



**ILLINOIS JUDICIAL COLLEGE  
COMMITTEE ON PROBATION EDUCATION**

**COMPREHENSIVE EDUCATION PLAN**

**August 1, 2018**

## **Comprehensive Education Plan for Illinois**

### **I. STANDING COMMITTEE ON PROBATION STANDARDS AND GUIDELINES**

#### **Charge:**

Under the direction of the Illinois Judicial College Board of Trustees, the Committee on Probation Education (COPE), consistent with the Probation and Probation Officers Act, the Pretrial Services Act, the Administrative Office of the Illinois Courts Probation Standards, and in consultation with the Supreme Court Probation Advisory Council, shall direct, deliver and provide oversight for statewide probation and court services education in Illinois consistent with evidence-based practices. This will include the identification of emerging legal, sociological, cultural and technical issues that may impact decision making and court administration. The Committee on Probation Education (COPE) shall recommend and develop continuing education and training for new and experienced probation officers and court services staff.

#### **Projects and Priorities:**

1. Design and implement a comprehensive education program, including curriculum development, program development and delivery, faculty selection and training, and publications for probations officers and court services that enhance and improve the capacity of community corrections in order to reduce offender recidivism and create safer communities;
2. Uphold the educational standards established by the Illinois Judicial College;
3. Meet or exceed statutory requirements for training;
4. Ensure that COPE programming is responsive to the needs of probation and court services (i.e. detention and pretrial) staff;
5. Evaluate potential educational programs for inclusion in the COPE curriculum;
6. Establish methods of delivery of education programs that are most effective and appropriate;
7. Ensure that program faculty are equipped, prepared and able to deliver educational programs;

8. Maintain a three-year academic calendar outlining training for probation and detention officers;
9. Maintain a forum for communication among COPE planning committees;
10. Identify, collaborate and coordinate with appropriate Illinois Judicial Conference Committees, Supreme Court Committees and Commissions;
11. In the development of curricula, consult and comply with applicable Supreme Court Rules and Statutes;
12. Provide information and make recommendations to the Illinois Judicial College Board of Trustees regarding curriculum and continuing education; and
13. Conduct Needs Assessments as needed.

**Membership:**

COPE shall include 15 members. Members shall consist of:

- (1) Eight Directors/Managers representing Probation, Juvenile, Detention and Pretrial Services;
- (2) One Member of the Supreme Court Probation Policy Advisory Board;
- (3) One Chief Judge (permanent) who serves as the Chair of the Conference of Chief Circuit Judges Subcommittee on Probation;
- (4) Four trial court judges; and
- (5) One Manager or Coordinator of a Problem Solving Court.

**Leadership:**

COPE shall be governed by the Chair and Vice Chair. The Chair shall preside over all meetings. In the absence of the Chair, the Vice Chair shall preside. The Chair shall be a Probation Services Director. The Vice Chair shall be a judge. COPE may create Workgroups as needed for planning purposes.

**II. PURPOSE AND GOAL**

**Purpose:** To ensure probation and court services staff across the state have access to effective and efficient educational opportunities to consistently carry out their duties and responsibilities.

**Goal:**

All probation and court services staff will engage in appropriately targeted educational opportunities to foster their professional development and the application of best evidence practices on a continuing basis, ensuring the fair, equitable and efficient administration of justice in Illinois.

### **III. COMPREHENSIVE CURRICULUM OVERVIEW:**

Probation and Detention personnel across all roles and levels of authority will find curriculum offerings designed to move participants at different stages in their respective careers from understanding and demonstrating proficiency in the basic skills needed to meet the demand of any specific assignment to incorporating and shaping best practices in the field.

The curriculum shall bring unified and consistent approaches to diverse audiences that are not only differentiated by role and function, but also differentiated by jurisdictional and geographical nuances, including resources to support full participation in curricular offerings.

When appropriate multidisciplinary curriculum may be planned and delivered in collaboration with other Illinois Judicial College Committees, Non-Judicial College Supreme Court Committees or Commissions, justice partners, and other entities or providers.

#### **Method of Delivery:**

Training delivery and methods will take into account the regional differences across the state, at the same time, incorporating adult learning principles. While professional competencies are not affected by geographical boundaries, local departmental resources vary widely across the state. Therefore, it is necessary to have a multi-pronged training delivery approach including: in-person state-wide and regional trainings as well as web-based trainings. Curriculum delivery methods will be both web-based and in-person, with in-person being the preferred method for learning new skills and skill building.

### **IV. TARGET AUDIENCE**

COPE coordinates, directs, and delivers continuing education and training consistent with evidence-based practices to its target audience of all Court Services staff statewide. The primary target audience includes the following:

Probation (includes adult, juvenile, treatment courts, supervisors, directors)

Pretrial (includes pretrial officers, supervisors, directors)

Detention (includes line staff, supervisors, superintendents, directors)

COPE recognizes the need to develop a comprehensive curriculum for all of the target audiences to foster professional growth and development. The curriculum will accommodate the different needs of new and existing staff and will provide specialized education for each of the target audiences. Additionally, the curriculum will include universal topics of education pertinent to all of the target audiences. Examples of universal topics include: Mental Health First Aid and Trauma Informed Care, Officer Safety, Non-violent Crisis Intervention and, De-escalation.

All New Adult, Juvenile, Pretrial, and Detention staff:

Will participate in “basic training” to gain the knowledge, skills, abilities, and attitudes necessary to provide effective supervision and case management to enhance public safety. Curriculum will be developed and delivered establishing Ethics and Professional Conduct, Roles and Responsibilities and, Effective Case Work practices conducive to state-wide standards and application.

All Court Services staff:

Will participate in continuing education and training to attain and apply the knowledge, skills, abilities, and attitudes necessary to uphold the established professional competencies required to effectively carry out their duties and responsibilities. Curriculum will be differentiated to meet the needs of case assignments, specialized populations, geographical, and resource considerations.

All Supervisors:

Will participate in continuing education and training to attain and apply the knowledge, skills, abilities, and attitudes necessary to maintain the established professional competencies required for supervisors in Court Services departments and/or detention centers. Curriculum will be differentiated to meet the varying needs of supervisory staff that includes consideration of experience level and jurisdictional needs.

All CMO's/Directors/Superintendents:

Will participate in continuing education and training to attain and apply the knowledge, skills, abilities, and attitudes necessary to maintain professional competence in management/administration of Court Services departments and/or detention centers. Curriculum will be differentiated to meet the varying needs of management staff that includes consideration of experience level and jurisdictional needs.

All Support Staff:

Will participate in continuing education and training to attain and apply the knowledge, skills, abilities, and attitudes necessary to maintain the established professional competencies required to provide secretarial duties and responsibilities. Curriculum will be differentiated to meet the varying needs of support staff that includes consideration of experience level and departmental needs.

In order to enhance communication, cross-collaborative education and trainings will be designed to include justice partners - Judiciary, State's Attorney, Public Defender, Circuit Clerk and other related fields - law enforcement, treatment providers, schools, community groups, etc.

**V. PROFESSIONAL COMPETENCIES**

The professional competencies listed below provide the foundation for Probation, Detention, and Pretrial Officers in the performance of their duties as set forth in the Illinois State Statutes.

The professional competencies reflect the values and attributes needed to effectively serve the Court, the clients, and the community by promoting positive behavioral change using proven methods to increase public safety. The professional competencies are universal for all Probation, Detention, and Pretrial Officers across the state and provide a roadmap to build the skills and knowledge to attain these competencies.

1. Know the applicable statutes: The Probation and Probation Officers Act, the Juvenile Court Act, and the Pretrial Act.
2. Know the eight evidence-based principles for effective client interventions.
3. Understand the Probation Casework Model to engage clients and help them identify risk domains that contribute to offending behavior.
4. Understand the stages of change and the probation officer's role as an agent of change.
5. Interact with all clients in a manner that is non-judgemental, respectful, and fair.
6. Understand systems: Non-governmental and governmental resources locally and state-wide.

Areas of Knowledge Needed by Probation, Detention, and Pretrial Officers:

- State and federal statutes

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- Evidence-based principles
- Confidentiality
- Understanding Systems (local resources, court philosophy)

### Areas of Information Needed by Probation, Detention, and Pretrial Officers:

- Change Agent
- Cognitive Behavior Programming
- Communication

### Skills Needed by Probation, Detention, and Pretrial Officers:

- Effective Interviewing/Investigation
- Critical Analysis
- Healthy Boundaries
- Risk/Needs Responsivity (understanding and applicability)
- Trauma-Informed Care

### Attitudes Needed by Probation, Detention, and Pretrial Officers:

- Professionalism
- Emotional Intelligence

COPE recognizes the process of curriculum development is on-going and the educational needs of the target audience will change over time. Relevant sources that will aid in the identification of additional professional competencies include: National Institute of Corrections, American Association of Probation and Parole, Illinois Probation and Court Services Association, Carey Group, Illinois Association of Problem Solving Courts, Detention specific trainings, Marvis Meyers management trainings, Gateway, and SAMSA.

## **VI. FACULTY**

### **Faculty Eligibility:**

1. Identify any professional certifications, qualifications, experience, or expertise you deem necessary to serve as faculty.

Eligible faculty may include, but is not limited to the following:

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- Probation and court services staff – Adult and juvenile probation officers, detention officers, senior probation officers, pretrial officers, problem-solving court officers/coordinators, supervisors, and directors/CPOs/CMOs
- Judicial stakeholders – Judges, state attorneys, and public defenders
- Service providers/practitioners – Mental health professionals, substance abuse professionals, law enforcement, educational professionals, and other practitioners in the field of community corrections and/or a related field

Qualifications and experience of eligible faculty may vary depending on the subject matter. Eligible faculty may be required to verify completion of an approved training module, unless otherwise exempt.

2. Note any exclusions from consideration as faculty.

To the extent practicable, the COPE Committee will favor the selection of faculty who have attended at least one Judicial College or approved faculty development workshop and have a willingness to continue taking advantage of related training opportunities. Where this preference is not feasible, the COPE Committee will take steps to ensure that faculty presenters are otherwise competent to provide high-value programming.

Should probation and court services staff, as listed above under Faculty Eligibility, be considered as faculty, at least one year of experience and approval to serve as faculty from their director/CPO/CMO and/or presiding judge is required.

### **Faculty Development:**

1. Consider recommendations that favor the selection of faculty who have attended at least one Judicial College or approved Faculty Development Workshop, and have a willingness to continue participating in faculty development events focused on improving the overall presentation skills of faculty.

At this time, the COPE Committee would consider faculty who have not had an opportunity to attend at least one Judicial College or approved Faculty Development Workshop.

2. Consider whether to recommend the award of CE hours for Faculty Development participation to be determined by length of program.



At this time, the COPE Committee would not consider awarding CE hours for Faculty Development participation determined by the length of program.

**Faculty Teaching Credit Hours:**

1. Offer a recommendation regarding the award of CE hours to those serving as faculty.

The COPE Committee recommends awarding CE hours to individuals serving as faculty, with the number of CE hours awarded to be determined based on the knowledge and expertise of the faculty and the specific topic. Note: not to exceed 2 CE hours per 1 hour of training.

**VII. MINIMUM CONTINUING EDUCATION HOURS  
PARTICIPANT MINIMUM CONTINUING EDUCATION (CE) HOURS**

1. Recommend minimum continuing education hours for each target audience.
  - Make specific recommendations regarding minimum standard hours.
    - Identify mandatory minimums and source of mandatory hours if required by statute or member association.

All new probation officers and detention staff hired in Illinois shall attend a 40-hour Basic Training, per the AOIC Operational Standards. Basic Training will be broken into two modules and ideally take place within the first 3-6 months of the hire date. It would center on risk assessments and core correctional practices (case management/case planning).

In addition, all new hires are to complete a 40-hour Orientation focused on the duties and responsibilities of the position and the policies/procedures of the department. The 40-hour Orientation should be completed within the first 9 months of employment.

Within the first year of employment, new officers will be required to attend 60 additional hours of essential training, both in-person and online, which focus on the skills and information necessary to successfully fulfill their roles and responsibilities. This coursework would include topics such as roles and responsibilities, the justice system including legal studies and Illinois statute, officer safety, and documentation/report writing.

Per the AOIC Operational Standards, all probation and detention staff shall attend 20 hours of advanced training in the second and subsequent years of employment.

New supervisors, managers, and directors/CPOs/CMOs shall attend 20-hour training on effective leadership and management skills within the first year of being in a management position.

- Specifically note any variations based on tenure, experience, etc.

Not applicable.

- Make specific recommendation regarding minimum professional responsibility hours, if any.

While the COPE Committee currently is not mandating a specific number of professional responsibility hours, it is committed to providing opportunities for professional responsibility training in both the basic and annual trainings.

- If recommending professional responsibility hours, make specific recommendation regarding minimum type or category of these hours, if any.

While the COPE Committee is not currently mandating professional responsibility hours, it is committed to offering training on Access to Justice, Diversity and Ethics issues.

- Make specific recommendations regarding the minimum credit hours that may be fulfilled through participation in-person and/or distance education.

In-person training is preferred for learning new skills and skill building, e.g. conducting an assessment, practice in motivational interviewing and behavioral management, training to be a cognitive-behavioral program facilitator, etc. It is anticipated that Basic Training and Orientation Training will be primarily in-person training.

Distance education may be appropriate to satisfy some of the annual training requirements. Credit hours may be earned through both in-person

and distance education, with the only recommendation being skill building trainings be in-person if possible.

2. SCR 794(d) Professional Responsibility subject areas:
  - Professionalism
  - Civility
  - Legal ethics
  - Diversity and inclusion
  - Mental health
  - Substance abuse
- Committees focused on non-lawyer participation should use this list as a guide in identifying professional responsibility credits, if these types of courses are a consideration.

## **VIII. CONTINUING EDUCATION PROVIDERS**

### **CONTINUING EDUCATION PROVIDERS (IDENTIFICATION OF POTENTIAL COLLABORATIVE PARTNERS)**

1. Co-Providers
  - Identify non-Illinois Judicial College and non-Supreme Court Committees and Commissions to recommend as co-providers of courses. Co-Providers will aid your Committee in the planning and/or delivery of specific courses approved by the Illinois Judicial College Board of Trustees.

The following have been identified as co-providers of courses:

Administrative Office of the Illinois Courts

University of Cincinnati

The Carey Group

Marvis Meyers (Vice-President - Legacy Training and Development)

Professor Theodore Curry (Michigan State University– Office of Academic Human Resources)

Barbara Collins (consultant on multigenerational workforce)

Tara Boh Blair (Executive Officer – Kentucky Pretrial Services)

Michelle Rock (IL Center of Excellence for Behavioral Health & Justice)

David Olsen and Lisa Jacobs (Loyola University – Center of Criminal Justice Research, Policy and Practice)

2. Providers

- Identify non-Illinois Judicial College and non-Supreme Court Committees and Commissions to recommend as sole providers of courses. In this circumstance, your Committee may or may not be included in the planning and/or delivery of course, but your Committee recommends the courses for justice partners (specify target audience) because of the reputation of the provider, and the quality and suitability of the course or program offered.

The following have been identified as sole providers of courses:

Administrative Office of the Illinois Courts

American Probation and Parole Association

Association for Treatment of Sex Abusers

Coalition for Juvenile Justice

Community Corrections Institute

Illinois Association for the Treatment of Sexual Abuse (ILATSA)

Illinois Association of Problem-Solving Courts

Illinois Criminal Justice Information Authority

Illinois Probation and Court Services Association

Illinois State Police – LEADS Training

Juvenile Detention Alternative Initiative

National Association of Pretrial Service Agencies

National Center for State Courts (NCSC)

National Institute of Corrections

National Juvenile Detention Association (NJDA)

National Partnership for Juvenile Services

Pretrial Justice Institute

SAMHSA Gains Center

Local mental health and substance abuse providers

County health departments