







## Table of Contents

<b>1- Introduction .....</b>	<b>1</b>
<b>2- Research Design .....</b>	<b>2</b>
<i>Methods .....</i>	<i>2</i>
<i>Analysis .....</i>	<i>5</i>
<b>3- Major Findings .....</b>	<b>6</b>
<i>Policy Case Summaries .....</i>	<i>6</i>
<i>Barriers and Non-Scientific Factors .....</i>	<i>9</i>
<i>Mechanisms of Knowledge Translation .....</i>	<i>11</i>
<i>Process and Models of Knowledge Translation .....</i>	<i>12</i>
<i>Strategies to Improve the Use of Research .....</i>	<i>15</i>
<i>Study Limitations .....</i>	<i>17</i>
<b>4- Conclusion .....</b>	<b>18</b>
<b>Appendix A: References .....</b>	<b>21</b>
<b>Appendix B: Tables and Figures .....</b>	<b>23</b>
<b>Appendix C: Interview and Survey Questions .....</b>	<b>32</b>
<i>Interview Questions .....</i>	<i>32</i>
<i>Online Survey Questions .....</i>	<i>35</i>
<b>Appendix D: Coding Scheme .....</b>	<b>39</b>

## **1- Introduction**

Translational criminology reflects general elements of the model of translational research in the field of medicine, from which medical research knowledge is translated into medical policy and practice. However, the translation of knowledge from research to policy and practice within criminal justice is different and can involve competing ideologies (i.e., punishment versus rehabilitation), fears, public pressure, media scrutiny, and bureaucratic pressure and resistance that shape and drive the policymaking process (Chancer and McLaughlin, 2007; Garrison, 2009; Latessa, 2004). Consequently, it remains unclear as to how and under what specific mechanisms research is translated into criminal justice policy and practice. Today, with the growing interest from researchers, practitioners, and policymakers from across the political spectrum in establishing and operating an evidence-based criminal justice system, it is important that the specific mechanisms of research knowledge translation within the criminal justice are identified and understood (Laub 2012; Clear, 2010).

This report provides findings from a case study on translational criminology. It aims to describe the process of knowledge translation and use of research evidence by state-level decision-makers in Florida's juvenile and adult correctional systems. The following research questions structured and guided the case study's methods and implementation.

1. What non-scientific sources of information do Florida's correctional policymakers use to inform their decisions?
2. What level of influence do non-scientific factors have on correctional policy development versus evidence-based information?
3. What are the mechanisms and strategies used by adult and juvenile correctional decision-makers to inform policy with research evidence?
4. What is the process for the translation of knowledge in shaping policymakers' assessment of the social problem and associated responsive policy strategies?
5. What strategies and/or mechanisms would assist policymakers in using more evidence-based information in their decision-making?









into Stata 13.1 (StataCorp., 2013). We then cleaned the data and added indicators identifying whether the respondents were academic researchers, policymakers, or practitioners. In all, 19 of the 20 individuals interviewed completed the survey. We generated frequencies for all variables as well as descriptive statistics for the continuous variables. Missing data was addressed using listwise deletion.

### **3- Major Findings**

This section provides a summary of major findings on 1) the four policy cases, 2) identified barriers and non-scientific factors that were found to influence or impede the knowledge translation process, 3) identified mechanisms of knowledge translation, 4) models of knowledge translation, and 5) suggested strategies and facilitators for improving the translation of research into state-level correctional policy and practice. Appendix B contains Tables and Figures for the findings section.

#### **Policy Case Summaries**

A content analysis of 46 bill analyses, 12 committee meeting packets, 8 agency documents, 8 videos of legislative debate, and 5 state budget reports from 2010 through 2014 revealed little direct evidence of the use of academic research in final policy outcomes. In addition, only one archived video observation referenced the use of research during the public policy forums. These findings, however, do not mean that empirical evidence was not used to inform policy and practice. Rather, interview responses revealed evidence of research use, which suggests that official-public documents may not be the best data source when examining research knowledge translation for a particular policy. In addition, the interviews provided us with political and historical context and information about the four policy cases not found in official documents. However, the documents do contain evidence that the state legislature relied upon data and reports generated from internal state agency research departments. For example, although this information is not typically peer-reviewed, interviews indicated a general support by policymakers for the use of data in their decision-making processes.

*Scaling Back Zero Tolerance* – The Florida Legislature enacted House Bill (HB) 7029 and Senate Bill (SB) 1540 with the intent of ensuring that only the most serious offenses committed in school could result in arrest or referral to the juvenile justice system. The idea behind these bills was to reduce the number of students who were entering the juvenile justice system from in-school infractions. As one representative noted during debate on HB 7029, “Once a kid gets introduced into the juvenile justice system, it is not a good thing.” Interviewees mentioned that research from the governor’s Zero Tolerance Council, the Southern Poverty Law Center’s School-to-Prison Pipeline Report, and data and analysis from the state agency’s research department influenced much of the two bills’ provisions. According to one interviewee, prior to the new legislation, approximately 20% of youth were entering the juvenile justice system because of zero tolerance policies. Although there was no evidence of traditional peer-reviewed research cited during the policymaking process, multiple interviews revealed that, in this case, state policymakers relied heavily on data and analysis provided directly by the state agency for juvenile justice and the above identified advocacy group.

*Juvenile Justice Reform* - Bill HB 7055 shifted the agency’s focus from commitment to diversion by ensuring that low-to-medium risk juvenile offenders are not committed to residential programs, increasing funding for effective prevention programs, and enhancing the performance measures for service providers. Findings from the interviews suggest that alternative methods of punishment were needed to divert non-violent juvenile offenders away from incarceration. One of these diversion programs was civil citation, which provides law enforcement officials with the discretion to place misdemeanor juvenile offenders in intervention programs as opposed to arrest. Several juvenile justice interviewees noted that the program has been successful since 85% of kids who receive a civil citation do not receive another one. In addition, support and credibility for the civil citation process followed as the number of kids in juvenile detention decreased, saving the state millions of dollars that would otherwise go to housing juvenile offenders. As with the with the policy initiative to scale back on zero tolerance, state policymakers relied heavily on data and analysis provided directly by the state agency for

juvenile justice.

*Adult Inmate Reentry* - Bills pertaining to adult inmate reentry included HB 53, HB 177, and SB 370. The Florida Legislature enacted these bills with the intention of assisting ex-offenders in reintegrating into society by establishing three inmate reentry centers and waiving fees for former inmates to acquire personal identification materials such as copies of birth certificates, personal identification cards, and driver's licenses. Information from the interviews revealed that federal funding for reentry centers and the conventional wisdom that ex-offenders cannot obtain housing or employment without official identification primarily drove these bills. Interviewees also mentioned growing prison expenditures and alternative sentencing measures for non-violent offenders as important influences. Although there were no direct connections between research on reentry and the state's new policies, it is interesting to note that these reentry policy initiatives were placed on the state's policy agenda and passed during a time when research on reentry (in particular studies on housing, employment and barriers to community reintegration) were widespread in the academic literature. By creating a discussion around issues of inmate reentry, it is possible that this research indirectly influenced the state's policy agenda and outcomes.

*Adult Substance Abuse* - SB 7020 mandated substance abuse treatment and transition and life skills training programs to inmates while in prison. The initial push for substance abuse treatment began with former Florida Governor Jeb Bush and gained traction as other states and the federal government began examining the issue. Interviewees also stated that substance abuse treatment is effective at reducing recidivism and cutting costs. Evidence includes one practitioner mentioning that the state correctional agency regularly publishes evaluation reports on substance abuse treatment for the legislature. In addition, a formal partnership between the state correctional agency and FSU assessed the effect of substance abuse treatment during incarceration on recidivism. There is also evidence, from interviews, that these findings contributed to an increase in funding for substance abuse programs in corrections, from 26 million in 2010 to nearly 46 million in 2014.

Overall, evidence of the use of research to inform policy was not directly evident in official

legislative documents and public testimony. However, interviewees described a process where agencies often used research (both internal and peer-reviewed) to inform their practices without enabling legislation. Three of the four initiatives studied (namely substance abuse treatment, juvenile justice reform, and reducing zero tolerance) were developed in practice by the agencies prior to any state policies or mandates. Another important finding is that agency data provided by their research units played a large role in facilitating the use of research because policymakers tended to trust the local data and findings presented by state employees. Finally, all four policy initiatives encompassed multiple bills and years, revealing that policy events are better studied as long-term processes, as opposed to, a specific bill, law, or policy.

### **Barriers and Non-Scientific Factors**

The findings in this section address research questions one and two regarding the non-scientific sources of information that influence policy and practice as well as barriers that impede research knowledge translation. Non-scientific sources are factors or conditions not typically aligned with research findings, that when present, can influence the outcome of policies and practices. Barriers are obstacles or hurdles that impede the transfer of research evidence into policy or practice. Results from the semi-structured interviews are grouped by the primary themes and codes within barriers (see Figure 1 in Appendix B). Interviewees consistently noted seven types of barriers or challenges to the research knowledge translation process. Figure 1 shows these barriers, which are listed in descending order determined by the frequency of their coded citations across all 20 interviews.

- The most frequently cited barrier (65 coded citations) was that research is often difficult to use and interpret. This includes policymakers and practitioners having difficulty using research when findings are null or inconclusive. Interestingly, academics cited this as a barrier more frequently.
- Leadership not supportive of research received 57 coded citations. Policymakers cited this barrier the most.
- Training received 42 coded citations. Policymakers and practitioners are trained differently than academics, who are trained in the scientific method. Interviewees viewed these differences in training as barriers to knowledge translation. Academics cited this

barrier more frequently.

- Relationships, and more specifically distrust, a lack of access, or lack of engagement between or within agencies or between academics and policymakers and practitioners received 36 coded citations. Policymakers more frequently cited this barrier.
- Budget and fiscal restrictions received 28 coded citations. Limited treatment and research funds was often viewed as a barrier to knowledge translation. Policymakers mentioned these budget concerns most frequently.
- The barrier of crisis driven criminal justice policymaking received only 25 coded citations. Criminal justice policymaking has a tendency to be crisis driven, reactionary, and inspired by high profile incidents impeding the use of research in decision-making.
- Finally, time constraints also received only 25 coded citations. Time constraints refers to short legislative sessions, member term limits in the legislature, as well as research that takes a long time to produce results.

In addition to findings from the interviews, results from the close-ended survey results (Table 1 in Appendix B) identified how much impact barriers have on correctional policy and practice. The survey asked respondents to rate 11 barriers commonly cited in the translational criminology literature. Fiscal constraints of correctional organizations were viewed as having the greatest impact on policy and practice. Research and policymaking agendas not being aligned and policymakers not having access to academic publications followed. Participants rated public opinion as having the least impact.

In addition to the barriers found to impede the knowledge translation process, Figure 2 in Appendix B shows influential factors other than research that the interviewees noted as having a significant impact on policy and practice. These factors are listed in descending order determined by the frequency of their coded citations across the 20 interviews.

- Ideology such as “tough on crime” can influence the making of policy decisions. This theme was the most frequently cited (57 times overall). Policymakers cited this influencing factor more frequently.
- The interviewees cited special interest groups 34 times across all interviews. Examples of special interest groups cited included advocates such as the National Association for the Advancement of Colored People and the prison industry.
- Public opinion was cited 15 times overall. Policymakers noted this influence most

frequently.

- The media was cited 14 times overall. Policymakers were the most likely to mention this factor.

In addition, from the close-ended survey results, participants rated the influence of 11 factors, identified in previous studies, have on correctional policy and practice. Provided in Table 2 (Appendix B) are the means and frequencies of the amount of influence for each of these factors. Fiscal constraints of correctional organizations was ranked as having the strongest influence. Political ideology and the growing cost of incarceration were thought to have the next highest influence. Academic research, public opinion, and social media were the three factors thought to have the weakest influence on correctional policy and practice.

Furthermore, Table 3 shows respondents' opinions regarding the percent of current adult and juvenile correctional policies and practices that are informed by research. Overall, respondents thought that research has more of an influence on juvenile policies with a mean of nearly 50%. In contrast, only 28% of adult policies were thought to be influenced by research.

### **Mechanisms of Knowledge Translation**

The findings in this section address research question three concerning the mechanisms of knowledge translation. Mechanisms are defined as sources of research knowledge where policymakers and practitioners sought and used information to inform their initiatives, practices, and decisions. Interviewees frequently cited six mechanisms that provide avenues for policymakers and practitioners to acquire evidence to aid their decision-making. Figure 3 shows these mechanisms and they are listed in descending order by the frequency of their coded citations across all 20 interviews.

- Government research was the means through which policymakers and practitioners most frequently obtain evidence (cited 53 times). Government research includes the use of internal research such as agency research departments or government funded research sources such as crimesolutions.gov. Policymakers and practitioners were more likely to cite using these avenues in their decision-making than academics interviewed.
- Peer networking was coded 52 times overall and was widely cited by practitioners. Peer networking occurs when practitioners speak with their counterparts in other states to

determine what works and what they can incorporate into their own state's practices. Peer networking also occurs through practitioner conferences such as through the American Correctional Association.

- Policy and research organizations were cited 24 times across all interviews. Examples include the PEW Research Center, the RAND Corporation, The Urban Institute, Southern Poverty Law Center, and university research centers. Policymakers rely the most on evidence from these sources.
- Policy taskforces and councils were cited 23 times across all interviews. These taskforces often gather to examine specified topics and agendas.
- Peer reviewed research was cited 18 times overall. This includes the use of peer-reviewed research such as journal articles, academic books, and systematic reviews.
- Expert testimony was cited only 13 times overall. This mechanism describes when academics speak to the legislature or other government bodies.

From the close-ended survey results, Table 4 (Appendix B) displays the respondents' opinions about the effectiveness of 16 various mechanisms of knowledge translation. In ranking the effectiveness of these mechanisms, researcher-practitioner partnerships were the most effective, followed by policymaking leadership supporting the use of research. The least effective mechanisms were academic journals and social media.

### **Process and Models of Knowledge Translation**

Findings in this section address research question four regarding the knowledge translation process. Translational criminology has yet to validate methods or identify the process by which research evidence is translated into correctional policy and practice. However, research in other fields such as public health have identified, and to a limited extent tested, various models of knowledge translation (Kothari, McLean, and Edwards, 2009; Lavis, 2006). We identified three of the more prevalent models from the health policy literature and applied them to the study's findings.

The first model is the "user push" model, and involves researchers or intermediary groups bringing evidence to the attention of decision-makers (Larrivee, Hamelin-Brabant, and Lessard, 2012; Lavis, 2006). Evidence of this process was found in the zero tolerance policy case.

Evidence was brought to the attention of the state policymakers by the Southern Poverty Law Center's School-to-Prison Pipeline report as well as internal studies by the state's juvenile justice agency. These reports helped inform decision-makers about the detrimental effects zero tolerance laws has on juveniles.

Evidence from interviews could also be found regarding the "user pull" model, which relies upon policymakers or practitioners bringing their inquiries to researchers (Kothari, McLean, and Edwards, 2009; Mitton, Adair, McKenzie, Patten, and Perry, 2007). Examples of "user pull" include requests for expert testimony and researcher appointments to policy task forces and councils. In the examples provided by interviewees, researchers were asked to provide and discuss empirical evidence on issues or areas of interest to decision-makers. However, these types of cases were not cited as frequently as the two other models.

The most prevalent model found was the "interaction" model of knowledge translation. The interaction-exchange model encompasses relationships, partnerships, and bi-lateral communication between researchers and practitioners (Kothari, McLean, and Edwards, 2009; Mitton, Adair, McKenzie, Patten, and Perry, 2007). Evidence of this model was prevalent throughout the interviews with both researchers and practitioners. In addition, it was through regular interaction, establishment of trust, credibility, and reciprocity that were found to be present characteristics and conditions of effective instances of knowledge translation. Relationships between researchers and policymakers, a critical component of the "interaction" model, are more effective at facilitating knowledge translation than other models (i.e. "user push" and "user pull") because they require two-way communication. Two-way communication between both groups increases the potential for evidence-based policies because it often results in research evidence that is tailored to policymaker's needs, and their involvement in the research project or evaluation study increases their confidence and trust in the findings. In describing a successful relationship, one practitioner noted that "being involved in the front-end" of the project played a key role in getting back information that "helps [them] do [their] job." Similarly, one researcher credited the success of a relationship on two-way communication:

“This idea came up, we wrote up an idea that was in line with what was possibly interesting to them. They helped shape it. We went back and forth and ended up with a study that had them saying, ‘yes, we would like that.’” The findings here suggest that mutual understanding plays a critical role in influencing evidence-based practices.

*Partnerships* - One successful model of knowledge translation and an example of the “interaction” model is researcher-practitioner partnerships (RPPs). Survey respondents indicated that relationships and RPPs were the most effective mechanism of translating research knowledge into correctional policy and practice. Further, they felt that RPPs accounted for 22 percent of the amount of current knowledge translation in the field of corrections. This was the second highest ranked factor, followed by the “user pull” model, when research is conducted in response to inquiries from policymakers (see Tables 4 and 5 in Appendix B).

When asked about their experiences with RPPs, interviewees described effective partnerships as long-term relationships that spanned multiple research projects. Interviewees described characteristics of effective partnerships as being mutually beneficial, collaborative, exhibiting trust, and reciprocal. The benefits of long-term partnerships were the development of familiarity with agency practices and data and a mutual understanding of both researcher and practitioner priorities. More specifically, the findings indicated that the collaborative nature of effective partnerships was important in all phases of research projects from problem formulation to the determination of conclusions and recommendations. Interviewees indicated that this collaborative process produced more meaningful findings for both sides, while also informing research questions and recommendations.

Interviewees from the state’s adult correctional agency consistently mentioned FSU as an important partnership example in a number of research projects. These research projects spanned a number of years, and provided researchers with good knowledge of the data, as well as an understanding of the agency’s operational policies and practices. This knowledge led the agency to continue to work with FSU informally outside of the context of official partnerships to discuss issues such as validating risk assessments. Interviewees discussed a particular NIJ funded project

on the impact of substance abuse treatment, work release programs, and post-release supervision on post-release outcomes. While not enough time had passed since the end of the project for the results to influence policy, practitioners considered it a success due to the quality of information received. The practitioner cited regular communication throughout the research project as a key factor contributing to the research questions that allowed the agency to obtain results useful for their organization and related to their policy and practice decisions. According to the practitioner, this project meant that they no longer had to rely on anecdotal evidence when deciding how to spend money on treatment programs.

The state's juvenile justice agency cited a number of successful partnerships with a variety of institutions including Vanderbilt University, Georgetown University, and FSU. These partnerships also went beyond single projects with frequent and bi-lateral communication contributing to their success. These partnerships involved the development of various risk assessment tools and program accountability measures for service providers. According to practitioner interviews, the agency implemented many of the partnerships' research findings in the development of new policies and instruments, and practitioners noted that having outside researchers to partner with increased the credibility of their policies and practices. While successful partnerships continued over multiple projects, it also led the agency to foster more relationships with other researchers. For example, while attending a conference, one interviewee sought out an academic presenter to assist them in the development of trauma response practices in residential programs.

### **Strategies to Improve the Use of Research**

The findings in this section address research question five regarding strategies for improving the use of research to inform policy and/or practice. From the literature on translational criminology, facilitators are factors or conditions, that when present, increase the likelihood that research is used to inform policy and practice.

*Translational Facilitators* - Facilitators are often, but not always, the inverse of barriers. Six emergent themes were categorized as factors that facilitate the use of research in policymaking

and practice. Figure 4 shows these facilitators, listed in descending order, as determined by the frequency of their coded citations across all 20 interviews.

- Relationships was, by far, the most frequently coded theme at 136 times across all interviews. Academics discussed the theme of relationships, associated trust, and reciprocity more frequently.
- Being part of the evidence-based movement, emphasizing the use of data to determine best practices, and identifying what works when making decisions about programs and policies was coded 80 times across all interviews. Practitioners referenced this facilitator more frequently.
- Leadership was categorized as a facilitator when there were agency, legislative, or research leaders who championed the use of research in decision-making. This facilitator was coded 60 times across all interviews.
- Informative research that makes specific recommendations or is easy to understand such as randomized controlled trials was cited as a facilitator 46 times across all interviews.
- The scarcity of budgetary resources compelling policymakers and practitioners to focus on what works was coded 38 times across all interviews. Policymakers emphasized this concept more frequently.
- Finally, cross-training can serve as a facilitator of research when researchers and practitioners hold advanced degrees and graduate students are trained to conduct policy research. Training was cited 35 times across all interviews.

*Strategies* - Finally, we asked participants how they would improve the use of research to inform policy and practice in corrections.

1. Investing in Research – Interviewees also recommended investing more in research. This included hiring more staff for internal agency research as well as investing more regularly in research projects. Government research was the most frequently cited mechanism of research translation, with respondents frequently mentioning [crimesolutions.gov](http://crimesolutions.gov), partnership grants, consulting with counterparts in other states, and various government sponsored roundtables and criminal justice consortiums.
2. Support Researcher-Practitioner Partnerships – Findings indicate that partnerships and relationships were most often associated with the successful translation of research into policy and practice. While the research presented here focused on state agencies in adult and juvenile corrections, a number of participants noted that there are also many opportunities for partnerships at the local level.
3. Ongoing Task Forces - Some respondents sought to bridge the gap between policymakers

and researchers by suggesting more task forces comprised of researchers, members of criminal justice agencies, and community agencies. This recommendation supports the findings regarding the importance of interactions, relationships, and researcher-practitioner partnerships.

4. **Academics Reaching Out to Practitioners** – Academics should attend practitioner conferences, disseminate their research findings more directly and succinctly to policymakers, and generate policy and practice relevant recommendations. Findings indicate that publishing in academic journals often has little impact on policy. In academic publishing, there is often technical aspects of the articles, policymakers and practitioners do not often access journals, and academic articles often lack clearly stated policy recommendations and implications.
5. **Cross Training Researchers and Practitioners** – Several researchers interviewed recommended training graduate students to work with policymakers and practitioners and to conduct program evaluations of local policies and interventions. This included expanding graduate curricula in college criminology programs to include translational criminology. Some recommended including policy research as a factor in tenure decisions. In addition, researchers should be encouraged to work in policymaking and practitioner environments through internships, fellowships, and partnerships.

### **Study Limitations**

The unique nature of data collection and analyses in case studies, while a strength in many respects, presents several limitations. The first limitation is a lack of generalizability (Merriam, 2009; Yin, 2014). Because the findings generated from this case study come from a limited number of units, specifically one state, three government institutions, and 20 interviews and 19 surveys, they may not be generalizable to other states or criminal justice agencies. Furthermore, qualitative studies have limited replicability, which may yield low measures of reliability and validity (Meyer, 2001; Yin 2014). Researcher bias can also limit case studies (Yin, 2014). For example, it is possible that personal biases of the researcher will influence the subjects' responses or findings because the researcher is the primary instrument of both data collection and analysis. However, attempts were made to limit researcher bias by using multiple note takers and coders for each interview and transcript, conducting interview-debriefing sessions after each interview, identifying themes in prior literature to inform the interview and survey instruments, and using a consensus building process while coding. In addition, an external project advisory panel consisting of four criminology research experts at FSU provided guidance regarding the

research design and methods.

#### **4- Conclusion**

Though this study was somewhat limited in scope, several relevant theoretical and policy implications emerged. First, the current study expands on prior studies in translational criminology by examining the mechanisms and process through which research knowledge is translated into correctional policy and practice. Given the complexity associated with interpreting traditional academic research (Blumstein, 2013; Pratt, 2008), this study found that government sponsored or conducted research, peer networking, and evidence provided by intermediary policy and research organizations were more frequently accessed ways of transferring research knowledge than peer-reviewed publications and expert testimony. This may be because the evidence is easier to understand, is perceived as more credible, and can more often be applied to local settings. In discussing where one goes to acquire research, one practitioner noted that he often searched Washington State’s Institute for Public Policy (government research) website because they do the “Meta analyses [...] and boil it all down and say, this program looks like it works and here [is] the average effect size.” Others cited crimesolutions.gov and the Office of Juvenile Justice and Delinquency Prevention’s (OJJDP) clearinghouse website as important sources for acquiring research knowledge.

In addition, this study found that the process and model most often associated with successful research knowledge translation in corrections was the interaction model. Borrowing from prior studies in health policy on medical knowledge translation (Kothari, McLean, and Edwards, 2009; Lavis, 2006), we found that successful research knowledge translation in corrections is more likely to occur when researchers and practitioners regularly interact. This interaction process helps to establish trust, credibility, and reciprocity. This finding is demonstrated by the frequent discussion and emphasis placed on relationships. Relationships and partnerships between researchers and policymakers are a critical component of the interaction-exchange model and are more effective at facilitating knowledge translation than other models (i.e. “user push” and “user

pull”) because they require two-way communication. Two-way communication increases the potential for knowledge translation because the research produced often yields results tailored to the practitioners’ and policymakers’ needs. The involvement of practitioners and policymakers in the research process increases their confidence and trust in the findings.

The study also yielded policy implications for academics, policymakers, and practitioners. While policymakers indicated a willingness to work with researchers on specific issues, several interviewees indicated that policymakers should regularly fund more research aimed at improving correctional strategies and systems. In contrast, practitioners stressed the importance and benefits of working closely with researchers, some even seemed hungry for information that would better inform their way of work. What became clear from the findings was that academics could do more to reach out and work with policymakers and practitioners. Interviewees suggested and emphasized that academic researchers should become more involved in correctional policy and practice. To become more effective in research knowledge translation colleges and universities should include courses on translational criminology in their graduate student curricula. In addition, colleges and universities should operate graduate level internships in correctional agencies and criminal justice policymaking bodies. These course offerings and internships would be a part of an overall effort to train graduate students to work with practitioners and policymakers and conduct policy-relevant research. In addition, it was also suggested by a few interviewees that colleges and universities reward faculty for translational criminology work through the tenure system. These changes to the academic system could yield larger rewards for policymakers, practitioners, and the public by creating more interaction between scientifically trained academics and the correctional systems they study.

Given these findings, future research should seek to achieve the following. First, other studies should be conducted that aim to further explain the interaction model and process of knowledge translation in corrections. Specifically, these studies should further test this model with the goal of explaining how the process of knowledge translation in corrections is able to bridge the gap between academic criminologists, criminal justice policymakers, and correctional

practitioners. Second, given the sample size and nature of this case study, other studies should be conducted that can validate and/or refine these findings. Finally, similar studies should be conducted in other criminal justice subfields such as the courts and law enforcement to determine if these findings are consistent with the knowledge translation process in other criminal justice areas.

## **Appendix A: References**

- Blumstein, Alfred. 2013. Linking Evidence and Criminal Justice Policy. *Criminology & Public Policy*, 12 (4): 721-730.
- Campbell, John, L., Charles Quincy, Jordan Osserman, and Ove K. Pedersen. 2013. Coding in-depth semistructured interviews: Problems of unitization and intercoder reliability and agreement. *Sociological Methods and Research*, 00: 1-27.
- Chancer, Lynn and Eugene McLaughlin. 2007. Public criminologies: diverse perspectives on academia and policy. *Theoretical Criminology*, 11(2): 155-173.
- Clear, Todd R. 2010. Policy and evidence: the challenge to the American Society of Criminology: 2009 Presidential Address to the American Society of Criminology. *Criminology*, 48(1): 1-25.
- Garrison, Arthur H. 2009. The Influence of Research on Criminal Justice Policy Making. 2009. *Professional Issues in Criminal Justice*, 4(1): 9-21.
- Hsiegh, Hsiu-Fang and Sarah E. Shannon. 2005. Three approaches to qualitative content analysis. *Qualitative Health Research*, 15: 1277-1288.
- Kothari, Anita, Lynne McLean, and Nancy Edwards. 2009. Increasing Capacity for Knowledge Translation: Understanding How Some Researchers Engage Policy Makers. *Health Studies Publications*. Paper 8.
- Kurasaki, Karen, S. 2000. Intercoder reliability for validating conclusions drawn from open-ended interview data. *Field Methods*, 12: 179-194.
- Larrivee, Marie-Claude, Louise Hamelin-Brabant, and Genevieve Lessard. 2012. Knowledge translation in the field of violence against women and children: an assessment of the state of knowledge. *Children and Youth Services Review*, 34: 2381-2391.
- Latessa, E. J. 2004. The challenge of change: correctional programs and evidence-based practices. *Criminology and Public Policy*, 3(4): 547-560.
- Laub, John H. 2012. Translational Criminology: Promoting knowledge exchange to shape criminal justice research, practice, and policy. *The Magazine of the Center for Evidence-Based Crime Policy*. George Mason University. Fall.
- Lavis, John N. 2006. Research, Public Policymaking and Knowledge-Translation Processes: Canadian Efforts to Build Bridges. *Journal of Continuing Education in the Health Professions*, 26: 37-45.
- Merriam, Sharan, B. 2009. *Qualitative research: A guide to design and implementation*. San

Francisco, CA: Jossey-Bass.

Meyer, Christine, B. 2001. A case in case study methodology. *Field Methods*, 13: 329-352.

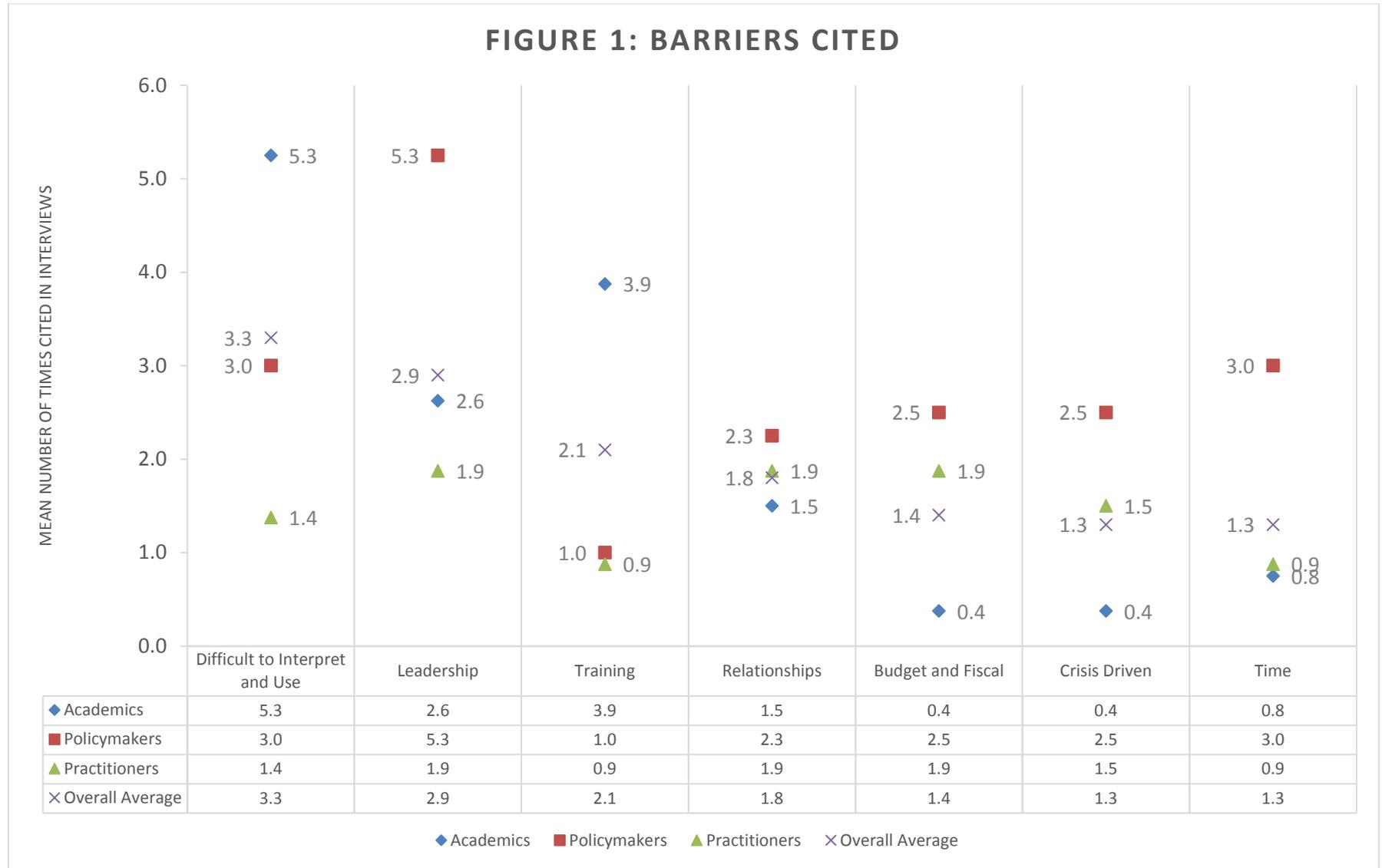
Mitton, Craig, Carol Adair, Emily McKenzie, Scott Patten and Brenda Wayne Perry. 2007. Knowledge transfer and exchange: Review and synthesis of the literature. *The Milbank Quarterly*, 85(4): 729-768.

Pratt, Travis C. Rational choice theory, crime control policy, and criminological relevance. *Criminology and Public Policy*, 7(1): 43-52.

StataCorp. 2013. *Stata Statistical Software: Release 13*. College Station, TX: StataCorp LP.

Yin, Robert, K. 2014. *Case study research: Design and methods*. Sage.

**Appendix B: Tables and Figures**



**FIGURE 2: OTHER INFLUENCES CITED**



**FIGURE 3: MECHANISMS CITED**



**FIGURE 4: FACILITATORS CITED**

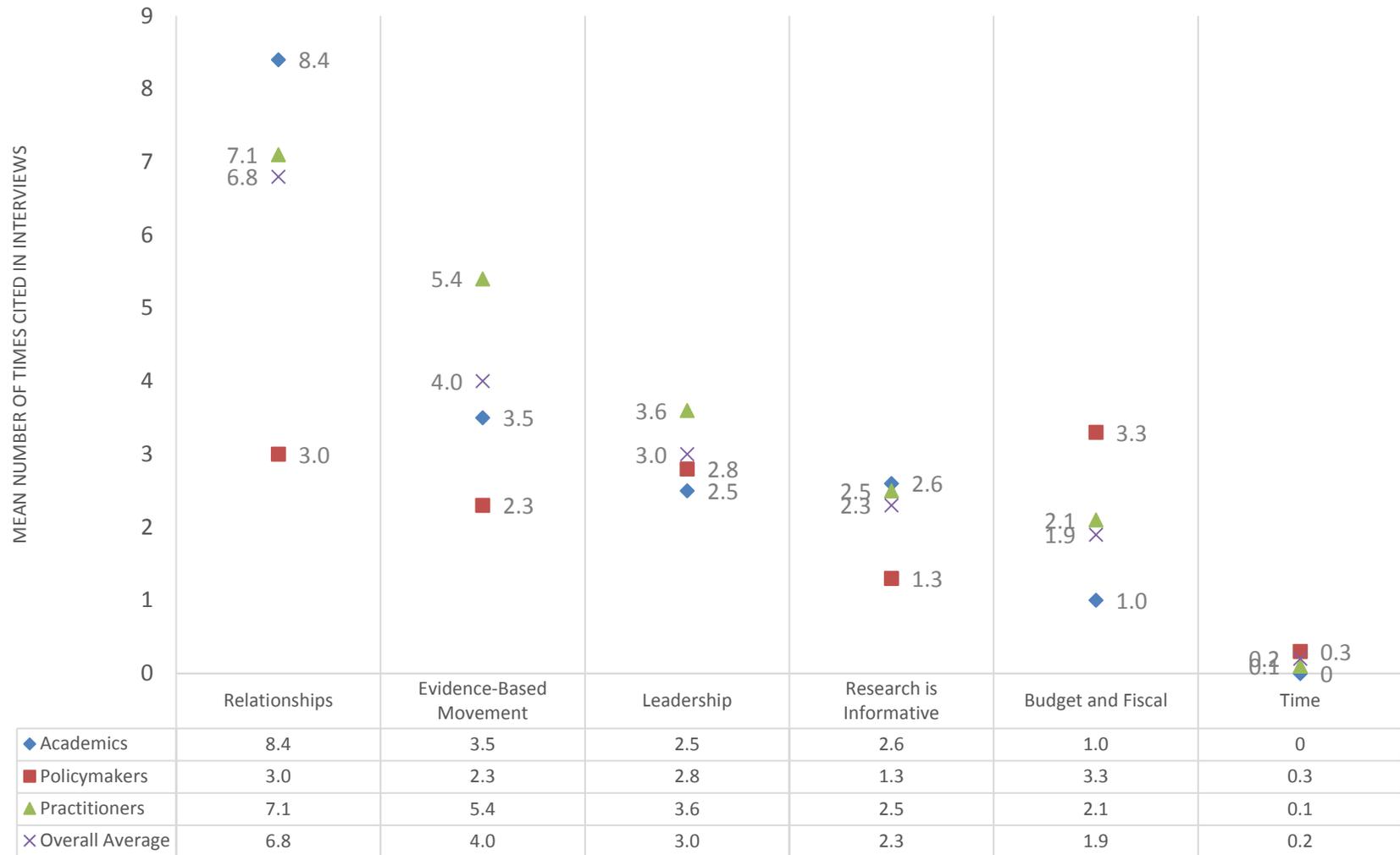


TABLE NOTE: TIME CODE DROPPED BECAUSE MEAN WAS NEAR 0.

◆ Academics   ■ Policymakers   ▲ Practitioners   × Overall Average











## **Appendix C: Interview and Survey Questions**

### **Interview Questions**

<sup>a</sup>=Academic researcher

<sup>b</sup>=Juvenile practitioner

<sup>c</sup>=Adult correctional practitioner

<sup>d</sup>=Policymaker

Based on your experience, why is research by academic criminologists not used more to inform correctional policy/practice? What factors most prevent academic research from being used?<sup>ac</sup>

Based on your experience, why is research by academic criminologists not used more to inform juvenile justice policy/practice? What factors most prevent academic research from being used?<sup>b</sup>

Based on your experience, why is academic research not used more to inform correctional policy/practice? What factors most prevent academic research from being used?<sup>d</sup>

Based on your experience, what are the most successful mechanisms or strategies for getting your research or others' research to inform correctional policy and practice? What factors help facilitate this process?<sup>a</sup>

Based on your experience, what are the most successful mechanisms or strategies for getting academic research to inform policy/practice? What factors help facilitate this process?<sup>bcd</sup>

Thinking back to when your career began, how has the use of academic research to inform policy/practice changed? How do you think it might change over the next 20 years?<sup>abcd</sup>

What top one or two strategies can the academic community do to incentivize or encourage researchers to engage in the policymaking process or to work more directly with practitioners?<sup>a</sup>

What top one or two strategies can those involved in juvenile justice do to encourage more integration of academic research into policy and practice? What could academic researchers do?<sup>b</sup>

What top one or two strategies can those involved in corrections do to encourage more integration of academic research into policy and practice? What could academic researchers do?<sup>c</sup>

What top one or two strategies can those involved in policymaking do to encourage the use of more academic research?<sup>d</sup>

What researcher-practitioner partnerships have you been involved in that have been the most successful in influencing correctional policy and practice? Why do you believe these were successful?<sup>acd</sup>

What practitioner-academic researcher partnerships have you been involved in that have been successful in influencing juvenile justice policy/practice? Why do you believe these were successful?<sup>b</sup>

How, if at all, does the translation of research into policy and practice differ for the field of adult corrections versus juvenile justice?<sup>ad</sup>

Many scholars and practitioners have suggested that there is currently an evidence-based or “what works” movement in corrections. Do you believe this has influenced the use of research to inform correctional policy and practice? If YES, how? If NOT, why?<sup>a</sup>

Many practitioners and academic researchers have suggested that there is currently an evidence-based or “what works” movement in juvenile justice. Do you believe this has influenced the use of research to inform juvenile justice policy and practice? If YES, how? If NOT, why?<sup>b</sup>

Many practitioners and academic researchers and have suggested that there is currently an evidence-based or “what works” movement in corrections. Do you believe this has influenced the use of research to inform correctional policy and practice? If YES, how? If NOT, why?<sup>c</sup>

Many policymakers, practitioners and academic researchers have suggested that there is currently an evidence-based or “what works” movement in adult and juvenile corrections. Do you believe this has influenced the use of research to inform adult and juvenile correctional policy and practice? If YES, how? If NOT, why?<sup>d</sup>

Using an example of when your research was used to inform adult or juvenile correctional policy or practice, can you describe the process of how this occurred?<sup>a</sup>

Using an example of when you used academic research to inform juvenile justice policy/practice, can you describe the process of how this occurred?<sup>b</sup>

Using an example of when you used academic research to inform correctional policy/practice, can you describe the process of how this occurred?<sup>c</sup>

Using an example of when academic research was used to inform adult or juvenile correctional policy/practice, can you describe the process of how this occurred?<sup>d</sup>

In 2014 the Florida Legislature revised Chapter 985 (house Bill 7055). Was academic research used to inform these revisions? If so, can you provide or point to some specific examples?<sup>bd</sup>

Within the last five years Florida reduced the punitiveness of its Zero Tolerance policies (such as HB 7029 & SB 1540). These may have also resulted in DJJ changing their rules or policies

regarding Zero Tolerance. Was academic research used to inform these revisions? If so, can you provide or point to some specific examples?<sup>bd</sup>

In the last 5 years the State and the Department have chosen to fund and implement several different reentry initiatives (Such as the building of three state reentry centers, and 2014 HB 53, which assists inmates in acquiring important documents such as identification cards, driver's licenses, and birth certificates). Was academic research used to inform these policy changes? If so, can you provide or point to some specific examples?<sup>c</sup>

In the last 5 years the State and the Department have chosen to fund and implement several different substance abuse treatment programs. (Examples include drug courts, inmate treatment programs, reentry programs). Was academic research used to inform these policy changes? If so, can you provide or point to some specific examples?<sup>cd</sup>

## Online Survey Questions

Q1. This question is about a range of factors that influence policy and practice. Based on your experience, how much influence does each factor have on correctional policy and practice?

	Very Weak Influence	Weak Influence	Moderate Influence	Strong Influence	Very Strong Influence
Q1a. Academic research	<input type="radio"/>				
Q1b. Difficulty of correctional organizations to change	<input type="radio"/>				
Q1c. Fiscal constraints of correctional organizations	<input type="radio"/>				
Q1d. Growing cost of incarceration	<input type="radio"/>				
Q1e. Third party intermediary groups (e.g., think tanks, policy centers)	<input type="radio"/>				
Q1f. Third party non-research lobbying groups	<input type="radio"/>				
Q1g. Traditional media (e.g., TV, print media)	<input type="radio"/>				
Q1h. Social media (e.g., Facebook, Twitter)	<input type="radio"/>				
Q1i. Political ideology	<input type="radio"/>				
Q1j. Public opinion about crime	<input type="radio"/>				
Q1k. Conventional wisdom	<input type="radio"/>				

Q2. Based on your experience, how much does each barrier impede the translation of research to correctional policy and practice?

	Does Not Impede		Moderately Impedes		Greatly Impedes
Q2a. Researchers do not disseminate their work to policymakers	<input type="radio"/>				
Q2b. Research often emphasizes "what doesn't work" instead of "what does work"	<input type="radio"/>				
Q2c. Policymakers do not access academic publications	<input type="radio"/>				
Q2d. Policymakers' perception that research is difficult to interpret	<input type="radio"/>				
Q2e. Policymakers' perception that evidence is not strong enough to support legislation	<input type="radio"/>				
Q2f. Change is difficult in correctional organizations	<input type="radio"/>				
Q2g. Fiscal constraints of correctional organizations	<input type="radio"/>				
Q2h. Research and policymaking agendas are not aligned	<input type="radio"/>				
Q2i. Insufficient funding and infrastructure for research	<input type="radio"/>				
Q2j. Political ideology	<input type="radio"/>				
Q2k. Public opinion about crime	<input type="radio"/>				

Q3. Based on your experience, how effective are the following mechanisms as facilitators for translating research into correctional policy and practice?

	Very Ineffective	Slightly Ineffective	Neither Effective nor Ineffective	Slightly Effective	Very Effective
Q3a. Academic journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3b. Research findings that include cost-benefit analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3c. Research that emphasizes "what works"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3d. Researchers disseminating their findings to policymakers/practitioners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3e. Researcher-practitioner partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3f. Systematic reviews (e.g., meta-analyses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3g. Policymaking leadership that supports the use of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3h. Policymaking and research agendas are aligned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3i. Producing social scientists who chose to work in practice and/or policymaking organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3j. Third party intermediary groups (e.g., think tanks, policy centers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3k. Expert testimony	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3l. Conferences (both academic & non-academic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3m. Public involvement in the policymaking process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3n. Traditional media (e.g., TV, print media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3o. Social media (e.g., Facebook, Twitter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3p. Growing cost of incarceration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4. We recognize that research may not always or even frequently affect policy or practice. Sometimes, however, it does. Scholars have identified five general pathways that exist. To the extent that research knowledge is translated into correctional system policy and practice, what percentage of this translation is due to each of the following pathways? Please provide the relative percentage contribution that you estimate for each pathway.

*Total percentage must equal 100.*

Q4a. \_\_\_\_\_ Research is conducted in response to policymakers' questions

Q4b. \_\_\_\_\_ Research is brought to the attention of policymakers through the media and/or public

Q4c. \_\_\_\_\_ Evidence is brought to the attention of policymakers by non-research lobbying groups

Q4d. \_\_\_\_\_ Knowledge is translated through the use of systematic reviews of academic research

Q4e. \_\_\_\_\_ Evidence is brought to the attention of policymakers by researchers and/or research organizations

Q4f. \_\_\_\_\_ Researcher-policymaker partnerships lead to knowledge translation

Q5. In your opinion, what percentage of current adult correctional policies/practices is influenced by research?

\_\_\_\_%

Q6. In your opinion, what percentage of current juvenile correctional policies/practices is influenced by research?

\_\_\_\_%

**Appendix D: Coding Scheme**

<b>Barriers</b>	<b>Definitions</b>	<b>Facilitators</b>	<b>Definitions</b>	<b>Mechanisms</b>	<b>Definitions</b>
Difficult to interpret/use	Jargon, inconclusive, null findings, complex methods and stats	Research is informative	RCT, specifics, recommendations, models, fiscal impact	Peer reviewed research	Journal articles, academic books, systematic reviews
Leadership	Uninterested, lack of political will, difficulty to change	Leadership	openness, champion, both sides, political will, reform	Policy Taskforce/Council	panels, research commissions, NAS
Crisis Driven	High Profile Incidents, Reactionary	Evidence-Based	data driven, accountability, what works, best practices, evidence-based movement	Government Research	Agency generated research; internal evaluation, crimesolutions.gov, OPPAGA, GAO, .govs
Budget/Fiscal	Limited treatment funds, limited research funds	Budget/Fiscal	Resource scarcity	Policy/ Research Organization	PEW, RAND, Urban, Southern Poverty Law Center, university research centers, .orgs
Relationships	Distrust, lack of access, leg-agency; agency-researcher; researcher-leg, bias, isolated communities, lack of exposure, not engaged	Relationships	Trust, Relationships, Reciprocity; credibility, spending time in the field, access	Peer Networking	Professional organizations, other state practices, member associations, trade publications, practitioner conferences, ACA, ASC
Training	Lack of training, policymaking process vs. scientific method	Training	researchers and practitioners, advanced degrees, grad students	Expert Testimony	Speaking to state/legislative bodies and governor's office, appointed to legislative committees
Time	short session, term limits, research takes time	Time	Synchronization, timing		
<b>Recommendations</b>	<b>Definitions</b> Recommendations for	<b>Other Influences</b>	<b>Definitions</b> Influences on policy & practice other than research	<b>Research</b>	<b>Definitions</b>
Academics		Media		Trend	Use of research to inform policy is increasing, decreasing, same
Policymakers		Ideology/ Politics	Politics, "tough/soft on crime"	Juvenile vs. Adult	Differences in the use of research in adult vs. juvenile corrections
Practitioners		Public Opinion		Definition	Varying definitions of research
		Special interest	Advocates, NAACP, private prison industry	Example	Example of the use of Research to inform policy or practice