on the OCC's Progression Matrix. Additionally, Standardized Offender Assessment-Revised (SOA-R) certified EPIC staff have partnered with DCJ's Office of Community Corrections and State Judicial to develop Level of Supervision Inventory-Revised (LSI-R) and SOA-R instructors in Community Corrections, probation, and the Department of Corrections. These EPIC staff members have also directly trained approximately 125 state affiliated staff in the use of these assessments, including new Community Parole Officers through DOC's Training Academy.

Mental Health First Aid

Additionally, EPIC joined Colorado Behavioral Health Care Council in facilitating the delivery of the Mental Health First Aid (MHFA) curriculum statewide. This course is designed to provide trainees the skills to help people who are developing a mental health problem or experiencing a mental health crisis. Since its inception, EPIC has trained nearly 3,300 people statewide in Mental Health First Aid.

Section Three: Challenges to Implementation

EPIC faces a number of challenges in the course of its work to implement EBPs in corrections. This section first discusses three types of implementation generally, and then provides a focus on EPIC's challenges. Implementation science is an emerging field of work and the process of implementation itself is complex. Implementation is defined as a "specific set of activities designed to put into practice an activity or program of known dimensions."[15] Therefore, there are two simultaneously occurring sets of activities and outcomes to be monitored and measured: one set focused on the program-level (how is the program doing?) and one set on the implementation-level activity (is the program being implemented as planned?). The work of EPIC is focused on both of these sets of activities and outcomes and is gathering data to inform each. The following discussion is focused on the implementation component. Implementation activities occur on a minimum of three different levels: paper, process, and performance.

Paper implementation refers to the adoption of the intervention as a rationale for the policies and procedures. Most implementations end at the paper stage, meaning that written policies were modified. The intervention is not infused into the culture or practiced to fidelity. Paper implementation is prevalent when monitoring compliance. It is most often illustrated through an agency hiring a trainer or set of trainers to provide a limited period of instruction to participants (usually 1-5 days), providing a manual or binder outlining major themes and skills from the training, followed by an expectation that staff members, having been exposed to an innovation through a short period of training, will develop and incorporate these new skills into their daily activities. Paper implementation may be appropriate for certain non-complex innovations, however this traditional approach to implementation frequently fails when systemic change is expected from the innovation.

Process implementation takes activities one step further in ensuring that people are trained in the new procedures with the expectation that the training will lead to operationalization. Usually with process implementation, fidelity monitoring and staff accountability are low. Again, intended outcomes may not be achieved with this level of implementation.

The level of implementation that is most likely to ensure organizational change is *performance implementation*. Performance implementation refers to the examination and development of procedures and processes that actively support necessary organizational adjustments necessary to accommodate the new innovation. Outcomes are measured and accountability systems are identified for addressing necessary operational modifications. This is the most difficult level of implementation to achieve and the initial investment of time and resources can be daunting. However, it provides the best return on investment and is most likely to result in the intended outcome. At this level, both program and implementation outcomes are achieved and the program has noticeable benefits to consumers.[16]

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[15] Ibid.
[16] Ibid

Noting that most implementations do not proceed past the paper stage, organizations in the process of implementing EBPs face common challenges while working to achieve the performance level of implementation. The most challenging aspect in EPIC's first four years of work is not uncommon to the challenges that agencies across the country face: shifting from paper and process oriented implementation approaches, where appropriate, to the performance level is difficult. The system is accustomed to focusing on the number of people trained as a key indicator of success. The research is clear, however, that this approach does not lead to intended outcomes. Developing the appropriate level of readiness and creating the infrastructure to support the innovation is a painstaking, but very fruitful investment. Effective implementations take an average of two to four years to move through the necessary stages toward the highest level of effectiveness, improvement and sustainability.[17]

EPIC places a significant focus on educating administrators and helping them identify and develop the supports an agency needs in order to create and sustain a learning environment so that performance implementation can occur. Part of this effort involves engaging middle management in an active role to support their staff members in the learning process. EPIC's work in this area includes the development of supervisor training and coaching, an activity that it is piloting with Adams County Probation, one of EPIC's original and most engaged sites.

Assessing and Developing Team Readiness

Most agencies are not accustomed to the level of investment required to launch and sustain the successful implementation of an important initiative. Agencies must have a level of "readiness for change" in order to successfully engage in this process. EPIC is focused on providing information to agencies that will help leadership identify the extent to which it currently is, and how it can be, prepared for a successful EBP implementation process. Based on EPIC's experience with preparing sites to a stage of readiness to implement, a three-stage readiness matrix has been developed to help identify and meet key benchmarks prior to a site's ability to proceed to the training and coaching processes. The primary lenses through which a team's readiness to proceed to subsequent stages of implementation are categorized into practice, communication and systems. Each of these lenses captures specific components of the implementation framework.

Practice: Practice components are primarily focused on the nuts and bolts of EBP programming and service delivery. Some common benchmarks include staff have been engaged in conversation about the purpose of implementing the intervention and how it will integrate into their current practice, and the right people have been identified to engage in training and attend CoPs.

Communication: Communication components are necessary to get a group of people collectively on board and keep them aligned in their philosophy, approach and activities. This includes using data to inform continual practice improvement at the site and implementation levels, as well as how to communicate progress to stakeholders, leaders, and policymakers. Common benchmarks include agencies forming a high-functioning implementation team that is engaged in feedback loops across

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[17] Ibid.

various agency levels from line staff to top management; implementation is seen as important at all levels of the organization/system; and implementation principles are applied and a common language exists.

Systems: Systems components pertain to activities and processes that support long-term sustainability, including organizational supports, leadership, and policies that promote quality implementation. Benchmarks include policy makers are well aware of staff needs concerning implementation; leaders place a high priority on the program or innovation; and dedicated support or roles have been created to support implementation, including facilitative policy changes (e.g. staff release time, materials and resources).

EPIC staff facilitates discussions and activities with agency leaders and implementation teams to assist in movement towards readiness. Readiness includes consideration of an agency's acceptance of change; its capacity to implement a new project; resources that are available for training, coaching, supervision and data management; how suitable an intervention is for the population the agency serves; and how well it will meet the population's needs. EPIC is currently engaged with several of its sites to determine agency readiness for the selected innovation and assist them in creating an infrastructure that facilitates and sustains fruitful implementation activities. The ongoing challenge for EPIC is that many agencies think that training alone is the first and most substantial step to implementing an intervention. However, training by itself has been proven by research not to be the most effective use of resources.

Section Four: Accomplishments to Date

Change Agents

There are over 400 justice system professionals who partner with EPIC as Change Agents. A Change Agent is someone who has participated in the process of training, coaching, taping and Communities of Practice and has advanced to a higher level of learning in MI. Overall, EPIC has engaged with nearly 1,000 justice system professionals across Colorado to build skills in MI.

Figure 3. Colorado Map of EPIC Participating Offices as of June 2014
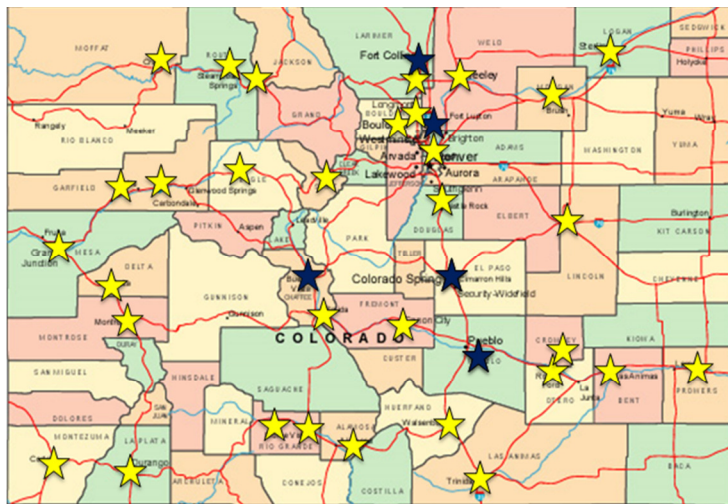
Statewide Focus

After initial pilot sites (indicated by blue stars in Figure 3) EPIC expanded its work to 91 (see Appendix B) offices which includes every judicial district and public DOC facility in the state, as indicated by the yellow stars in Figure 3.

EPIC is working with 17 implementation teams across the state of Colorado. Supporting these implementation teams is an area of intense and focused resources. In order to maximize its resources and provide the best services possible to its implementation sites, EPIC, working with its consulting partners, has undertaken an effort to measure and evaluate the capacity of a site to implement, as well as to track a site's progress through the implementation process.
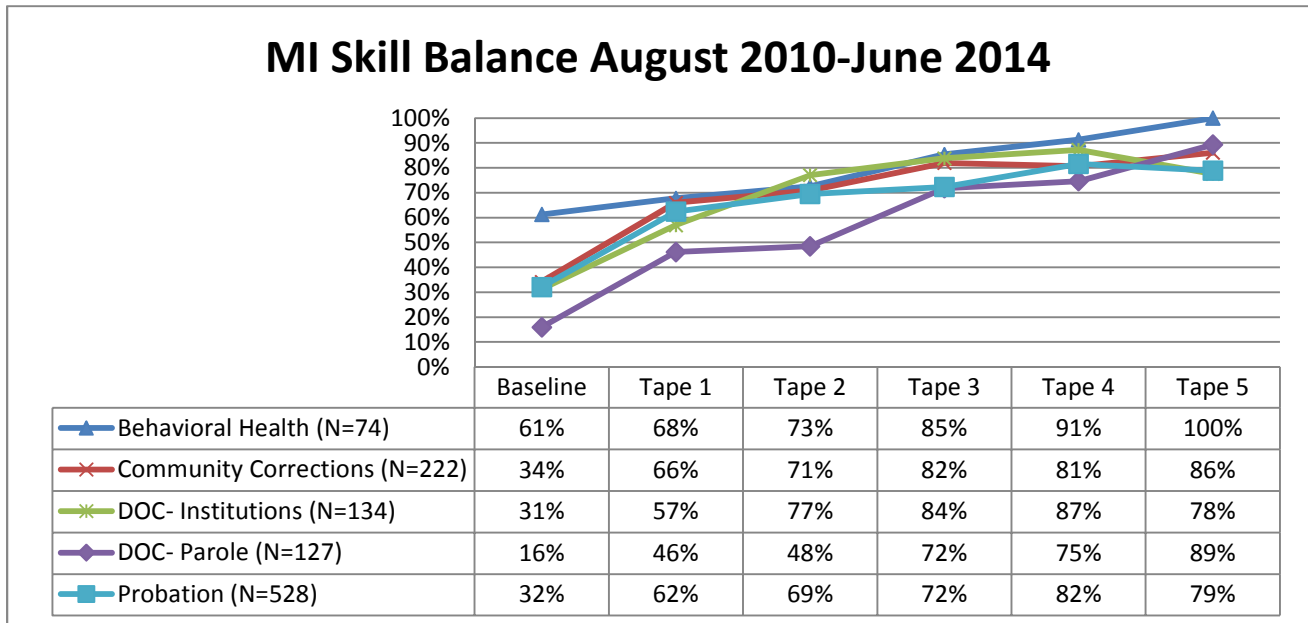
Data System and MI Skill Gains

In 2014, EPIC launched a new data system, developed in partnership with DCJ's Office of Research and Statistics, to capture relevant data measures to support its work with individuals and agencies across the state. This database captures both program and implementation activities and outcomes. Elements include demographic information of the people engaged in skill building, attendance at trainings and Communities of Practice, numbers of coaching and taping sessions completed, levels of proficiency in MI, skill development measures and progress, current needs and project status. The data system helps EPIC stay on track with staff engagement, skill development and time to competency in order to meet the needs of the major justice system agencies and evaluate the most effective practices for carrying out implementation of EBPs (MI). Although in its infancy, the data system has already proven helpful to agency supervisors in tracking their staff's progress in MI and informing agencies about where they need to focus their efforts in the implementation process. Future goals in this area include the ability to collect and track this data for other selected EBPs.

There are numerous accomplishments that EPIC has achieved with its partners. One significant accomplishment is the rapid rate at which agency staff members that engage in the learning cycle increase their skills in MI. Professionals submit audio recorded client interviews as part of their learning process and each interview is critiqued by J-SAT using a specific review tool, the Motivational Interviewing Treatment Integrity (MITI) Scale, to determine overall progress in building skills in MI. One of the additional measures developed and provided by J-SAT in their audio tape critique reports to summarize a practitioner's overall level of MI skill development is called their skill balance. While this measure is not included in the validated MITI instrument, it is a concise measure that provides feedback in a digestible format. A Change Agent's skill balance percentage is an aggregation of the use of MI skills and adherence to the spirit of MI, which includes the Change Agent's ability to recognize the client's autonomy, his/her ability to work collaboratively with the client, and his/her ability to evoke information from the client that will lead to identifying and building intrinsic motivation within the client towards change.
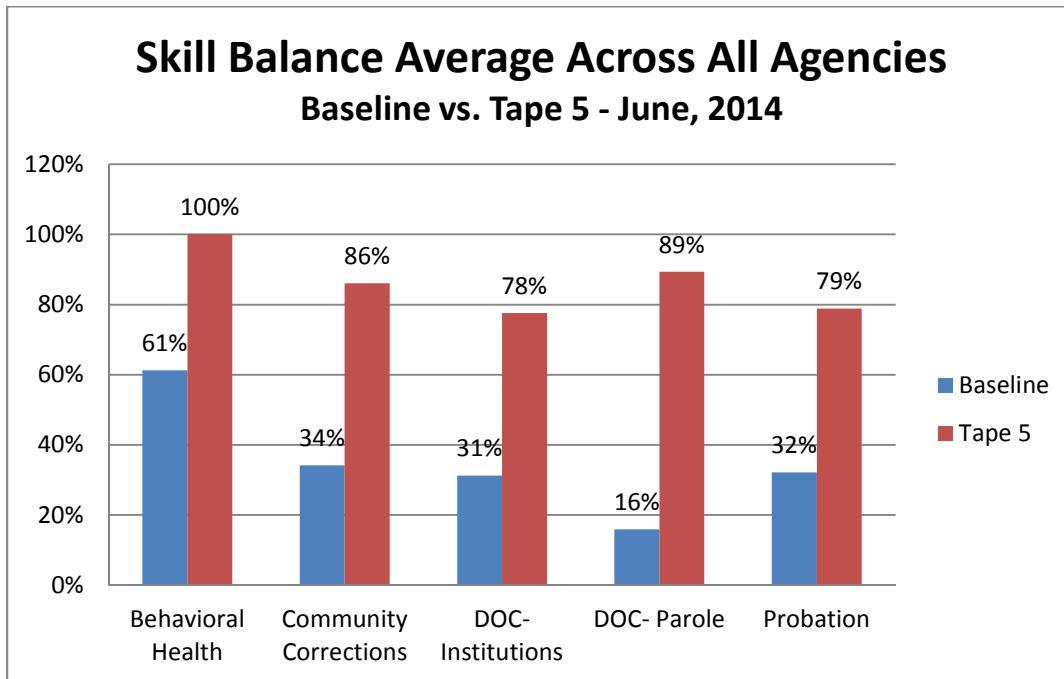
In Figures 4, 5 and 6 below, EPIC Change Agents from each agency record a substantial overall increase in average skill balance scores as individuals progress through each tape submission, from their first baseline tape through tape 5. The figures indicate that the coaching, taping, feedback reporting, phone coaching, and practicing process is having a significant effect on the Change Agent's learning process.

Figure 4. MI Skill Balance *August 2010-June 2014.*

MI Skill Balance August 2010-June 2014

|	Baseline	Tape 1	Tape 2	Tape 3	Tape 4	Tape 5
Behavioral Health (N=74)	61%	68%	73%	85%	91%	100%
Community Corrections (N=222)	34%	66%	71%	82%	81%	86%
DOC- Institutions (N=134)	31%	57%	77%	84%	87%	78%
DOC- Parole (N=127)	16%	46%	48%	72%	75%	89%
Probation (N=528)	32%	62%	69%	72%	82%	79%

*SOURCE: Data from EPIC's internal data system.

Figure 4. MI Skill Balance by Participating Agency *Aug 2010-June 2014*

Skill Balance Average Across All Agencies
Baseline vs. Tape 5 - June, 2014

	Behavioral Health	Community Corrections	DOC-Institutions	DOC- Parole	Probation
Baseline	61%	34%	31%	16%	32%
Tape 5	100%	86%	78%	89%	79%

The n for baseline tapes across all agencies is 315, and the Tape 5 n across all agencies is 51. The reduction in the n size can be attributed to attrition and Change Agents reaching competency.

Figure 5. MI Skill Balance Overall Across All Participating Agencies *Aug 2010-June 2014*

Skill Balance Average Across All Agencies
Baseline vs. Tape 5 - June, 2014

	Total
Baseline	34%
Tape 5	83%
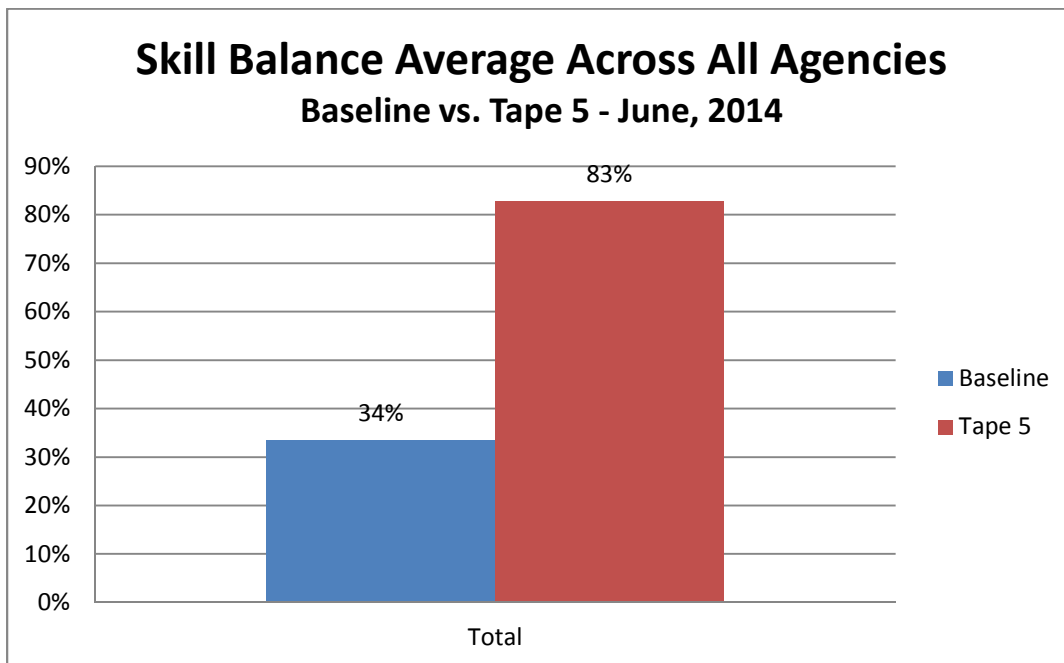
The n for baseline tapes is 315, and the Tape 5 n across all agencies is 51. The reduction in the n size can be attributed to attrition and Change Agents reaching competency.

Additional research has been done on MI skill development using EPIC's training, coaching, taping, and phone coaching paradigm. Bogue, Pampel, and Pasini-Hill (2013)[18] found that the number of sessions completed has positive correlations with the degree of improvement on the MITI measures. For example, the number of sessions has a correlation of .45 with the change in tape skill balance (measure reflected in Figures 4, 5 and 6) and .38 in the coaching skill balance. Additionally, the authors found that the tighter the timeframes between sessions, the faster participants reached proficiency overall: the average weeks between sessions is 9.0 for those making slow progress, 6.5 for those making moderate progress, and 5.3 for those having reached proficiency.

Education Efforts

EPIC has been internationally recognized as one of only a handful of state-run agencies focused on implementation. In the last year, EPIC has presented at a variety of forums across the United States to various audiences, including the Global Implementation Conference in Washington D.C., the American Correctional Association (ACA), the American Probation and Parole Association (APPA), the National Criminal Justice Association (NCJA), the Blueprints Conference for Healthy Youth Development, and the Association of Paroling Authorities International (APAI) conference.

Recidivism Reduction

An integral part of the EPIC project is to measure the effectiveness of the implementation efforts. In December 2013, Dr. Jeffrey Lin from the University of Denver completed a study using Colorado Department of Corrections data to examine recidivism rates for individuals serving time on parole who worked with parole officers who participated with EPIC to build skills in Motivational Interviewing. Those officers completed the initial two-day MI training, and most also participated in multiple follow-up coaching sessions, coded tape recordings, an additional two-day training, and quarterly Communities of Practice. The analysis compared the re-arrest rates of parolees on the officer's caseload before and after the officer participated in EPIC activities related to MI. His analyses strongly suggest that exposure to MI is associated with reduced rates of re-arrest among Colorado parolees. The study found that exposure to this group of parole officers delayed the re-arrest of parolees and data also indicated that parolees supervised by these parole officers had **nearly 30 percent (29.8%) lower likelihood of re-arrest for a new crime after working with an EPIC-involved officer, compared to those on the same officer's caseload prior to the officer's exposure to MI.**[19] While the number of officers studied in this cohort is small, these promising results suggest that the staff competency development cycle employed by EPIC is having an impact on offender outcomes.

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[18] Bogue, B., Pampel, F., & Pasini-Hill, D. (2013). Progress Toward Motivational Interviewing Proficiency in Corrections: Results of a Colorado Staff Development Program. *Justice Research and Policy, 15*(No. 1), 37-66.
[19] Eight hundred and nine parolees were supervised by these parole officers in the 12 months before MI exposure, and 894 parolees were supervised by these parole officers in the 12 months after MI exposure.

Section Five: Summary and Next Steps

Successful and sustainable implementation of evidence-based practices requires investment, but the payoffs in outcomes are substantial. Developing sustainable EBPs relies on the growth of coaching resources and internally supported implementation teams within each agency or system. EPIC, with a small staff of nine, provides guidance and assistance but cannot be the sole direct deliverers of service for all criminal justice professionals to achieve and maintain a level of skill for MI or any other EBP. The expansion and adoption of EBPs where intended outcomes are realized, therefore, relies on the development of resources within each agency to sustain the efforts.

EPIC's primary areas of focus over the next phase of its work will be to continue increasing implementation efforts across its partner agencies, including supporting implementation infrastructure development. Based on the numerous implementations of EBPs, which introduce new procedures and practices across justice system agencies, there is a strong need to combine efforts and build implementation skillsets into core agency teams that can effectively roll out any new initiative. The EPIC team will further assist in the development of sustainable implementation teams at targeted sites across the state, continue to build internal capacity of its partner agencies by developing agency coaches, and work with agency administrators and managers to develop necessary administrative supports for staff learning new skill sets. Additionally, EPIC intends to serve as a resource and knowledge bank on emerging and existing EBPs to the state's justice agencies. In collaboration with its partnering agencies, EPIC remains committed to continuing to use implementation science to further the promising outcomes it has achieved thus far.

APPENDIX A

EPIC Organizational Chart Effective 06/2014

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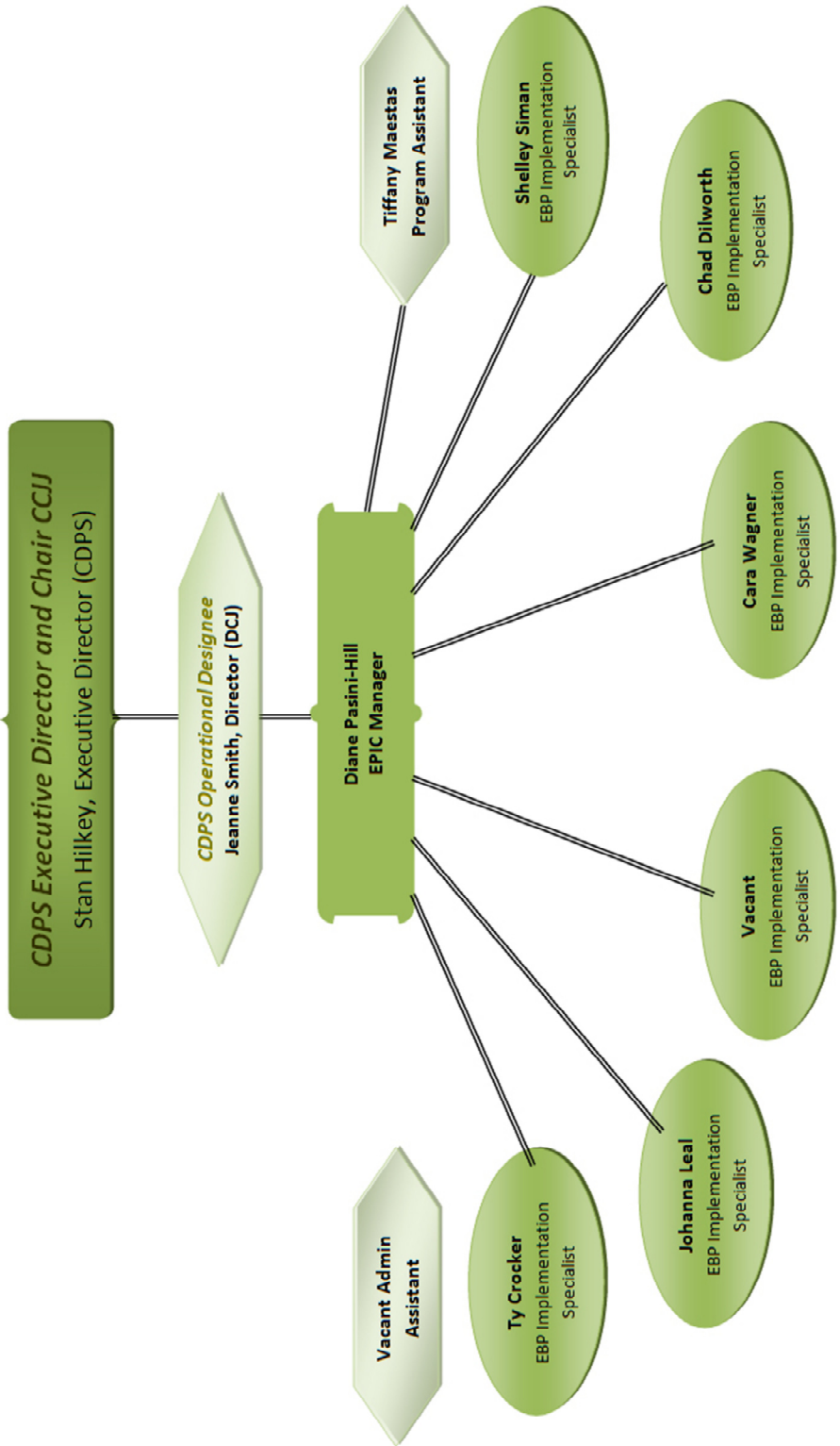
APPENDIX B

EPIC Project Active Participants Effective 06/2014

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EPIC Project Active Participants Effective 06/2014	
JUDICIAL DISTRICT	**AGENCIES/FACILITIES CURRENTLY PARTICIPATING**
1st Judicial District	1st Judicial Probation Jefferson Center for Mental Health Intervention Community Corrections Services Kendall Intervention Community Corrections Services West
2nd Judicial District	2nd Judicial Adult Probation 2nd Judicial Juvenile Probation Arapahoe House Lincoln Parole Sherman Parole Re-Entry/Pre-Release Correctional Management Incorporated- Ulster Facility Correctional Management Incorporated- Dahlia Facility Correctional Management Incorporated- Fox Facility Correctional Management Incorporated- Columbine Facility Community Education Centers- Williams Street Center Community Education Centers- Tooley Hall Independence House Fillmore Independence House Pecos Denver Womens Correctional Facility Denver Reception & Diagnostic Center Colorado Correctional Center (Camp George West) Denver County/Phase 1 Work Release Program
3rd Judicial District	3rd Judicial Probation
4th Judicial District	4th Judicial Probation Colorado Springs Parole COMCOR Inc. DOC Headquarters- Offender Services
6th Judicial District	6th Judicial District Probation Durango Parole Hilltop House
7th Judicial District	7th Judicial Probation Delta Correctional Facility Intervention/Private Probation SB94 Staff Wraparound
8th Judicial District	8th Judicial Probation Larimer County Community Corrections Ft Collins Parole Larimer County Alternative Sentencing Department
9th Judicial District	9th Judicial Probation Rifle Correctional Facility Western Slope Parole
10th Judicial District	10th Judicial Probation Pueblo Parole LaVista Correctional Facility

	San Carlos Correctional Facility Trinidad Correctional Facility Youthful Offender System
11th Judicial District	11th Judicial Probation (Canon City & Buena Vista/Salida) Canon City Parole Centennial Correctional Facility Colorado State Penitentiary Fremont Correctional Facility Colorado Territorial Correctional Facility Arrowhead Correctional Facility Four Mile Correctional Center Skyline Correctional Center Buena Vista Correctional Complex
12th Judicial District	12th Judicial Probation Alamosa Parole Community Corrections (in ownership transition)
13th Judicial District	13th Judicial Probation Sterling Parole Sterling Correctional Facility Advantage Treatment Center
14th Judicial District	14th Judicial Probation Community Education Centers- Correctional Alternative Placement Services Alpine Springs Counseling Craig Parole
15th Judicial District	15th Judicial Probation
16th Judicial District	16th Judicial Probation La Junta Parole Resada Partnership for Progress Arkansas Valley Correctional Facility
17th Judicial District	17th Judicial Probation Westminster Parole Arapahoe House
18th Judicial District	18th Judicial Probation 18th Judicial Problem Solving Court/Veterans Court Englewood Parole Arapahoe County Treatment Center
19th Judicial District	19th Judicial Probation Greeley Parole Intervention Community Corrections Services Weld
20th Judicial District	20th Judicial Probation Longmont Parole
21st Judicial District	21st Judicial Probation Mesa County Community Corrections Grand Junction Parole
22nd Judicial District	22nd Judicial Probation