Somerset Da	y Reporting Center	
Implementing Effective Correctional Mana	gement of Offenders in the Community Implementation Checklist	
Administration and Planning	1=We haven't yet begun 2=We have started work on this 3=We are about halfway complete 4=We are almost finished 5=We have accomplished this!	
Administration and Flaming		
1. Leadership	May 12 2017 Comments 5/12/17	
1. Leadership		
A) Identify organizational leadership that is committed to implementing EBP and has the leadership, change management, and coaching skills necessary to do so.	training with Carey group/EBP Briefcase	
B) Identify champions throughout the organization who are committed to EBP and willing to assist in coordinating implementation.	As new members of the group are introduced, they are trained, informed of existing strategies, and included in the process of maintaining an evidence-based culture (e.g., new judge)	
2. Vision/Mission Statement		
A) Redefine vision, mission, and values statement to reflect a commitment to EBP.	5	
B) Use an inclusive process that elicits agency-wide and stakeholder participation.	5 Documents are available and	
C) Post throughout organization.	accessible to all staff.	
D) Consistently reference statements in decision-making and day-to-day operations.	5	
3. Policy and Procedures		
A) Write or revise policies and procedures to reflect the principles of EBP.	Policies are written to reflect the RNR philosophy and include defined rewards and sanctions.	
B) Use an inclusive process that elicits agency-wide and stakeholder participation.	5	
4. Policy and Implementation Teams		
A) Develop an implementation structure that identifies what work will occur.	5	
B) Establish policy teams of system policy- and decision-makers to guide implementation at a systemic level.	Ongoing - New people coming onboard. (e.g., the new judge is included)	
C) Establish implementation and work teams that both staff the policy teams and focus on the logistics of implementation.	5	
D) Using a chartering process, establish working agreements for teams to clarify roles, reporting and communication structures, membership and attendance expectations, decision-making processes, and information sharing and input gathering structure.	MOU with partner organizations	
E) Establish the following during the first one or two meetings:		
i) Identify a chair, lead worker, and / or coordinator	5	
ii) vision, mission, and goal statements,	5	
iii) resource needs, i.e., staffing and facilitation	5	
iv) action plans with timelines and assignments.	5	
5. System Stakeholders/Collaboration		
A) Involve external stakeholders, such as other public safety partners, community-based providers, and local business representatives in the planning and implementation processes.	5	
B) System Stakeholders & Policy Makers		
i) Involve local government officials as partners and champions in the planning and implementation process.	CJAB meetings are used to present information on the DRC.	

ii) Provide brief educational presentations /training sessions to these officials regarding EBP. iii) Meet regularly with and involve system stakeholders in the planning and implementation process. provide regular implementation updates and share successes and challenges. C) Media i) Develop a media policy and identify an internal spokesperson. ii) Educate the media about what EBP means in and to the field of corrections. iii) Cultivate relationships with local media and invite them to visit facilities & offices, conduct ride- alongs, and hear about the work of the agency. D) Community-based Service Providers i) Involve community-based service providers in the planning and implementation of EBP. ii) Provide EBP-related training slots or sessions to community-based providers. iii) Incorporate requirements including the use of EBP, use of social learning theory and cognitive behavioral techniques, and measurable performance indicators into provider contracts.		4 5 5 5 5 5		Have done many but can work on more. Presentations are being made at Health Choices, Rotary, and Kiwanis. The policy is more informal than formal; existing strategy is to follow the policy of the probation department. Open house Staff training includes service providers. This includes invitations to the Motivational Interviewing training sessions.
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and cognitive behavioral techniques, and measurable performance indicators into	88	5	1	
		5		
iv) Develop a system for monitoring and providing feedback regarding contract				Participants complete surveys to
measurements and hold providers accountable for contract requirements.		5		provide feedback.
6) Planning				
of running				
A) Develop a strategic action plan for implementing EBP.		5		P/I guide used for quarterly reports.
B) Include cross-agency and stakeholder representation in the planning process.		5		
C) Address operations, organizational development issues, and collaboration.		5		
D) Include measurable and time limited goals and objectives, and assign individuals				
responsibility for completion of each objective.	55	5		
E) Complete regular updates of the strategic action plan indicating implementation status				
and timeline for each objective.	55	5		
F) When possible, maintain a balanced workload by eliminating existing tasks when new		_		
tasks are adopted.	55	5		
7) Communication				
A) Develop a plan / strategy for communicating information regarding planning and				
implementation throughout the organization and to external stakeholders.		5		Regular meetings
B) Establish a communication subcommittee responsible for ensuring communication				
flow.	55	5		
				Will look at ways to enhance.
				Graduation ceremonies (lunch) are
		4		held quarterly with ideas about
C) Celebrate successes, even small wins!	00	4		adding incrimental incentives.
8) Resources / Budget				
A) Align budget structure with EBP priorities.				
i) Focus funding on programs that serve medium- and high-risk offenders.	85	5		
ii) Focus funding on programs that are based on EBP.		5		
iii) Focus funding on programs that provide evidence of recidivism reduction.		5		
iv) Redesign or eliminate programs that are in conflict with EBP.		5		
		-		
Human Resources & Training				
9) Recruitment and Hiring				

			Starting to revise the hiring plans to
			include an emphasis on or focus
A) Develop recruiting strategies and literature that focus on the knowledge, skills, and		_	toward Evidence-based
attitude necessary to deliver EBP.	0 0	2	Programming.
B) Rewrite job descriptions to emphasize the knowledge, skills, and attitude necessary to			
deliver EBP.		2	
C) Develop interview and hiring processes that emphasize the knowledge, skills, and			
attitude necessary to delivery EBP.	88	2	
D) Develop a succession planning strategy.			
i) Provide leadership skill building opportunities to staff whose behavior and			
attitude are in alignment with EBP.		4	EBP Briefcase training
			Est sticleds training
ii) Build on staff strengths.	ÖÖ	4	
iii) Balance internal promotional opportunities and external hiring as appropriate.	ÖÖ	4	
10) Training			
A) Review current training curriculum and identify training needs.		4	
B) Incorporate experiential teaching techniques and adaptations for participant learning		7	
styles into trainings.		3	About half way.
C) Develop a training plan that incorporates training all agency staff in the principles,		J	About tuit way.
philosophy, and implementation of EBP.			
i) Include EBP training in staff orientation sessions.		5	Ongoing
ii) Include EBP training in officer academy /initial training.		5	
iii) Train staff in motivational interviewing, social learning theory, and cognitive			
behavioral techniques.		5	
iv) Train staff to administer assessment tools using motivational interviewing			
techniques.		5	
v) Train staff / supervisors / management in the interpretation of data and other		-	
reporting mechanisms.		5	
D) Train supervisors to conduct performance evaluations and ongoing performance			
monitoring and EBP.		5	
g	-	<u> </u>	
E) Train management and supervisors in leadership skills and change management.		5	
11) Performance Management			
A) Develop performance evaluation forms that reflect the principles of EBP.			
i) Use of positive reinforcements (4 to 1) with each other and offenders	00	3	Really 3.5
,			Really 3.5 Some effort in place but
ii) Contact with community supports during case planning		3	this is incomplete.
B) Develop a system of performance evaluation and monitoring that is ongoing (not	-		
limited to once / year).		5	
C) Develop methods of feeding back performance information for all staff on a regular		J	
basis.		5	Meeting with supervisors
D) Develop methods of providing 360 degree feedback, especially for supervisor,		J	INIEGETHIS WITH SUPERVISORS
midmanagement, and executive level staff.	00	0	
	00		n/a
E) Conduct random video / audio / observation review of staff performance.		5	
F) Conduct periodic and random reviews of assessments and case plans.		5	
<u>'</u>		-	
			Currently looking at - Might be able
			to make improvements on. Thinking
G) Develop methods of rewarding staff for aligning their behavior with EBP.		4	of adding incentives.
H) Promote staff based on their knowledge, skills, ability, and attitude related to EBP.		5	
I) Measure supervisor performance based on the following:		-	
		_	
i) Ability to teach and model EBP with staff and others.	55	5	
ii) Ability to observe officer / offender interaction and provide feedback,			Audio recording - Can improve by
reinforcement, and instruction in support of EBP.		4	adding more observations.
J) Observe and / or provide clinical supervision for cognitive behavioral treatment groups.		5	
Information Systems, Measurement, &			
initionination systems, wieasurement, a			
Evaluation			
12) Measurement			
<u> </u>		1	

			1		
A) Develop outcome measures to track progress toward strategic goals. (Incorporate data identified in measurement matrix.)) ,			
B) Develop process and intermediate measures that can be tracked on a regular basis to	00))		
monitor progress toward strategic goals. (Incorporate measures identified in					
measurement matrix)			5		
13) Information Management		, ,			
13) Illioiniation wanagement					
A) Develop or adjust information system to provide data required by measurement matrix.		1	5		
B) Develop reporting mechanisms that allow for regular feedback of identified data to		,			
managers, supervisors, and staff.		} !	5		Done quarterly
C) Collect data regarding offender assessment and case management and provide regular					
reports back to managers, supervisors, and staff.		} !	5		
C) Measure incremental offender change and provide regular reports back to managers,					
supervisors, and staff.	85	} !	5		
D) Develop mechanisms to measure treatment dosage at individual and aggregate levels as		1 .	_		
identified in measurement matrix.		j :)		
14) Research / Evaluation					
A) Develop research and evaluation capacity (hire well trained staff or partner with a local		1 .	_		
university / contractor).))		
B) Use the intermediate and outcome measures to measure the effectiveness of internal and contracted programs, treatment, and general supervision.					
]			
C) Evaluate implementation to ensure fidelity to implementation model.		j :			
D) Conduct regular, random case audits to ensure that officers are implementing assessments, developing case plans, following-through on case plans, and utilizing					
sanctions appropriately.					
		,	,		
Assessment, Case Planning, Interventions,					
and Supervision					
-					
15) Assessment and Classification					
A) Use a preliminary screening tool to assess risk on all offenders at intake.] !	5		
B) Place low-risk offenders on administrative caseloads.]	5		
C) Implement a third-generation assessment tool for all offenders that score as medium &					
high-risk on preliminary screening tool.		} !	5		
D) Implement specialized instruments / trailers for special populations.]	5		
		,			
E) Implement a system of regular reassessments and reflect changes in case plans.		} !	5		
F) Implement a quality assurance system to ensure that officers are correctly administering					
assessment instruments and using motivational interviewing techniques. Involve line staff		1 .	_		
in identifying what is and what isn't working well.		j :)		
16) Case Planning					
A) Develop personalized case plans for all offenders.		} !	5		Weekly
B) Use the case plan to appropriately target interventions based on EBP:					
i) Prioritize supervision and treatment resources for offenders assessed as higher		_			
risk.		} !	5		
		1			
ii) Address at least the top four criminogenic needs as identified by the assessment.	85	} !	5		
iii) Be responsive to temperament, learning style, motivation, gender, and culture		1 .	_		and a compact and a life
when referring to programs.		j :)		use the COMPAS as a guide
iv) Incorporate appropriate doses of services, pro-social structure, and supervision based on risk level, i.e., structure 40-70% of high-risk offenders' time during the					use the COMPAS as a guide to establish criminogenic needs and
initial three to nine months.		1	5		create a structured plan.
		, ,	-		
C) Incorporate treatment into the full sentence / sanction requirements, ensuring that					
treatment interventions are delivered in a targeted and timely manner.		} !	5		
		1			
D) Incorporate engagement of natural and community supports in offenders' lives.		} !	5		
17) Treatment / Programs					
A) Review current in-house treatment / programs for adherence to EBP, including the use					
of cognitive behavioral techniques, motivational interviewing, skill training with directed		1 .	.		
practice, and positive reinforcement.	55	j !			
B) Assess strengths and gaps using a program assessment tool, such as the Correctional			_		
Program Assessment Inventory (CPAI).		;	9		

C) Develop a plan for strengthening, eliminating, or adding programs in alignment with EBP.		4		Anti-peers, Anti-social - Employment is a need - Transportation is a problem.
18) Intermediate Sanctions				
A) Assess availability of intermediate sanctions, identify gaps and develop a plan for increasing or adjusting availability.		4		Always looking for new technology and new strategies.
B) Use a multidisciplinary team to develop guidelines for sanctions / revocations.	88	4		
C) Consider the use of administrative sanctions in lieu of formal revocations, keeping the length of sanctions short, as timeliness of response is more important than duration.		4		