OFFICE OF PROBATION AND CORRECTIONAL ALTERNATIVES PRESENTS LUNCH & LEARN:

DCJS Distance Learning Modules
Welcome and Introductions
Learning Objectives
Learning Objectives

- Overview of Distance Learning Modules
- Where and how to access the modules
- Utilizing modules as training opportunities
- Contractual requirement related to modules
- How programs can document compliance
- Feedback from the field about the modules
Distance Learning Modules
Distance Learning Modules: Purpose & Overview

Provide program level staff with an introduction to key topics related to the delivery of effective correctional interventions

- Developed by the University of Cincinnati Corrections Institute (UCCI) in collaboration with the Division of Criminal Justice Services
- Modules align with topics covered in Corrections Program Checklist (CPC)
- Available to all funded programs and their staff

Overview
- 9 Total Modules
- PowerPoint Presentations w/voice-overs
- Web-based through the eJusticeNY Integrated Justice Portal
## Module Topics & Timeline

<table>
<thead>
<tr>
<th>Areas for Learning</th>
<th>Distance Learning Modules</th>
<th>Module Release Date</th>
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<tbody>
<tr>
<td><strong>RNR and Program Development</strong></td>
<td>1. What Works in Correctional Interventions</td>
<td>12/09/2015</td>
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<tr>
<td><strong>Leadership and Staff Characteristics</strong></td>
<td>2. Staff Effectiveness</td>
<td>2/25/2016</td>
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<td><strong>Offender Assessment</strong></td>
<td>3. Assessment &amp; Classification</td>
<td>7/7/2016</td>
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<td><strong>Offender Treatment</strong></td>
<td>5. Addressing Responsivity</td>
<td>1/13/2017</td>
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<td>6. Cognitive Behavioral Interventions</td>
<td>3/30/2017</td>
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<td><strong>Program Change</strong></td>
<td>8. Implementation</td>
<td>6/1/2018</td>
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<td><strong>Quality Assurance</strong></td>
<td>9. Client Engagement</td>
<td>3/22/2019</td>
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Distance Learning Module One-
What Works in Correctional Interventions

• Introduces the concepts of risk, need and responsivity based on the most recent research findings and provides an overview of the importance of cognitive- behavioral interventions and effective programming.
Distance Learning Module Two-
Staff Effectiveness

• This module introduces approaches targeting the delivery of evidence-based practices by staff in order to strengthen the effectiveness of interventions delivered.
Distance Learning Module Three-
Assessment & Classification

- This module introduces approaches targeting the delivery of evidence-based practices by programs in order to strengthen the effectiveness of interventions.

- Assessment results drive dosage: match level and intensity of services to risk level of participant.
Assessment & Classification

- Low Risk
- MOD Risk: 100-150 hrs
- High Risk: 200-250 hrs

- Cognitive Behavioral
- Social Learning

Intensity & Dosage 4:1 criminogenic need
- Staff Match
- Service Match
Distance Learning Module Four-Case Planning

• Strategies for identifying and addressing criminogenic needs in case/supervision plans are presented.
Distance Learning Module Five-
Addressing Responsivity

• Research has shown that correctional programs that assess risk, need, and responsivity factors are more effective in reducing and addressing recidivism than other programs that do not consider these factors.

• Of these three core factors, responsivity is the least understood.Responsivity requires that corrections professionals consider those characteristics specific to the individual under supervision and those generally true for justice involved individuals when matching him/her to interventions and treatment services.
Distance Learning Module Six-
Cognitive Behavioral Interventions

• This module delves into how research has shown that when program staff correctly use cognitive behavioral interventions, they are effective at reducing participant recidivism.
Example chart displays juvenile recidivism. Excerpted from fidelity analysis of Washington State funded FFT programs. Source: PEW Issue Brief: Better Programs, Better Results July 2012
Distance Learning Module Seven-
Behavioral Management System

• This module introduces concepts associated with modifying offending behavior. The importance of creating a behavior management system (BMS) is discussed, the elements that comprise it, and how to most effectively implement a BMS.
Distance Learning Module Eight- Implementation

• This module introduces key concepts about how to successfully design and implement changes at the agency or organizational level. It identifies key elements to consider as well as details a four-phase process one may be able to employ for effective and successful implementation.
Distance Learning Module Nine-
Client Engagement

• Provides an overview of the importance of adhering to the specific responsivity principle with a focus on how to engage and motivate clients.

• Contains a brief introduction to the principles of effective intervention, with a particular focus on specific responsivity.

• Provides several general engagement techniques and several structured engagement techniques.
Accessing the eJusticeNY Integrated Justice Portal
Accessing the eJusticeNY IJ Portal

• Use the following address to access the IJ Portal: https://www.ejustice.ny.gov/
Accessing eJusticeNY IJ Portal

• To access the IJ Portal, users must have a username and password.

• To view the Community Corrections Tab, users must be assigned the IJ_ATI role. If a user has an IJ Portal account, this request can be completed by your agency Terminal Agency Coordinator (TAC) via the feedback function in the IJ Portal, providing the Portal username in the request.

• If a user does not have an IJ Portal account, request an Application B from your OPCA Program Representative and complete for general IJ Portal access and the Community Corrections Tab.
Accessing eJusticeNY IJ Portal

- If you are unable to gain access, please ask your agency’s TAC to contact NYS ITS FixIt@its.ny.gov to secure the necessary access and permissions. For external users that are not part of NYS ITS or DCJS, call the help desk at 1-844-891-1786 or use the “Feedback” option within the eJusticeNY portal:
Navigating to the Community Corrections Tab

- Select the Resources tab in the navigation panel → then select Reference Library → Community Corrections
Training Section of Community Corrections Tab

Community Corrections and Alternatives to Incarceration

Training

- Performance-Based Grants Amendment Request (GAR) Process
  - Grants Amendment Request (GAR) Process Recording - 3/21/18
  - GAR Grant Amendment Request Performance Based Grants Instructions
  - GAR Grant Amendment Request Performance Based Grants Instructions Webinar
  - DCJS GARF GAR Webinar - 3/19/18

- Alternatives to Incarceration Agencies TAC Responsibilities: This webinar was held on Tuesday, April 3, 2018, from 10 a.m. to 11:30 a.m. for all TACs. The webinar provides an overview of the ATIC TAC responsibilities with a focus on users who will access Criminal History Information records through the UI Portal. It includes the use of the proper reason code for CHP and the required monthly audit of your agency's CHP use.

- Career University - Advancing to the Next Level: A Ready, Set, Work! Curriculum for Justice Involved Youth Ages 18-25: This webinar was held on July 19, 2016, from 10:00 am to 11:30 am. The purpose of this webinar was to provide an overview of the new curriculum by Offender Workforce Development Specialists. Guidance was also provided to support the Offender Workforce Development Specialists in their role in delivering the Ready, Set, Work! curriculum in their respective regions.

- Ready, Set, Work! Reporting Form Updates: This webinar was held on May 13, 2016, from 10:00 am to 11:30 am. Guidance and best practices were provided to support the Offender Workforce Development Specialists in the important task of ensuring that Ready, Set, Work! quarterly summary reports and class roster/notification of completion forms are maintained with up-to-date participant status and submitted to DCJS on a consistent and timely basis.

Distance Learning

- Overview of Distance Learning Modules Live Meeting

- What Works (1)
  - What Works in Correctional Reentry - distance learning module (Run Time: 01:29:00)
  - What Works - Transformable MS Word version
  - Q&A Session - January 14, 2016

- Staff Effectiveness (2)
  - Staff Effectiveness - distance learning module (Run Time: 01:16:00)
  - Staff Effectiveness - Transformable MS Word version
  - Q&A Session - April 12, 2016

New York State Division of Criminal Justice Services (DCJS) Q & A
Training Opportunities

Programs can use modules as training time opportunities:

• Provide in-service training to staff
• Count toward staff training hours
• Allow for discussion
Distance Learning Contractual Requirements for RIR, Jail-Based, EFS, and CRTF Programs

• As noted in contractual work plans, program staff must complete all nine (9) Distance Learning Modules within six (6) months of the contract being executed or within six months of staff being hired. This information shall be provided to DCJS upon request.

• Case file documentation shall include, but not be limited to: Documentation of training completion signed and dated by Program Manager.
Program Compliance Documentation

- Certificates are not generated at the completion of any module. Use of an excel spreadsheet/tracker is a suitable method to keep track of staff who have completed the required modules.

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<tr>
<th>Staff Name &amp; Date of Hire</th>
<th>What Works in Correctional Intervention</th>
<th>Staff Classification Effectiveness</th>
<th>Assessment and Classification</th>
<th>Case Planning</th>
<th>Addressing Responsibility</th>
<th>Cognitive Behavioral Interventions</th>
<th>Behavior Management Systems</th>
<th>Implementation</th>
<th>Client Engagement (TBR)</th>
<th>Supervisor Initials</th>
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Voices from the Field

*Presented by*

*Eboni Burrowes*, Senior Director of Employment Services
Fortune Society Employment Focused Services Program
QUESTIONS ?

Thank you
Contact Information

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