



**Division of Criminal
Justice Services**



**OFFICE OF PROBATION AND
CORRECTIONAL ALTERNATIVES
PRESENTS
LUNCH & LEARN:**



DCJS Distance Learning Modules

May 12, 2021

Welcome and Introductions



Learning Objectives



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Justice Services**

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



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Justice Services**

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



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Module Topics & Timeline

Areas for Learning	Distance Learning Modules	Module Release Date
RNR and Program Development	1. What Works in Correctional Interventions	12/09/2015
Leadership and Staff Characteristics	2. Staff Effectiveness	2/25/2016
Offender Assessment	3. Assessment & Classification	7/7/2016
	4. Case Planning	9/16/2016
Offender Treatment	5. Addressing Responsivity	1/13/2017
	6. Cognitive Behavioral Interventions	3/30/2017
	7. Behavior Management Systems	5/23/2017
Program Change	8. Implementation	6/1/2018
Quality Assurance	9. Client Engagement	3/22/19



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.



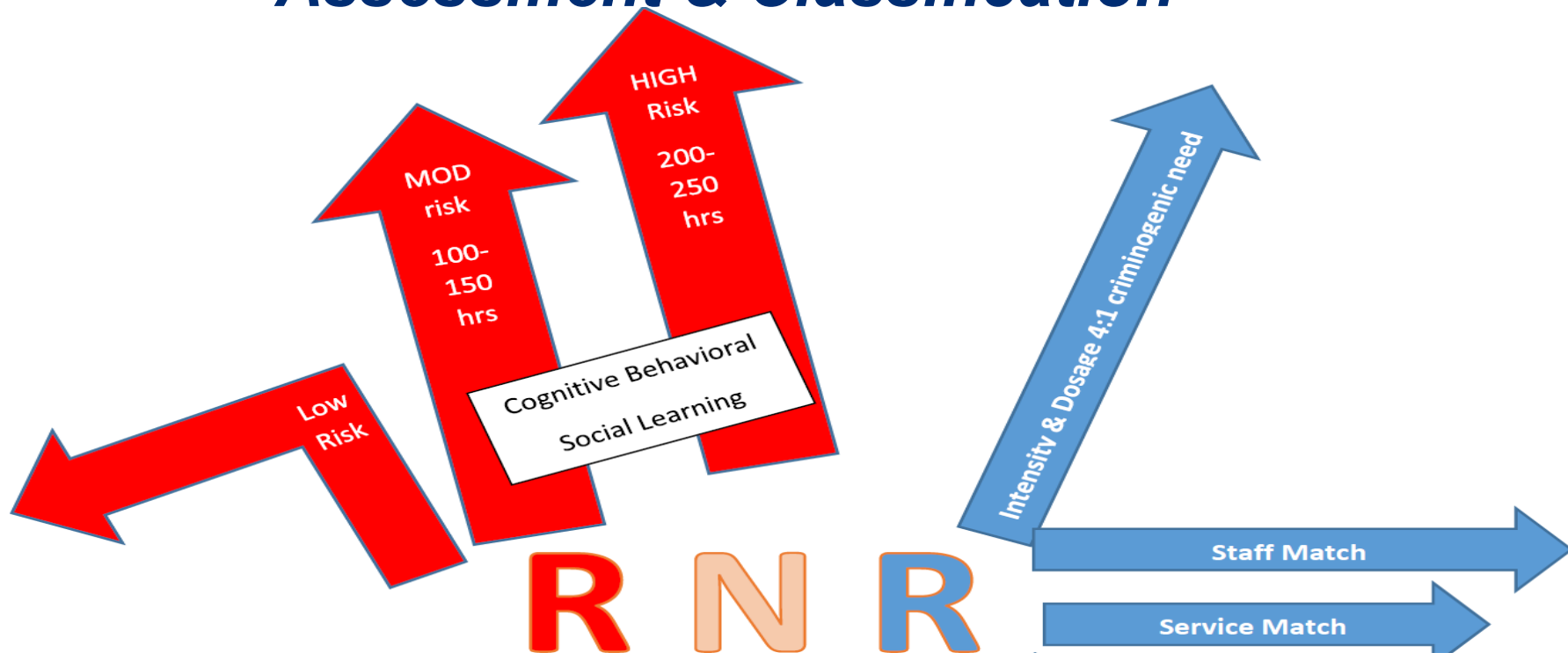
Distance Learning Module Three-

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



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.



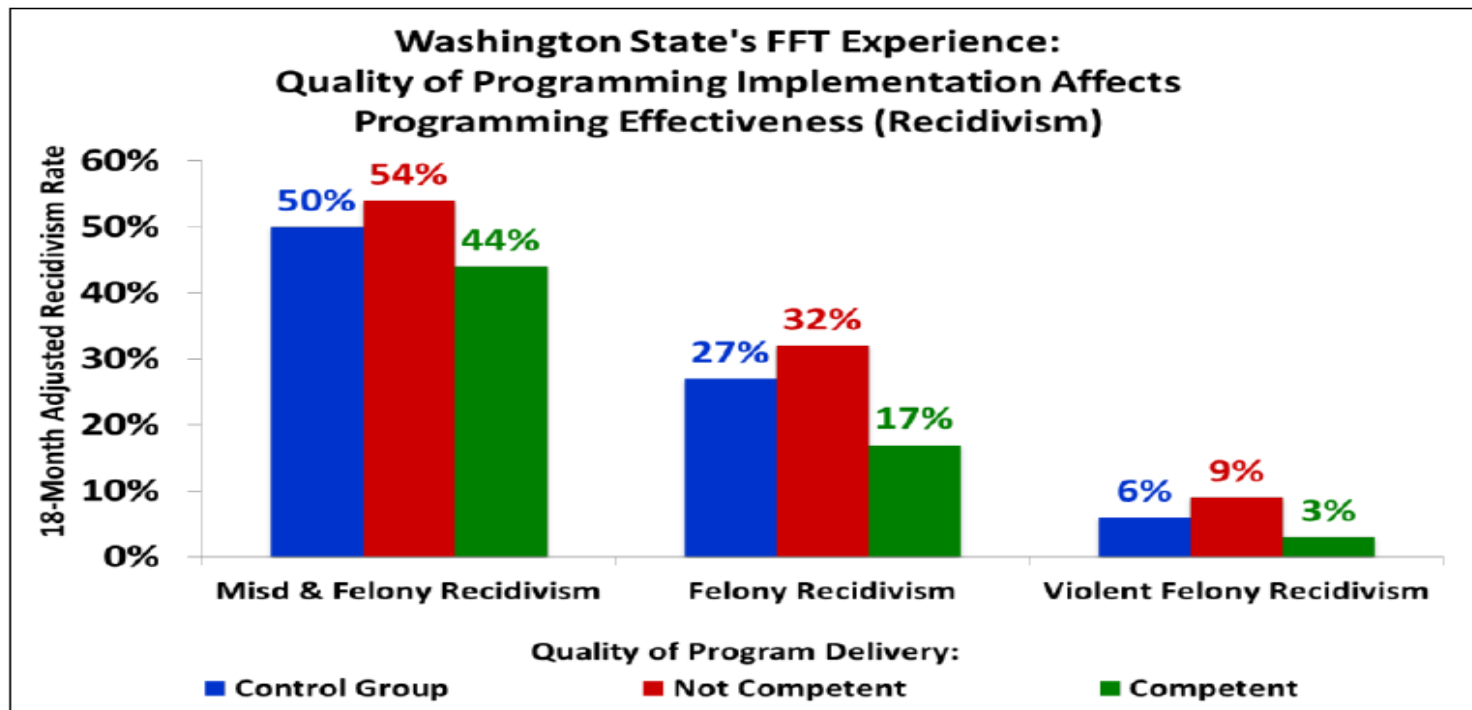
Distance Learning Module Six-

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 of program implementation and program effectiveness



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



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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.

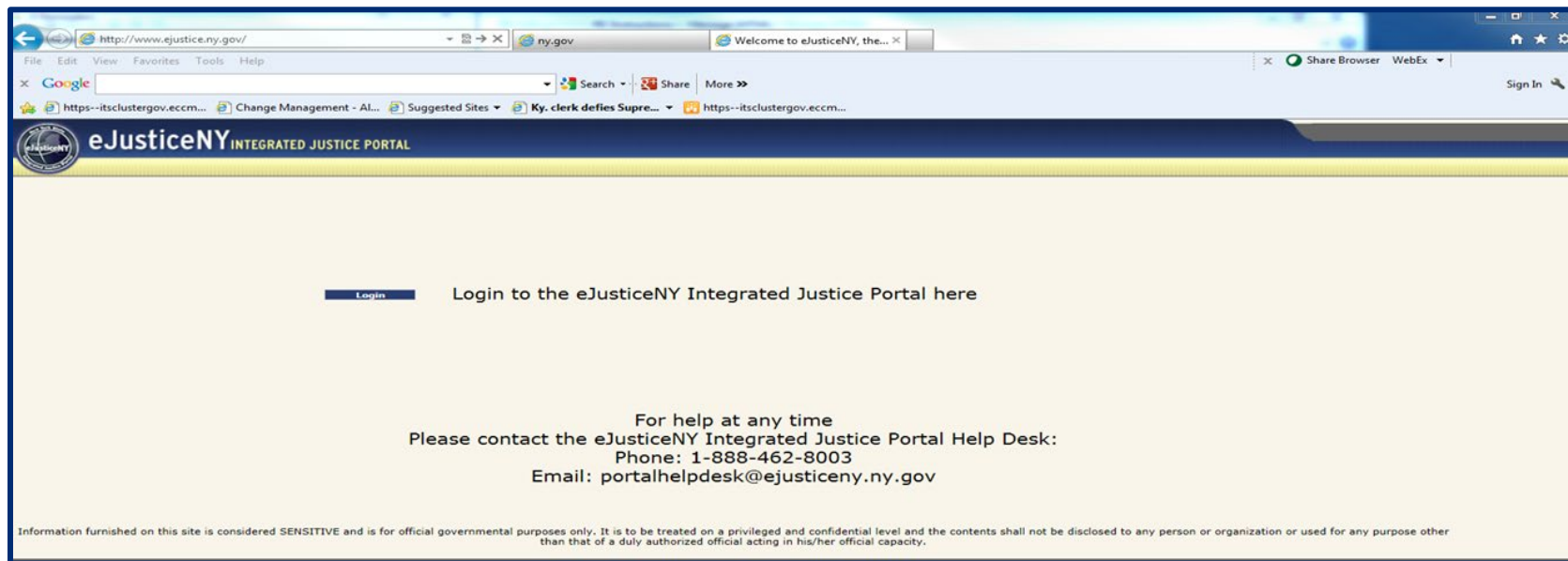


Accessing the eJusticeNY Integrated Justice Portal

Accessing the eJusticeNY IJ Portal

- Use the following address to access the IJ Portal:

<https://www.ejustice.ny.gov/>



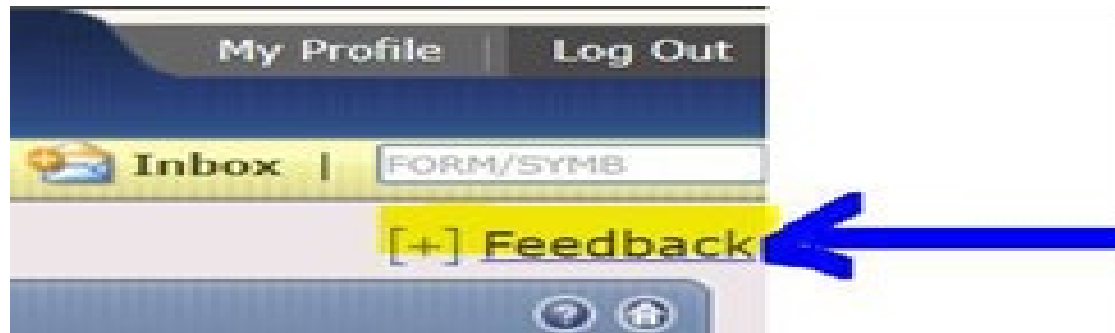
Accessing eJusticeNY IJ Portal

- 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

The screenshot shows the eJusticeNY Integrated Justice Portal. The top navigation bar includes links for Home, People, Intelligence, **Resources** (highlighted with a red circle), and Notifications. Below this, a breadcrumb trail reads: Resources » Reference Library » Community Corrections. On the left, a sidebar menu lists: Home, Director's Announcements, Reports, Resources, Directories, Risk Assessments, and Training/Events. The main content area displays a list of links under the heading 'Community Corrections'. The 'Reference Library' link is expanded, showing a sub-menu where 'Community Corrections' is selected. Other links in the sub-menu include DMV Photo System, DNA, DNA Kit Order Form (pdf), DNA Owe List, Law Enforcement, Persistent Offender Reports, Prosecution, and Support Services. The background text on the right side of the page discusses alternatives to incarceration and mentions the OPCA website.

- Select the Resources tab in the navigation panel → then select Reference Library → Community Corrections

Training Section of Community Corrections Tab

Home

Director's Announcements

Reports

Resources

Directories

Risk Assessments

Training/Events

Community Corrections and Alternatives to Incarceration

Training

- Performance-Based Grantee Amendment Request (GAR) Process**
 - [Grantee Amendment Request \(GAR\) Process Recording](#) - 3-21-18
 - [GAR Grant Amendment Request Performance Based Grantee Instructions](#)
 - [GAR for OPDF performance based contracts](#)
 - [DCJS OPDF GAR Webinar - 3-19-18](#)
- Alternatives to Incarceration Agencies TAC Responsibilities** This webinar was held on Tuesday, April 3, 2018, from 10 a.m.-11:30 a.m. for all ATI TACs. The webinar provides an overview of the ATI TAC responsibilities with a focus on users who will access Criminal History Information records through the I Portal. It includes the use of the proper reason codes for CHRI and the required monthly audit of your agencies CHRI use.
- Career University- Advancing to the Next Level: A Ready, Set, Work! Curriculum for Justice-Involved Youth Ages 14-24:** This webinar was held on July 19, 2016 from 10:30 am to 12:30 pm. The purpose of this webinar was to provide an overview of this new curriculum to Offender Workforce Development Specialists. Guidance was also provided to support the Offender Workforce Development Specialists in the task of potentially facilitating the curriculum in their respective jurisdictions.
- 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 Intervention](#) - distance learning module (Run-time: 01:29:00)
 - [What Works - Downloadable MS Word version](#)
 - Q&A Session - January 14, 2016
- Staff Effectiveness (2)
 - [Staff Effectiveness](#) - distance learning module (Run-time: 01:16:00)
 - [Staff Effectiveness - Downloadable MS Word version](#)
 - Q&A Session - April 12, 2016

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

Shaina D Kern/HY001085G

My Profile

Log Out

Inbox

Feedback

IT Security Incident Report

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.

Distance Learning Module Tracker (SAMPLE)										
PROGRAMS NAME (CONTRACT NUMBER)/CONTRACT YEAR										
Staff Name & Date of Hire	What Works in Correctional Intervention	Staff Effectiveness	Assessment and Classificatio n	Case Planning	Addressing Responsivity	Cognitive Behavioral Interventions	Behavior Management Systems	Implemen- tation	Client Engagment (TBR)	Supervisor Initials



Voices from the Field

Presented by

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



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Justice Services**

May 12, 2021

QUESTIONS ?



**Division of Criminal
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