EBP STANDARDS RECOMMENDATIONS

Project Background

In Spring of 2021, state leaders contracted with The Council of State Governments (CSG) to assess community supervision (probation and parole practices) across the state of Minnesota. Over the course of the assessment period, CSG uncovered inconsistencies in the practice of community supervision across delivery systems and agencies. Notably for this report, CSG found, "(1) Inconsistency in [EBP] training, coaching, practice and (2) Limited [EBP] training, coaching and QA impede ensuring that agents are change agents and not acting as law enforcement." These findings, along with others, resulted in a list of recommendations, including the creation of the Community Services Advisory Committee (CSAC). This legislatively appointed committee is required to make recommendations to the legislature that would assist in creating standardized EBP practices in Minnesota. There were eleven deliverables identified in Minn. Stat. § 401.14, subds. 3 to provide written advice and recommendations to the commissioner on developing policy.

Upon review of the deliverables, CSAC identified several previously formed committees that would be able to take responsibility for several of the deliverables. The EBP Advisory Committee was one of those, and they were tasked with making recommendations for, *"(8) developing a statewide training, coaching, and quality assurance system overseen by an evidence-based practices coordinator."*

Three EBP Advisory Committee members volunteered to co-chair the project to lead the work on those recommendations, to bring back to the EBP Advisory Committee and recommend to CSAC.

Project Goals

The direction of the project was clear based on the request from CSAC, and the co-chairs determined further that the goals of this effort were to:

- Ensure leadership within the State of Minnesota have recommendations for standardizing EBP practices.
- Engage subject matter experts representing the diverse needs and capacities across the State to inform the recommendations.

Project Team

To be effective and efficient given the brief timeline of the project, a request was made to Hennepin County to utilize the expertise of a project manager. In soliciting and assembling a Project Team (hereafter "Team"), the co-chairs and project manager considered and were intentional with the following: varied EBP expertise and experience, delivery system representation, current and previous position perspectives, current and previous statewide committee involvement, and geographic location in MN. The following team members were selected based on those criteria, as well as interest and willingness to commit time to the project.

Co-Chairs:

Jennifer Schaefer, EBP Coordinator; Hennepin County

Jessica Sonnek, EBP Coordinator; Hennepin County

Rachel L. Miller, Statewide EBP Coordinator; MN DOC

Project Manager:

Katie Henly, Project Manager; Hennepin County

Team Members:

Andrea Emery, Probation Officer; Goodhue County

Carrie Hansen, EBP Supervisor; Anoka County

Christel Roelofs, Deputy Director; Kandiyohi County

Dale Arnold, District Supervisor; MN DOC

Darnell Brethorst, EBP Coordinator; Wright County

Debra Schmitt, Probation Officer/EBP Coordinator; Mower County

Erin Johnson, EBP Coordinator; Dodge & Olmsted Counties

Julie Jefferson, Planning Specialist; Ramsey County

Mary Ann Campbell, Probation Officer; Arrowhead Regional Corrections

Shannon Olean, EBP Coordinator; Dakota County

Stephanie Buelow, EBP Coordinator; Scott County

Willie Swanson, Field Services Correctional Program Director; MN DOC

Of note, the standing committee members also utilized the expertise of other EBP subject-matter experts for further insight and assistance with project recommendations.

Values

The work of the Team was to first develop and adopt a charter. Early meetings focused on creating a list of agreed-upon values that would ground and guide the work:

- **Time** – Must have recommendation to CSAC before November 2024.
- **Inclusivity** – Including voices and expertise from across the State. Including the needs of various jurisdictions. Ensuring recommendations are the most impactful for the most people, including clients.
- **Research-driven** – Recommendations are based in research and data.
- **Equity-informed** – Ensuring an equity lens and considering equity throughout the work.

Scope

Identifying what was in scope and out of scope for the project proved to be difficult with a short timeline and little guidance on the outcome. Through much discussion, the Team made decisions based on its collective expertise, experience, and capacity. Also considered were the other statutory recommendations, as there were additional committees (JRI Phase II; MN Risk and Needs Working Group; etc.) whose work and recommendations link to this project rather than be directly in scope.

In Scope:

- 8 Principles of EBP
- Diversity, Equity, and Inclusion (DEI)
- Implementation science lens
- Research driven
- Recommendations on outcome measurement
- Differentiate adult and juvenile recommendations, if applicable
- Trauma-informed lens

Out of Scope:

- Employee training programs outside of EBP
- Recommending resource allocation (e.g. FTEs)
- Recommendations for EBPs related to specialized client populations
- Recommendation for providers outside of agency influence
- Recommendations directly related to victims

Implementation of EBP Practices

It was necessary to have an implementation science lens throughout the scope of this project to help guide recommendations. Minnesota has unique implementation challenges related to the three delivery systems of community supervision; therefore, some common ground and agreement must be found to collaborate on statewide initiatives. This project proved to uncover some of the same challenges felt with previous attempts to collaborate statewide: diversity in size of agencies, progression in implementing EBP, available resources, and no single governing body to apply and enforce standards across all agencies.

There was a short timeline on this project. This drove the Team's decision that recommending specifics when it comes to some aspects of training, QA, and proficiency practices or measures was out of scope and required more research and exploration. It quickly became clear to the Team that there should be further work done to parse out more specific standards around QA and proficiency, and that work must be done collaboratively to best implement recommendations across the state.

All that lead the Team to recommend not a "*system overseen by an evidence-based practices coordinator,"* but rather a statewide implementation team that can take the road map of these recommendations and bring forth more detailed plans as well as identify what resources may be necessary to move from planning to successful implementation. The implementation team design and membership were not in scope for this project; however, the Team did discuss possible avenues to explore some ideas related to its creation. It is the opinion of the Team that the work of coordinating and managing further recommendations is beyond the reach of one position and would better serve all delivery systems with a more diverse and representative group.

EBP Principles

To remain grounded in a research-driven approach, the co-chairs and project manager approached the work through the lens of the "Eight Evidence-Based Principles of Effective Intervention", aka, "Eight Principles for EBP in Community Corrections" (Bogue, Campbell, Clawson, Faust, Faust & Woodward, 2004). This work done by the National Institute of Corrections is widely accepted as the foundation for the EBP training offered throughout corrections. With the principles in mind, the co-chairs determined that small groups approach the recommendations with each principle as a focus. EBP skill areas that correlated with each principle emerged, which are identified below. Coaching was also added as a focus area based on the ask imbedded in the deliverable and the EBP literature identifying it as a key component to support skill development and implementation.

EBP Principle	EBP Skill Area
Enhancing Intrinsic Motivation	Motivational Interviewing
Increase Positive Reinforcement	Utilizing Core Correctional Practices such as Positive Reinforcement, Effective Disapproval and Effective Authority
Assessing Risk & Needs	Utilizing Validated Risk Assessment Tools
Skill Train with Direct Practice	Cognitive Behavioral Interventions
Targeted Interventions	Utilizing a Case Planning Process
Coaching for QA and Support of EBP Skills	

Recommendation Levels

Each subgroup made recommendations based on a tiered system as outlined below. Early in the discussion of the deliverable, CSAC representatives informed the co-chairs that having options to choose from would be helpful to their committee and agencies, and because all agencies in the state were starting from a different place, they wanted to have an idea of what was necessary versus ideal or the "gold standard."

The ensuing recommendations in this report are divided into two levels: Essential Recommendations & Optimal Recommendations. Any 'optimal recommendations' listed under the various EBP Skill Areas are in addition to the aforementioned 'essential recommendations,' unless noted otherwise. The Team defined the levels as follows:

Essential Recommendations: Recommendations considered "core" i.e. the bare minimum training requirements all Minnesota correctional professionals should have to begin developing skills in evidence-based practice and embrace a change agent approach in serving clients. The essential recommendations provide a baseline goal from where an agency can start, while continuing to strive to reach the optimal recommendations. After assessing current training practices with a statewide survey of EBP coordinators and trainers, most of the essential recommendations align with what is currently provided through the Statewide Training Academy and/or within individual agencies and should be achievable for each agency.

Optimal Recommendations: These recommendations are the "gold star" standards for EBP. The optimal recommendations are rooted in research about what is required to develop, enhance, and support EBP skill development to a level that is most effective and impactful in partnering with clients to help them make positive changes and, in turn, to increase public safety. Some of these recommendations will require additional vetting of tools or exploration of resources, thus the importance of a statewide EBP implementation team to help take these ideas from recommendations

to living practices. It should be noted that additional resources statewide and/or within individual agencies may be required to meet the optimal recommendations.

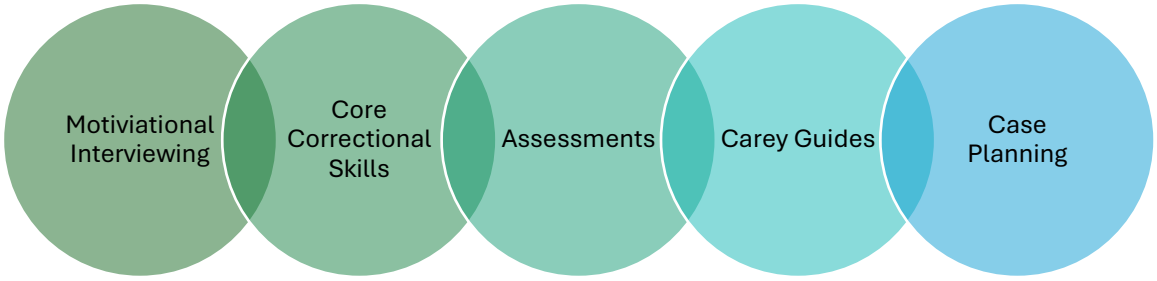
Overarching Recommendations

As the subgroups for each EBP skill area worked to bring forth the best research-driven recommendations, common themes emerged and there was much overlap and alignment. The resulting Overarching Recommendations apply to all EBP skill areas and subsequent recommendations in this report.

Who:

All essential and optimal training recommendations apply to supervisors and direct service staff serving medium and high need/risk clients in field services probation/parole.

For all trainings listed below, the essential timeline for competing initial training in all identified EBP skill areas is within the first 12 months of employment. The optimal training timeline is within 6 months. It is the Team's belief that the optimal timeline is achievable given the resources available to all statewide agencies via the Statewide Training Academy. Agencies shall develop a scaling-up approach to a full caseload as employees' skill and capacity increase throughout the initial training series.
A recommended sequence for the EBP trainings is below:



Initial EBP Training and Scaling to Proficiency:

Each EBP skill area has unique research-driven formats, fidelity requirements, and/or recommendations set by the author of a curriculum on how to best learn and develop that EBP skillset. Specific recommendations are noted by EBP skill area, as well as in Appendix A.

Coaching:

Two categories of coaching emerged through this work:

- *Individual EBP Skill Coaching* is often a required component of an initial training series and recommended as part of the learning process and scaling up to a level of proficiency with that skill. Individual EBP skill coaches will typically be a trainer or coach with expertise in that EBP area (MI Trainer, Assessment Trainer, etc.). Imagine a baseball team where specialized coaches help develop specific skills such as pitching or hitting.

- *Integrated EBP Coaching* takes place where the breadth of EBP skills is woven together and applied to the work with clients. Coaches in this case may be trainers or coaches who have training and expertise in all EBP skill areas and have also received specific training in how to coach and support EBP. On a baseball team these coaches are equivalent to the "Head Coach" who is observing how all the skills work in concert or are strategically utilized to be most effective. Those in the role of an Integrated EBP Coach may include EBP Trainers/Coordinators, peer coaches, or supervisors. Recommendations around the development, support, and application of Integrated EBP Coaching is found under the "Integrated EBP Coaching" section of the report.

Sustaining EBP Skills – EBP Refreshers:

Following initial training, participation in ongoing skill practice opportunities is essential to sustaining and enhancing existing skills and keeping up to date with new learning, according to a multitude of research (Dowden, C., & Andrews, D. A.,2004; Labrecque, Ryan M., and Paula Smith, 2017). To this end, the Team recommends a required number of quarterly/yearly EBP refresher learning hours. The recommendation around quarterly occurrence ensures professionals are actively engaged in ongoing learning throughout the year with a frequency that will assist in sustaining skills but giving agencies autonomy to determine how those hours take place each year was an important caveat to embrace the Team's value of inclusivity. While this is likely an increase in the number of EBP-focused training hours that an agency may require of staff, it is essential to supporting the paradigm shift in supervision that must take place.

These EBP refresher hours may include boosters, refreshers, EBP Cafes, Communities of Practice, and/or conferences.

Recommended refresher learning hours:
Essential: A minimum of 4 hours per quarter = 16 hours per year
Optimal: A minimum of 8 hours per quarter = 32 hours per year

It is recommended that no more than 25% of the hours include passive learning such as watching recordings and that at least 75% of the hours include attending and engaging in live skill practice sessions. This shall not include skill practice that the agent obtains utilizing interventions with clients. This is designated training time outside of client contact. If attending EBP initial training, those hours would count towards the required number of EBP refreshers in that quarter.

Annually, there are some EBP refreshers that may be prescribed such as LS/CMI QA/proficiency exercises. The remainder of the EBP refresher topic areas should be left to the individual correctional professional and their supervisors to select and plan to meet their ongoing learning and skill development needs.

Supporting Training:

To effectively engage clients and deliver EBPs most effectively, the Team recommends required training related to Diversity, Equity and Inclusion that includes topics such as implicit bias and racial trauma. Additional recommendations include training that fosters knowledge and skills in delivering services with a gender-responsive and trauma-informed lens. With this foundation, EBP skills and interventions can be delivered to clients in the most inclusive, effective, and responsive manner. This should align with the recommendation from the workgroup advising around the deliverable, "*providing gender-responsive, culturally appropriate services and trauma-informed approaches,"* to help set the stage for this work.

Quality Assurance/Outcome Measurement:

Recommendations for any specific quality assurance measures tailored to each EBP skill area are noted under each heading in the report.

Integrated EBP coaching as a quality assurance measure for the application of EBP in client sessions is recommended and further explained in the "Integrated EBP Coaching" section of the report.

Client surveys, which measure agent's use of EBP skills such as MI Spirit, engagement, and satisfaction with delivery of a client centered EBP service model should be administered. The specific survey, timeline and process for administration should be developed by the Implementation Team. Results should be analyzed and shared for continuous feedback loops and targeted improvement efforts.

Staff surveys to identify strengths of training and coaching delivery, gaps and opportunities for enhanced support, process improvement, and skill enhancement should be administered annually.

At the agency level, the Team recommends accountability to a governing body for adherence to the agreed-upon standards for EBP, such as yearly reporting of certain metrics on comprehensive plans that outline progress and planning.

Motivational Interviewing

The recommendations related to Motivational Interviewing (MI) are rooted in extensive research including over 2000 studies supporting MI as an evidence-based approach for enhancing client motivation and recommendations from the international Motivational Interviewing Network of Trainers (MINT). The evidence suggests the most effective way to learn MI includes an introductory training, followed by an advanced training series or coaching circles with additional practice and coaching opportunities to enhance skill development. Research also supports recording or observation of MI skills with individual follow up coaching and feedback as a key component of assessing learning and skill acquisition and further developing MI skills.

MI was identified by the Team, through research, as the most essential EBP skill to develop and maintain because it is foundational to all the other EBP skills. Additionally, once Individual Skill Coaching is done in this area and the skill level approaches proficiency, it is something that will be addressed in Integrated Skill Coaching through all the other EBPs. To that end, the essential recommendations for MI are also the optimal recommendations, except in regard to the timeline on training.

Essential Recommendations

Training

- Successfully complete MI Skills Level 1 for the Corrections Professional as offered through the Statewide Training Academy (STA) or at individual agency, within *12 months of hiring date*.
- Successfully complete MI Coaching Circle Level 2 series as offered through the STA or at individual agency, within *12 months of hiring date*.
- As part of initial training series, complete a minimum of one recorded sample of MI skills and participate in a follow up coaching session, within *12 months of hiring date*.

Individual EBP Skill Coaching

- All staff who complete MI Level 1 and 2 receive observation and feedback from a trained coach within the first quarter of completion of training.

- All staff who completed MI Level 1 and 2 engage in two additional MI specific coaching sessions within first year of initial training. These coaching sessions should include two recordings or live observations with follow up coaching sessions.

Quality Assurance

- Coaches assess and utilize a validated tool that measures MI and assess proficiency based on the standard per that tool. Proficiency measures should include key MI skills and strategies such as MI Spirit, use of OARS, and change talk.

Optimal Recommendations

Training

- Successfully complete MI Skills Level 1 for the Corrections Professional as offered through the Statewide Training Academy (STA) or at individual agency, within *6 months of hiring date*.
- Successfully complete MI Coaching Circle Level 2 series as offered through the STA or at individual agency, within *6 months of hiring date*.
- As part of initial training series, complete a minimum of one recorded sample of MI skills and participate in a follow up coaching session, within *6 months of hiring date*.

Individual EBP Skill Coaching

- No additional recommendations.

Quality Assurance

- No additional recommendations.

Core Correctional Skills

The recommendations in Core Correctional Skills are rooted in research that spans decades about the skills needed for community supervision of clients and that when probation agents utilize core correctional practices clients have improved outcomes. The approach taken here is to discuss the full scope of core correctional skills, including increasing the effective use of positive reinforcement, but also the effective use of disapproval, the effective use of authority, modeling, and interpersonal relationships. The "Cognitive Behavioral Interventions" area of this report will address skill training with directed practice, which is another core correctional skill.

Essential Recommendations

Training

- Successfully complete Core Correctional Practices End-User Training, or similar, as offered through the STA or at individual agency, within *12 months of hiring date*.

Individual EBP Skill Coaching

- Coaching and support in the skills of effective use of positive reinforcement, disapproval, and authority occur as part of EBP refresher trainings, upon request with a CCP trainer or coach and shall also occur within EBP Integrated Coaching.

Quality Assurance

- To ensure CCPs are being utilized, case plans and office visit chronos should denote which core correctional skills were utilized and how.
- Organizations should develop a positive reinforcement system and options to use that reach a variety of client reinforcements. This may include, but is not limited to, reduced supervision time, reduced probation fees, review hearings, letters of recommendation, monetary incentives like gas and grocery gift cards, bus passes, verbal praise/affirmations, sobriety achievement recognition, attendance at program graduations, reduced office visits or drug/alcohol testing.
- Use of reinforcement outcomes should be reported regularly via a "Behavior Response Grid" in CSTS, which aligns with the JRI Phase II Committee.

Optimal Recommendations

Training

- Successfully complete Core Correctional Practices End-User Training, or similar, as offered through the Statewide Training Academy (STA) or at individual agency, within *6 months of hiring date*.

Individual EBP Skill Coaching

- No additional recommendations

Quality Assurance

- No additional recommendations

Assessments

There are a multitude of tools that can be utilized to assess specialized populations, but the State of Minnesota relies on two core actuarial assessments for most of the community corrections population: the Level of Service/Case Management Inventory (LS/CMI) for adult clients and the Youth Level of Service/Case Management Inventory 2.0 (YLS/CMI 2.0) for juvenile clients. Both assessments must be purchased through Multi-Health Systems (MHS), as they have a copywrite on the material. Further, the content of the training provided for these tools must be approved by MHS and overseen by "Master Trainers" in each curriculum. The recommendations for foundational training rely not only on research supported timelines and effectiveness in learning, but also on the recommendations of MHS and the Master Trainers in the corresponding tools. The evidence suggests the most effective way to reach and maintain reliability in assessment scoring include an introductory training, followed by additional

practice and coaching opportunities to enhance skill development and scoring accuracy/proficiency on at least a yearly basis.

Essential Recommendations

Training

- Successfully complete "Initial User Training" in LS/CMI or YLS/CMI 2.0, within *12 months of hiring date*, and prior to completing any client assessments.
- Participate in an Annual Scoring QA Exercise.
- Attend annual refresher training targeted to areas of assessment that score low for an agency/state on proficiency testing.

Individual EBP Skill Coaching

- Receive coaching from assessment trainers during initial training to refine skills, scoring accuracy, and interview skills.
- Receive coaching as needed or upon request with an assessment trainer or coach on assessment-specific areas to enhance scoring accuracy and interview skills.

Quality Assurance

- Participate in standardized yearly proficiency testing for scoring accuracy on Assessment tool or tools utilized to serve client population and receive feedback on scoring proficiency.
- Participate in coaching and observation at least once a year on the use of the assessment as part of EBP Integrated Coaching.

Optimal Recommendations

Training

- Successfully complete "Initial User Training" in LS/CMI or YLS/CMI 2.0, within *6 months of hiring date*, and prior to completing any client assessments.

Individual EBP Skill Coaching

- Pair new staff with experienced staff (multiple years of experience completing assessments with proficiency in scoring) to receive mentorship and coaching. This may include new staff shadowing experienced staff at least three times per year while they are completing assessments.
- For staff who do not meet yearly proficiency standards, complete additional 1:1 or mentorship coaching.

Quality Assurance

- Participate in coaching and observation at least twice a year on the use of the assessment as part of EBP Integrated Coaching.

- Track initial assessment scores, reassessments, and discharge assessment. To include tracking of domain scores and protective factors/strengths.

Cognitive Behavioral Interventions

Cognitive behavioral interventions are broadly utilized with justice-involved populations to help reduce recidivism (Barnes, Hyatt, Sherman, 2016). The use of cognitive behavioral interventions and the positive effects are rooted in extensive research, including multiple meta-analysis studies (Landenberger, N.A., Lipsey, M.W., 2005). Cognitive behavioral interventions among the justice-involved populations assume that repeated criminal behavior is driven by dysfunctional, distorted, faulty, or anti-social patterns of thinking. In other words, rational thinking leads to adaptive, pro-social behaviors; irrational or distorted thinking leads to maladaptive, problematic, or criminal behaviors. Cognitive behavioral interventions can help people improve function and build skills to better navigate their world (Hurley-Johncox, 2019). The literature on cognitive behavioral approaches is that they must be utilized with fidelity to reduce risk and build skills. Utilizing cog without fidelity can increase risk for poor outcomes.

The essential training recommendations to help Minnesota corrections professionals initially develop skills in facilitating cognitive behavioral interventions with clients fall into two separate categories: Group Cognitive Behavioral recommendations (Group Cog) and Individual Cognitive Behavioral Interventions (1:1 CBI).

Essential Recommendations

Training

Group Cog:

- Cog facilitators must complete all initial training components for the curriculum as designed by the author and/or Master Trainer.
- Ensure each agency has at least *one* cognitive skills program facilitated by internal staff, who are fully trained in the curriculum and have completed a Core Correctional Skills Training prior to facilitating any cog group.
- Each agency should have *one* group cognitive skills Master Trainer who can train additional trainers. If the agency does not have the staffing capacity for that, they may partner with another agency/master trainer to provide that support.

1:1 CBI:

- Agents shall be trained in the use of 1:1 cognitive behavioral tools that they can utilize with clients that provide opportunities for both cognitive restructuring and cognitive and social skill development.
- Assess all clients for cognitive skills needs and responsivity factors.

Individual EBP Skill Coaching

- Agents participate regularly in coaching opportunities to further develop their skills regarding cognitive behavioral interventions in both group and individual settings and how to effectively utilize them with clients.

Quality Assurance

Group Cog:

- Facilitators will be fully trained in a curriculum before teaching or facilitating groups, with fidelity to the curriculum design.
- Collect data on referrals and program completions.
- Group Cog Facilitators shall participate annually in coaching by a Master Trainer regarding facilitation of Group CBIs.

1:1 CBI:

- Annually observe each direct service agent engaging a client in a 1:1 Cognitive Behavioral intervention as part of the Integrated EBP coaching process.

Optimal Recommendations

Training

Group Cog:

- Each agency should have *all* agents trained to facilitate a cognitive behavioral program, even if they don't plan to facilitate, to ensure agents can reinforce group cog learning in 1:1 client meetings.
- Each agency should have *two* cognitive skills facilitator curriculum master trainers that regularly network, connect and support each other within the agency and around the state. If the agency does not have the staffing capacity for that, they may partner with another agency/master trainer to provide that support.

1:1 CBI:

- Agents shall be trained in Carey Guides and/or other 1:1 cog tools and utilize 1:1 cognitive intervention individually with clients. The 1:1 intervention may help support the client's learning that they are getting from a group cognitive program and is also a stand-alone intervention.

Individual EBP Skill Coaching

- Agents participate in annual refresher training with the Group Cog Master Trainers/Coaches who are doing QA in each agency.
- Agents participate in quarterly EBP refreshers/CoPs that include opportunities for training and practice with 1:1 CBI tools.

Quality Assurance

Group Cog:

- Group Cog Facilitators shall participate quarterly in coaching by a Master Trainer regarding facilitation of Group CBIs.
- Agents who facilitate group cognitive skills programs shall attend facilitator skills training.
- Measure recidivism/dissonance data for cog graduates.

1:1 CBI

- Assess clients for cognitive skills needs and determine needs using the following normed and validated risk assessments: Level of Service Case Management Inventory (LSCMI) or the Youth Level of Service/Case Management Inventory (YLS/CMI).
- Ensure every client assessed as medium risk or higher has regular 1:1 cognitive intervention as part of the probation appointment.
- Track and measure frequency and dosage of 1:1 Cog.

Case Planning

Case Planning is the road map where all the EBP practices culminate and includes both adaptive skills, "the way of serving clients," and technical components, like developing a documented case plan in the statewide CSTS system. To effectively operationalize EBP, corrections professionals utilize skills from all the EBP principles to effectively build a client-driven case plan. This is where cognitive behavioral interventions and skill building takes place, which will help clients achieve positive changes in their lives, reach goals, and lower risk for future antisocial or maladaptive behaviors.

Essential Recommendations

Training

- Successfully complete all other training recommendations outlined above prior to attending Case Planning training. Prerequisite training to build the foundational skills includes other EBP trainings in the sequence noted earlier in this report, and in Appendix B:
    - MI Level 1 & 2
    - Core Correctional Practices
    - Assessment Training- LS/CMI or YLS, (or equivalent risk/needs tool validated on agency population)
    - Carey Guides (or other equivalent individual CBI training)
- Attend the MN Case Planning initial training series through STA or at individual agency, within *12 months of hiring date*.

Individual EBP Skill Coaching

- Participate in a Case Planning recording and peer coach review session.

- Participate in additional coaching from Case Planning trainers, based on need and/or request.

Quality Assurance

- Participate in *quarterly* EBP Integrated Coaching sessions (individual or group) to assess, celebrate, and coach Case Planning skills. Include all core EBP skills and key Case Planning skills and components such as the ability to identify the "driver," utilize with intention the appointment type types, the 4-step appointment structure, co-create skill based SMART goals in the client centered Case Plan.
- Capture, report, and analyze data regarding Case Planning through the statewide data system, CSTS; align with JRI Phase II recommendations.

Optimal Recommendations

Training

- Attend the MN Case Planning initial training series through STA or at individual agency, within *6 months of hiring date*.
- Train staff in any additional assessment tools to be responsive in serving specialized populations/caseloads i.e., such as gender responsive, clients who have sexually harmed, intimate partner violence, etc.
- Provide additional training for agents who serve clients in cognitive skills group curriculum so they may integrate and reinforce group cognitive skill building in individual sessions.
- Integrate "dosage" model or principles: targets are set that correlate with effective outcomes in reducing risk and building client skills and dosage is tracked and measured.

Individual EBP Skill Coaching

- Explore additional coaching strategies to support the high level of integrated skill Case Planning requires skills such as peer coaching and/or communities of practice.

Quality Assurance

- Participate in *bimonthly* EBP Integrated Coaching sessions (individual or group) to assess, celebrate, and coach Case Planning skills. Include all core EBP skills and key Case Planning skills and components such as the ability to identify the "driver," utilize with intention the appointment type types, the 4-step appointment structure, co-create skill based SMART goals in the client centered Case Plan.
- Develop an individualized staff improvement plan for staff who are below standards in a proficiency continuum (e.g.1:1 coaching, etc).

Integrated EBP Coaching

The recommendation is that we implement, enhance, and support a statewide Integrated EBP Coaching Delivery model. The model is a strength-based model focused on supporting the professional development of staff and their EBP skill set. To note, there is not currently a standard provider of coaching training or training support in MN. This is something that would take guidance and support from an EBP implementation team.

It is recommended agencies employ a coaching model where coaches engage in live observation and/or review a recording of their coachee delivering services to a client utilizing the array of EBP skills they are developing and enhancing. Sessions should be reviewed utilizing a coaching tool which captures and assesses their use of core correctional practices, MI, assessment skills, 1:1 Cognitive Behavioral Interventions, and the totality of the Case Planning process including targeting interventions to the client risk/needs, as well as integration of utilizing a trauma-informed and DEI lens. Coaches will partner with agents to elicit, provide feedback, share expertise, and identify support and opportunities for additional learning and skill practice, all while celebrating strengths and successes.

The recommendation is that EBP Integrated Coaching take place quarterly, at a minimum. One observation or recording per year should include the use of an assessment tool during the client interview. If the agent is actively engaging in the Case Planning process with their clients, one coaching session should include observation of the use of a targeted intervention where an individual CBI takes place during the session. The optimal recommendation is similar, except that EBP Integrated Coaching take place bi-monthly/or six times per year.

Essential Recommendations

Training

- All EBP Integrated Coaches should first complete all foundational initial EBP training and refresher requirements and scale up to any required proficiency standards in these skills. EBP Integrated Coaches may also be a trainer of one or more EBP skill areas.
- All EBP Integrated Coaches should complete an initial training series in coaching that includes training sessions, role play and skill practice with coaching and recorded coaching sessions and feedback from an identified master trainer in the coaching skills or model being utilized.
- Coaches participate in at least annual coaching refreshers for coaches.

Individual EBP Skill Coaching

- Coaches participant in regular coaching from someone deemed a coaching lead or Master Trainer in coaching.
- Coaching and support from Master Trainer in coaching available to coaches upon request.

Quality Assurance

- Coaches participate annually in a quality assurance event where a Master Trainer in coaching observes and provides feedback and continuous improvement support for their growth as a coach.

Optimal Recommendations

Training

- Ensure coaches are trained in how to provide professional development coaching as well as EBP skill development coaching.
- Coaches participate in at least quarterly coaching refreshers/CoPs for coaches.

Individual EBP Skill Coaching

- No additional recommendations.

Quality Assurance

- Administer surveys of coaches annually with feedback analyzed and provided to the coaches.
- Coaches participate quarterly in a quality assurance event where a Master Trainer in coaching observes and provides feedback and continuous improvement support for their growth as a coach.

Policy Recommendations

While the bulk of the report is focused on more of the specific recommendations for statewide training, coaching and CQI, the Team also focused on creating higher level policy recommendations to provide to CSAC. These recommendations should start the process toward closing the gap identified in the consistency across the state with training, coaching and CQI, to support practitioners in seeing themselves as change agents and decrease the law enforcement mentality that still permeates the field. The following policy considerations are recommended on behalf of the Team, for consideration by CSAC:

1. Agencies shall provide regular coaching to applicable staff to ensure consistent application and support development of EBP skills and principles.
2. Agencies shall ensure that all applicable staff will complete initial training in all the EBP skill areas within the first year of employment.
3. Agencies shall ensure that all applicable staff participate in a minimum of 16 hours per year of ongoing EBP training to support skill development and develop/maintain proficiency.
4. Agencies shall implement quality assurance measures to regularly assess and provide feedback to staff, stakeholders and clients around the use and effectiveness of EBP skills, principles, training, and coaching.

Additional Considerations

As the team made recommendations, it was clear there was overlap between what could be recommended in this group and work being done by other Justice Reinvestment Initiative committees. While there was agreement that recommendations related to those things were out of scope, the team thought it important to make mention of specific ideas and ideals that supported the work that may come from those committees, particularly because this team was comprised of many subject matter experts who have been grounded in EBP work for many years. Below is a list of those considerations.

- Organizations consider a style of supervision rooted in dosage principles versus a traditional model, where client progress is measured in relation to completion of cognitive behavioral interventions versus time served or compliance on supervision.
- Organizations assess the current training practices and what training is focused on and determine if practices can be shifted to allow more EBP-focused training rather than adding on the number hours of recommended by the Team.
- Standardized pre-screeners for assessment across the state, to include training specific to those tools, to align with MN Risk/Need Working Group, if recommendations are made.
- Standardized timelines on assessment completion and feedback (e.g. all clients receive assessment within 45 days of start of supervision and feedback within 90 days), to align with MN Risk/Need Working Group, if recommendations are made.
- Agreement that all reassessments are done in person with the client, and additional normative feedback is provided and documented, to align with MN Risk/Need Working Group or JRI Phase II Committee, if recommendations are made.
- All sections (except section 3) of LSCMI and YLS/CMI 2.0 are completed for any client receiving an assessment, to align with MN Risk/Need Working Group, if recommendations are made.
- Standardized “trailer” assessments for specialized populations, to align with MN Risk/Need Working Group, if recommendations are made.
- Data collection should be standardized statewide, as determined by an EBP Implementation Team.
- Feedback loops should be in place to share data and outcomes with agents.
- Development of a list of statewide approved group cog curriculums to meet the needs of an array of client needs and responsivity factors to be and share with all agencies.
- Maintain a statewide active calendar of facilitation skills training and individual group cognitive skills facilitator trainings available for agents to attend annually.

Conclusion

Throughout the scope of this project, the Team continued to focus on what implementation needs and practices were necessary to best provide structure and support for the training and QA initiatives recommended across all agencies. MN has unique implementation challenges related to the three

delivery systems of community supervision, whereas some common ground and agreement must be found to collaborate on statewide initiatives. This project proved to uncover some of the same challenges felt with previous attempts to collaborate statewide: there is no one governing body to apply and enforce standards across all agencies.

There was a short timeline on this project. This drove the Team's decision that recommending specifics when it comes to some aspects of training, QA and proficiency practices was out of scope. There was not time to do the proper research and vetting of curricula and various coaching options to support granular recommendations. However, it is the belief of the team that there should be further work done to parse out more specific standards around QA and proficiency, and that work must be done collaboratively to best implement recommendations across the state.

All of that lead this Team to recommend not a "s*ystem overseen by an evidence-based practices coordinator,"* but rather an EBP implementation team to make recommendations for agencies to follow around these standards. The exact makeup of that implementation team was not in scope for this project. However, the Team did discuss possible avenues to explore with the creation of a statewide implementation team. It is the opinion of the Team that the work of coordinating and managing further recommendations is beyond the reach of one position and would better serve all delivery systems with a more diverse and representative group.

As the recommendations move forward, this Team or the EBP implementation team can recommend what items may need further insight from an EBP implementation team and what items can be more quickly and easily managed within individual agencies. To that end, once recommendations are approved, agencies should review the options for both essential and optimal recommendations and determine what is immediately actionable and what may need further focus by their agency to achieve. For example, agencies without any internal EBP support can still meet many of the training requirements for the essential recommendations, based on availability at the Statewide Training Academy. However, they may need additional employees to meet essential recommendations for coaching. In other words, the adoption of an EBP implementation team should not stall agencies from moving forward on recommendations that they have the capacity to meet at the present time or near future.

In conclusion, there is widespread agreement on the Team that there are opportunities for agencies to begin working toward adherence to the principles and practices of EBP, but more work must be done statewide to align those principles and practices across the state to create equitable supervision practices and a comparable community supervision experience for clients.

Appendix

APPENDIX A

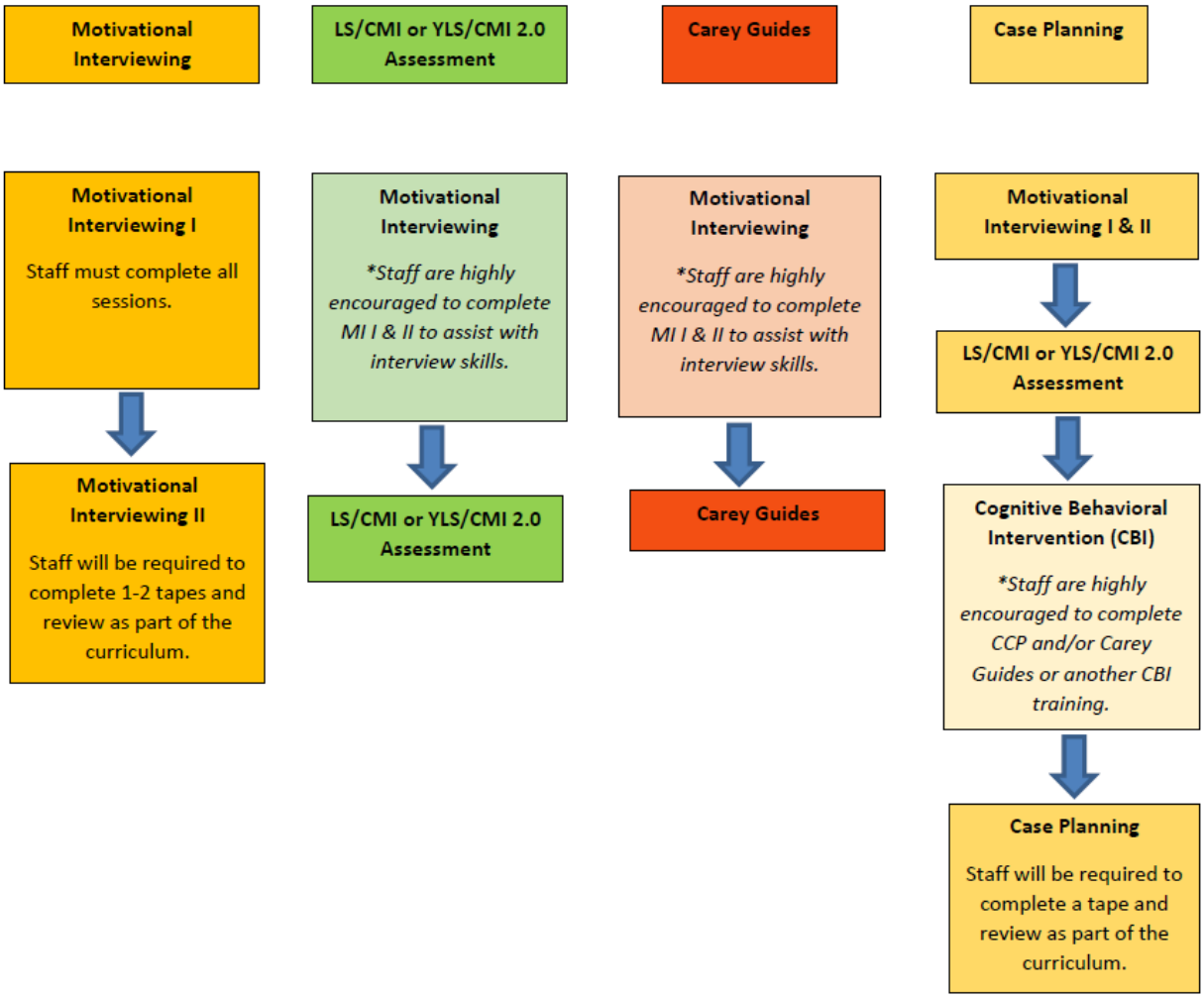
SUSTAINING EBP SKILLS – ESSENTIAL				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
EBP Refreshers or CoP's to include prescribed events such as Annual Assessment QA	4 hours	4 hours	4 hours	4 hours
Integrated EBP Coaching: 1 session Assessment focused; 1 Case Plan focused	1 session	1 session	1 session	1 session
Individual EBP Skill coaching	As needed based on proficiency, need or request			
SUSTAINING EBP SKILLS- OPTIMAL				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
EBP Refreshers or CoP's to include prescribed events such as Annual Assessment QA	8 hours	8 hours	8 hours	8 hours
Integrated EBP Coaching: 1 session Assessment focused, 1 Case Plan focused	Bi Monthly- (every other month) 6 coaching sessions per year			
Individual EBP Skill coaching	As needed based on proficiency, need or request			

APPENDIX B

Evidence-Based Practices Training Guidelines

Participants must complete Introduction to Evidence-Based Practices (EBP) online training in ELM before attending any EBP classroom sessions. Additionally:

- Participants will be required to take mandatory training prior to participation in some training sessions. See course detail and pre-requisites on the following pages.
- Participants are *highly encouraged* to complete several other training sessions allowing them to have a better understanding of the materials being presented.
- All newly hired case managers and agents are *highly encouraged* to complete Core Correctional Practices (CCP) when attending the Statewide Training Academy (STA).



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