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AN INTEGRATED APPROACH

TO EDUCATION,

WORK, AND OFFENDER REINTEGRATION

NCJRS

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ACQUISITIONS

FINAL REPORT

December 31, 1993

Submitted by:

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Developed and Implemented in Response to Department of Education RFP 91-016

154427

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December 31, 1993

Dr. Gail Schwartz, Branch Chief
Office of Correctional Education
U.S. Department of Education
Room 4512
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Washington, DC 20202-7242

Dear Dr. Schwartz:

On behalf of the Washington State Department of Corrections, I would like to express my thanks to you and the US Department of Education for the opportunity to develop and implement the Integrated Approach to Education, Work, and Offender Reintegration Demonstration Project.

We count ourselves fortunate to have been provided the resources and technical support to revise and restructure programs, improve linkages, and share the methods and outcomes with other correctional systems.

From the beginning of the Project it was apparent that substantial benefits could be realized by the institutional demonstration sites, participating inmates, and the agency as a whole. It was also clear that affecting individual and systematic changes would only come about as a result of collaborative efforts with stakeholders at all levels. The funding of our Project enabled us to make great strides toward that end.

The project design and ensuing service delivery yielded a number of gains in terms of insight into case management, integrating workplace and education programs, inmate transition, and interagency teamwork to mention a few. The very process of identifying and overcoming barriers to implementation was itself a catalyst for learning.

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Dr. Gail Schwartz
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Given the challenge of ever increasing prison populations and the need to maximize agency resources, we feel particularly gratified that Washington State was selected to participate in this grant. The model we have developed will serve the needs of this state and others who are pursuing a more effective means of program planning and implementation.

Sincerely,

Chase Riveland
Secretary

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ABSTRACT

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Almost all of the institutional population will be released to the community and need to be employed. A recent longitudinal study by the federal government, the "Post Release Employment Project," confirmed that offenders who receive training and work experience have a better institutional adjustment and are more likely to be employed and stay employed after release.

The Offender Reintegration Project provided an integrated continuum of education, training, job readiness, and work experience coupled with reintegration planning for each offender. The program was developed in partnership with the Class I private employers inside the institutions. A key element was a concentrated focus on business expectations of workers and acceptable work behavior. The Class I employers provided jobs for offenders to apply and continually enhance their skills and work behavior while still in the institution.

Initially, participants were assessed on their educational level, job skills, interests, aptitudes, and treatment needs. Programming priorities were identified for the offender's time in the institution, and a preliminary release plan was completed. Individual plans were modified throughout the program as enrollees developed increasingly realistic options. Case planning was followed by a "Learning to Learn" module which enabled offenders to identify their own learning and behavior style. Offenders were then involved in a unique component that merged behavior assessment and changed with today's employer expectations, including such topics as: 8 to 5 Attitudes, Work Place Cultures, Supervision Styles, Employer Economics, and Job Communication. Simultaneously, offenders were involved in previously identified education, training, or treatment programs.

The recruitment and enrollment of participants in the Project included many who were already involved in traditional institutional programming. The challenge was to work within the available time frames for each individual and deliver an array of services as outlined in

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the Program Design. Given the limited availability of persons meeting all of the program criteria, services were provided at various levels to different groups.

With a clear understanding of employer expectations, Project enrollees were provided the opportunity to apply for work with Class 1 employers while still in the institution. Work supervisor input was incorporated into ongoing, mandatory seminars that further modified and enhanced offender skills and work behavior. Seminars included such topics as Customer Service, Work Force Diversity, Co-Worker Relations, and generic skills such as Inventory Control, Production Reports, and Quality Control.

The program's ultimate target was to provide these retrained offenders with job placement and/or specific linkages to the employment community upon their release. Follow-up assistance was available for enrollees from Project staff, Division of Community Corrections (DCC) personnel, and/or Corrections Clearinghouse (CCH), an employment and placement service for offenders.

The Reintegration Project was designed to enable offenders to re-enter society equipped with a variety of life skills, adaptable job skills, communication skills, and coping skills. It also provided the means to better utilize Department resources and achieve a coordinated, directional approach to offender programming.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

BACKGROUND

The Washington Department of Corrections (WDOC) received a grant from the U.S. Department of Education's Office of Vocational and Adult Education to design and implement an integrated work-study-transition program for offenders. This Project, which we are calling the Reintegration Project, integrated education, employment readiness, employment, and transition services for inmates at the Twin Rivers Corrections Center (TRCC) at Monroe (minimum and medium custody) and the Washington Corrections Center for Women (WCCW) at Purdy (minimum, medium, and close custody). The Project began in the fall of 1991 and continued through December of 1993.

The Project's two principal objectives were:

1. To integrate academic and vocational education to prepare offenders for private sector jobs inside the prison and after release; and

2. To demonstrate the integrated approach to correctional staff from other states.

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DESIGNING THE PROJECT
PROJECT STAFF

The Reintegration Project funded four positions responsible for the design, implementation, and management. These positions included: 1) a Project director who provided overall programmatic and administrative direction for the Project, 2) two transition managers (one at each of the demonstration sites), and 3) an education specialist to develop materials and assist in the delivery of courses to the offenders. The Project was located in the Washington State Department of Corrections' Division of Offender Programs which is responsible for the coordination of all education, medical, and social service programs.

Project staff received advice and direction from a Technical Advisory Group (TAG) composed of representatives from labor, industry, education, and government. Another entity of assistance came from the Criminal Justice Associates (CJA), a consulting firm subcontracted with the Project to help with the implementation, documentation, and demonstration of the Project.

INTRODUCING THE PROJECT TO THE DEPARTMENT

An introduction of the Project was presented to key staff within the Department of Corrections by the Criminal Justice Associates who designed and facilitated a two day retreat. Because the Project's success depended heavily on the collaborative efforts of many different segments of Corrections, the retreat was a good way of getting everyone on board at one time. Staff used the retreat to:

1. Present the Project's objectives, methods, and proposed outcomes.
2. Obtain input with regard to Project parameters.
3. Reach agreement among retreat participants regarding individuals' responsibilities for accomplishing tasks.
4. Foster teamwork among staff and promote their commitment to Project success.

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ESTABLISHING EXPECTATIONS

Following the retreat and armed with the input it generated, Project staff determined specifically what the Reintegration Project would encompass and how the services would be delivered to participants. We began by talking with a wide variety of headquarters and institutional staff about the Project. This networking process, which included discussions with educators, counselors, administrators, custodial staff, and private sector employers, surfaced a range of expectations about the Project, but also identified a prominent recurrent theme which helped to clarify the Project's direction. That theme, Employer Expectations, was remarkably similar to the employer concerns identified in the Department of Labor's SCANS Report for America 2000 (The Secretary's Commission on Achieving Necessary Skills) (**Appendix A**) and in other surveys designed to determine what employers are looking for in applicants. In short, employers want applicants who know how to learn, can communicate effectively, solve problems, work in teams, and possess the basic literacy and math skills needed to perform workplace tasks. This expectation, focusing on basic technical competencies and employability skills, emerged as the driving force clarifying the Project's purpose and design.

ESTABLISHING ELIGIBILITY CRITERIA

Basic questions addressing the criteria issue were:
1) Who would be enrolled?
2) What criteria would we used to determine eligibility?

The Project needed a cross section of the prison population and the insurance that enrollees had the necessary basic literacy and math competencies to be able to complete the educational requirements of the program. Inmates would also have to be released in time for the follow-up activities required by the grant.

Initially recruitment and enrollment targeted offenders who:

1. Would be released to the community between April and September 1993.
2. Had no detainers.
3. Were eligible for minimum custody status.
4. Had no medical or mental health conditions that precluded work.
5. Demonstrated a 7th-8th grade reading and 6th-7th grade math competency level.
6. Would not be enrolled in the sex offender treatment program.
7. Underwent investigation by the WDOC intelligence office for pending litigation or major infractions.
8. Waived camp and/or pre-release.
9. Agreed to full-time programming.
10. Agreed to accept private sector prison industry employment if offered.
11. Agreed to assist in the evaluation of the Project while incarcerated and after their release.

At Twin Rivers Corrections Center (TRCC), we were unable to find male offenders who met all of the above criteria. Subsequently, offenders at the Washington Corrections Center (WCC) at Shelton, Washington State's reception center, were screened by classification counselors to identify those who met the Project's eligibility criteria. Transition managers also interviewed eligible offenders at the reception center who had an interest in the program, a willingness to meet Project expectations, and the potential of benefiting from Project participation. The recruitment of female participants was an equally difficult challenge because of an additional requirement of our industry partner to select women from King County, the location of their manufacturing operation. As a result, the pool of eligible women was substantially diminished. At this point it was necessary to adapt the program design to include persons already involved in institutional programming. This was a major difference in the program start up at the demonstration sites. The men were involved in Reintegration programming from the time of their arrival at TRCC and the women, who were already assigned and programming at WCCW, modified their programming to fit the reintegration model. The arrival of the Reintegration enrollees at TRCC created some tense feelings among some of the inmates.

· The priority consideration for education, treatment, and employment opportunities that was granted to Reintegration participants, was seen as an unfair favoritism by some. The institution had long waiting lists for programming in all these areas. Of particular interest were the higher paying Class 1 industry jobs. The Department, however, felt, from the Project's inception, that giving program priorities was necessary to deliver and measure the impact of the Reintegration model. In spite of the accusations, which were not significant in number, the delivery of program services went very well.

In contrast, the opportunities to program at WCCW were far more abundant and priority considerations for Reintegration enrollees were not an issue. The first enrollments included eleven female participants from the existing population at Purdy (WCCW), and 33 male inmates were from WCC reception center who were subsequently transferred in groups to Twin Rivers Corrections Center.

IMPLEMENTING THE PROJECT
COORDINATION

In order to maximize resources, strengthen the relationships of stakeholders, and to build the potential for continuing key elements of the Project, coordination efforts were ongoing including:

•**Institutional Coordination**
—provide periodic overview and update of Project activities
—network with community based service providers
—participate on pre-apprenticeship, industry, and institutional advisory committees
—case management coordination

•Industry Coordination

—program ties to industry partners

—customize curriculum

—applicant screening

•Education Linkage

—resource sharing

—feedback on participant progress

—contractual relationship to provide instructors

•Agency Support

—agreement to assign "Reintegration Hold" to limit participant movements

—agreement to give priority programming to participants (work, school, chemical dependency)

—*provide office/training space

—*provide limited equipment usage

—*provide agency vehicles when needed

*Counted toward the grant "Match" requirements

SERVICE DELIVERY

Needs Assessment

All offenders processed through the Department's reception center are tested for their IQ, math and reading levels, vocational interests, and given a psychological profile. Those who enroll in school (after they are classified and transferred from the reception center) receive more detailed testing of math and reading levels. Reintegration Project participants were also tested to identify their job interest, aptitude, and work values. The testing used was the CAPS, COPS, and COPES battery since it is relatively inexpensive, easy to administer, and scored by the test takers. This series of tests measured an individual's interests (COPS), abilities (CAPS), and values (COPES). Test results were used to increase participants' awareness of their abilities, stimulate their interest in exploring career options, and facilitate the creation of their individual development plans.

Client Management Classification

Following the testing element, Project participants met with their transition manager and created their Individual Development Plan (IDP) using Client Management Classification (CMC).

> *CMC, initially developed in Wisconsin in 1975, is a comprehensive classification approach consisting of three major components: an objectively scored, structured interview; strategies for supervising different types of clients; and a case planning process that stresses practical behavioral objectives.*

Initial meetings focused on identification of the offender's goals, establishment and clarification of the Project's and offender's expectations, identification of the specific programs and services which the offender will use to meet his goals, identification of bench marks which indicate goal attainment, and establishment of a time frame for the delivery of

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services. The individual development plan served as the offender's self-directed guide to the Reintegration Project. The IDP was revised and updated by the offender and transition manager to reflect mastery of various competencies as indicated by the attainment of specific benchmarks. Follow-up services designed to reinforce or expand on past achievements were scheduled on a continuing basis.

Learning To Learn

Upon completion of the CMC and IDP, Project participants were enrolled in a ten hour "Learning to Learn" module which was designed to identify the individual's learning style, increased appreciation of other individuals' learning styles, and teach them to adapt their particular learning style to various work settings and situations. After "Learning to Learn," Project participants enrolled in existing institutional programs and services designed to meet the goals identified in their individual development plans.

Academic Education

Individuals with basic literacy or math deficiencies were enrolled in adult basic education and/or English as a second language program while those who had demonstrated basic competencies in these areas but who may need to enhance their basic skills were enrolled in a GED or high school completion program. The objective of the academic education component was to enhance the offenders' literacy and math skills to the extent necessary to obtain and retain gainful employment.

Interpersonal/Life Skills

The Department, through its community college contractors (Edmonds and Tacoma Community Colleges), had an established curriculum that addressed 14 targeted life skills that individuals must master to survive in society.

1. Identify, interpret, and follow directions or label instructions pertaining to medications, prescriptions, warnings and/or consumer products.

2. Compare price or quality to determine the best buys for goods and services.

3. Compare different methods and use catalogs & order forms to purchase goods and services.

4. Interpret bills and budgets for personal and family finances.

5. Demonstrate the use of savings and checking accounts.

6. Identify regulations and procedures to obtain a driver's license.

7. Interpret information found in newspapers, periodicals, business letters, pamphlets, and publications.

8. Interpret transportation schedules and fares.

9. Interpret job applications, resumes, and letters of application.

10. Identify and use resources of information about job opportunities.

11. Identify appropriate behavior and attitudes for getting a job, keeping a job, and obtaining a promotion.

12. Interpret wages, wage deductions, and benefits including wage information charts, pamphlets, and forms.

13. Interpret income tax forms, tax tables, and compute sales tax.

14. Interpret common legal forms, rules, ordinances, and lease or rental agreements.

The objective of the Interpersonal/Life Skills component of the program was to enhance the offender's competence in the skills required to succeed in society and increase the offender's self-awareness and responsibility for his criminal life style. Those offenders who had chemical dependency problems were encouraged to enroll in appropriate drug and/or alcohol treatment programs.

Employment Readiness And Enhancement

A series of short-term learning experiences were provided to enable the offender to learn specific and generic employability skills required to adapt to today's changing workplace. This component stressed clarification of individual offender's values and enhanced their understanding and appreciation of others' values. It also stressed the development of communication skills (including written and formal/informal oral presentations) that are critical to successful job attainment, retention, and promotion.

The component was divided into three broad areas: The first segment, focused on expectations that employers have of prospective job applicants: Offenders learned practical skills such as preparing resumes. completing job applications, writing cover letters, writing follow-up letters, using labor market information, the interview process, and appropriate appearance for an interview. There was planned repetition of selected life skills work related competencies.

The curriculum selected for this component, Job ◆ Tec, was developed by the National Corrective Training Institute stresses employment competencies specified by the Department of Labor for Job Training Partnership Act (JTPA) participants. Competencies focused on job acquisition and retention. The curriculum was presented in a group setting with the instructor acting as facilitator. The major selling points of the Job ◇ Tec curriculum were its interactivity, relatively low cost, the emphasis on changing values, attitudes, and behavior, and skill building.

The second part of this curriculum focused on employer economics. Offenders participated in business orientation courses designed to enhance their appreciation and understanding of how business organizations function and why business managers and supervisors make certain production, quality-control, marketing, personnel, and financial decisions. Workplace Basics, a third element, helped offenders adapt to changes in the workplace, including diverse work forces, supervision styles, and workplace cultures.

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· The objective of these employment specific components was to: a) provide pre-employment and work maturity skills, b) enable offenders to understand from the employer's perspective the basis for business decisions that affect them, e.g., work assignments, safety rules, scheduling, etc., and c) to enable participants to adapt to a wide range of work environments.

Work-Study/Integration Seminars

Following completion of the Project curriculum, the inmates were interviewed by private businesses inside the prison when jobs became available. The prison-based, Class 1 job served as a learning laboratory in which lessons mastered in the academic education, life skills, and employment readiness components were applied in a practical, real-world setting. For example, Reintegration Project participants prepared a resume and cover letter, completed a job application, and successfully interviewed with the private sector employer to obtain their Class 1 job. The routine of private sector employment inside the prison also served as a daily practicum reinforcing critical employability skills, 9 to 5 attitudes, and habits such as: responsibility and dependability, attendance and punctuality, cooperation and compatibility, communications, problem-solving, teamwork, and self-management. The Transition Manager worked closely with the private sector supervisor during this work-study component and used the offender's daily work experience to monitor, evaluate, and document his mastery of technical competencies and employability skills. Simultaneously, integration seminars were offered once or twice a week outside work hours. The seminars encompassed

any employability skill gaps identified by the work supervisors and added additional technical competencies that could be used in a wide range of jobs upon release, e.g.:

. blueprint reading   . customer service

. industrial safety   . production scheduling

. quality control   . inventory control

The prison-based job served as a practicum preparing the offender for gainful employment in the community.

Transition To The Community

Typically, transition services were provided for a brief period immediately prior to an offender's release. In the Reintegration Project, however, the offender began planning for transition to the community upon entrance to the program and could use the program itself as a practicum for challenges which would confront him upon release. Release plans were modified throughout the program as enrollees developed increasingly realistic options. The program culminated with job placement or specific linkages to the employment and training community as release approached. The transition component also relied on coordination with Corrections Clearinghouse (CCH), a branch of the Washington State Employment Security Department which provided job leads, employment counseling, and linkage to community services.

OUTCOMES

The objectives of the Reintegration Project to integrate academic, vocational education, and work to prepare participants to find and retain employment were largely accomplished at both demonstration sites.

Initially, this Project purposed to serve 35 men and 35 women with individual case management and transition plans. Within the scope of those plans, participants were targeted to receive a range of services that included assessments, specialized curriculum, seminars, priority for institutional programming, and individual counseling.

Several factors affected our capacity to deliver the full compliment of the program components to each participant. However, by being flexible in our enrollment criteria and focusing on the needs of the institutions, we were able to serve over 120 persons at various levels of involvement. The first group of men and women enrolled received more comprehensive programming with subsequent groups getting a mix of activities. All, however, received at minimum: 1)reintegration curriculum, 2) information and referral to institutional and community resources, and 3) individual counseling.

Equally challenging to Project design and implementation was the issue of continued integrated programming without the use of federal funds. Clearly, the following accomplishments will be meaningful to that end.

I.   Stakeholder Involvement in the development of the Project which resulted in:
   a. Re-examining educational curriculum in the light of workplace needs.
   b. Improved networking and linkages.
   c. Recognition of gaps in services.
   d. Focus on industry needs.

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II. <u>Integrating Service Delivery</u> by:

    a. Demonstrating assessment and curricular resources specific to employment readiness.

    b. Developing a short course for Class I employers.

    c. Introducing community resources to institutions.

    d. Improving ties to Community Corrections.

III. <u>Dissemination of Project</u> findings:

    a. With staff at demonstration sites e.g., update reports and participation in institutional operations.

    b. Through the distribution of newsletters.

    c. Interdepartmental presentations.

    d. Participation in conferences.

    e. Distribution of final report.

IV. <u>Technical Assistance</u>

Technical assistance was provided to other state correctional entities who also have an interest in integrated programming. Five conference presentations were made in Washington State and eight presentations in other states. These conferences were national and regional in scope and included representatives from adjoining states. Follow-up visits in two states resulted.

The implementation of this Project has laid important groundwork and established a model for integrated services delivery within a correctional setting. Its components, in whole or in part, can be effectively utilized as a guide to evaluate, revise, and restructure institutional programs.

INTRODUCTION

INTRODUCTION

Employers report that many job applicants cannot read, do simple arithmetic, or fill out forms. A recent survey of Fortune 500 companies found that 58% complained of having trouble finding employees with basic skills.

At the same time that skills are lacking in the labor force, the number of unskilled jobs is decreasing while the knowledge and abilities required for the remaining jobs increases. The well-known WORKFORCE 2000 report by the Hudson Institute states, "Of all the new jobs that will be created over the 1984-2000 period, more than half will require some education beyond high school, and almost a third will be filled by college graduates."

Given that reality, the outlook for the nation's prison population to be competitive in a job market with ever-increasing skills and work maturity demands is dim. Generally, offenders have serious educational deficiencies, lack specific job skills, have few family resources, and bear the stigma of their offense long after release.

The **Washington State Offender Reintegration Project** was developed in partnership with education, training, and Class I private sector industry as an intervention strategy to prepare offenders for adequate post release employment.

The Project, conducted at two demonstration sites from July 1991 through December 1993, provided meaningful insights into case management, integrated programming, transition, and agency teamwork.

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PROJECT RETREAT

The development and facilitation of a Project Retreat was conducted by the Criminal Justice Associates in December 1991. The purpose of the retreat was to orient the Department staff to the program, solicit input. and to promote the success of the Project. Because of its substantial contribution to the organization and structure of the Project, the retreat's report follows. The wealth of information and direction it provides will be beneficial for others in designing and implementing integrated programs.

I.   BACKGROUND

The Washington Department of Corrections (WDOC) and Criminal Justice Associates (CJA) received a grant in July 1991 from the U.S. Department of Education to integrate academic and vocational education, Class I industries. and release/transition services.[1] The grant is currently scheduled to run through July 1993. The demonstration Project will be implemented by the WDOC at Twin Rivers Corrections Center (TRCC) and at the Washington Corrections Center for Women (WCCW). Services will be provided under this demonstration Project for up to 60 inmates. The Project is staffed by a Project Director, two Transition Managers. an Education Specialist, and a Secretary. Representatives of private industry, education. and labor are serving on an advisory group to ensure that the Project's curriculum and service delivery adequately prepare inmates to enter the work force.

Project staff will work closely with institutional staff and inmates to create Individual Development Plans for academic and vocational education, Class I employment. substance abuse treatment. and life skills attainment. Transition Managers will be responsible for facilitating implementation of plans. monitoring progress. and providing feedback for case management adjustments.

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[1] The Department of Education is working closely with the U.S. Department of Justice's National Institute of Justice in this effort and the latter organization is expected to contribute resources for this Project at a later point in time.

The process for providing continuously integrated services to inmates as they move through the education, work, and release components of the program will be the key to the success of this Project.

Because the Project's success will rest on collaborative relations among many different individuals in different parts of the Department, a wide variety of actors were invited to participate in a workshop which was facilitated by CJA on December 10 and 11, 1991.[2] The workshop was designed to:

✓ Orient key headquarters and institutional staff and others to the program so that they have a common understanding of its objectives and activities.

✓ Obtain input from workshop participants regarding the tasks which must be successfully completed to develop the Project to the point of start-up.

✓ Obtain agreement among workshop participants regarding individuals' responsibilities for accomplishing these tasks.

✓ Foster teamwork among staff and promote their commitment to Project success.[3]

II. WORKSHOP OVERVIEW

The workshop began with an informational session facilitated by Ruben Cedeño, Director of the Division of Offender Programs. Chase Riveland, Secretary, Department of Corrections, delivered welcoming and introductory remarks. Division Directors or their representatives, who comprise the Department's policy making board for this Project, then discussed the Project's goals, its management, and the importance of the Project in the Department's overall service delivery plans. Workshop participants then engaged in a dialogue with the Division Directors and each other in which a variety of Project related issues were discussed. Following this interaction, Frank Farrow of CJA briefed the participants on the formative evaluation and technology transfer components of the Project.

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[2] For a list of workshop participants see Exhibit 1.

[3] A workshop agenda is contained in Exhibit 2.

After lunch on the 10th, participants were assigned to two groups based on their affiliation with a given demonstration site. The WCCW group was comprised of 15 individuals while the TRCC group had 9 participants. Each group, working independently throughout the remainder of the workshop, discussed the key tasks which must be successfully completed to develop the Project to the point of start-up in their institution and identified individuals' responsibilities for accomplishing the tasks. CJA staff used responsibility charting as a means to facilitate and document this discussion. The results of each group's discussion are described separately later in this paper. Prior to discussing Project start-up tasks and individuals' responsibilities, however, CJA staff facilitated a discussion of Project parameters, established either by contract with the Project sponsor or by Departmental decision, and program issues likely to affect both demonstration sites. That discussion is summarized for each group below.

Discussion of Project Parameters

The aim of the Project, e.g., integration of education, work, and transition services was discussed and clarified, including the post-release focus on obtaining employment for offenders which is commensurate with their skill level. The physical location of Project staff was also discussed and the Transition Managers in each group introduced themselves and described their respective backgrounds.

The Project's organization (Organization Chart, Exhibit 3) and the staff's responsibilities (Staff Job Description, Exhibit 4) were identified and discussed. This discussion included description of the four Project advisory groups: The Technical Advisory Group (TAG) will provide advice and assistance to the Project Director in the execution of the Project; the Departmental Program Committee (comprised of Operations Management Team (OMT) members or their representatives) sets Project policy and will resolve Project issues that transcend the individual demonstration sites; and the Correctional Center Program Committee (one at each site) which will resolve Project issues that are limited to a particular demonstration site.

<u>· Basic Programmatic Issues</u>

Eligibility Criteria

The following factors were provided to each group as potential criteria for admission to the program: 1. Willingness to participate
2. Ability to meet program expectations
3. Time to release
4. Security level

The TRCC group discussed the possibility of selecting offenders who are representative of the continuum of educational and vocational experiences in their institution. They felt it would be counter-productive to focus Project resources on offenders at either extreme (college-degreed vs the illiterate).

Time to release was identified by each group as a critical factor. The upper limit on time to release is determined by the requirement that offenders in the program be released no later than July 1, 1993, preferably earlier, so that there will be some outcome history for the outcome evaluation. The lower time limit is influenced by an offenders ability to be in the program long enough to receive all of the program components necessary to "graduate." How long this is will vary depending on the academic and vocational competencies with which an offender enters the program. Both groups were concerned about the outcome evaluation, and in particular the manner in which a control group would be selected. The groups were informed that the technical details of how the evaluation will be carried out will be the responsibility of an evaluation contractor. The TRCC group suggested that Parole Board cases (except those with three years to their maximum) be excluded from eligibility for the Project because of the difficulty of accurately predicting when they are likely to be released.

Security level was not a major concern in either group. However, the WCCW group did suggest that offenders be eligible for Minimum Security. The TRCC group suggested that offenders enrolled in the Sex Offender's Treatment Program should not be admitted to the program. Each group recommended that the medical criterion for the Class I Industries affiliated with their respective institutions be included in eligibility guidelines for offenders

from their facilities. For example, the TRCC group noted that Exmark tests its job applicants for color blindness since its employees must be able to sort products by color. The WCCW group also suggested that admission be limited to offenders who will be released to the greater Seattle area based on the assumption that such a decision would make the Transition Manager's job easier.

Causes For Removal

The following factors were provided to each group as potential reasons for removal:
- voluntary removal
- inadequate performance
- institutional disciplinary infractions
- institutional transfer

Each group discussed the issue of removing offenders from the Project for inadequate performance. The WCCW group made a distinction between inadequate performance of an infractive nature (e.g., consistently failing to show up for work or for a class) and inadequate performance of an ability nature (e.g., not being able to pass tests or to perform the tasks assigned satisfactorily). The group suggested that the former be grounds for removal from the Project whereas the preferred approach in the latter situation would be to revise the offenders' individual treatment plans to more accurately reflect their abilities. The WCCW group thought that institutional transfers could be controlled and should not be a reason for removal.

Program Flow

The anticipated flow of offenders through the program was discussed in the groups; however, the exact nature of the discussion was somewhat different in each group.[*] The TRCC group stipulated the importance of involving their own institutional classification committee (in addition to headquarter's classification committee (in addition to headquarter's classification) in the identification of potential candidates for the Project. This group also felt that it would be important that Project rejection and/or assignment to the control group

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[*]See Exhibits 5 and 6 for examples of flow charts for TRCC and WCCW.

be done as early as possible in the process and be accomplished in a "blind" fashion which would not jeopardize offenders' chances for participation in other programs.

At issue for the WCCW group was the source from which offenders would be drawn given the upper limit criterion on time to release. The group believed that if all program admissions came from classification at headquarters there would not be enough offenders who would be scheduled for release within a year (assuming a Project start in March or April) to enable a caseload of 30 to be realized. Therefore, program admissions would have to be drawn as well from among those who already are in WCCW, i.e., admissions would be "grandfathered" into the program.[5] If this procedure included provision for admitting current Pioneer Industries employees, it also would address a concern of that company: Their inability to assure employment for 30 new people, and their preference for employees who will be with them for at least 18 months. This discussion led to a discussion of why existing Class I industries at WCCW were not anticipated on the flow chart for that facility as a potential source for Project participants. It was noted that that decision had been made by the Division of Correctional Industries, which felt that the technical skills learned by inmates employed in existing Class I industries at WCCW were not necessarily transferable. Given these constraints, the group found anticipated program flow at WCCW to be troublesome and charted the flow in greater detail.

Program Components

The demonstration program's components (Exhibit 7) were discussed with each group. The TRCC group viewed the prospective delivery of the program's components through its experience with case management and anticipated that the proposed program could be integrated well with current institutional practices.

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[5] The TRCC program flow anticipated existing Class I industry offender-employees as potential candidates for the demonstration Project at that site.

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Each group discussed the role of mentors in the Project and rejected the use of ex-offenders in this role because of the legal restrictions imposed on whom ex-offenders may associate. The groups believed that more appropriate role models could be found among the employees of area firms. The groups also discussed the importance of addressing how offenders make decisions. The WCCW group suggested that a short course be developed to help offenders relearn how to think for themselves when released; while the TRCC group focused on the importance of encouraging offenders to include thinking about the consequences of their actions as part of their routine decision making process.

Program Start-up and Operation Tasks

Twenty-six tasks were identified prior to the workshop as being critical to program start-up or operation (Exhibit 8). These tasks were described briefly in each group and the number of tasks to be discussed in detail in the responsibility charting exercise was reduced to nineteen. The participants were instructed that time would be spent on the second day of the workshop discussing how responsibilities for carrying out these tasks should be allocated.

Responsibility Charting Results

The second day of the workshop began with a description of responsibility charting. Key to an understanding of this exercise is the following terminology:

R = denotes the person who is responsible for carrying out a task. This is the person who does most of the work. who gets the blame if things go wrong. There may be different degrees or levels of responsibility. In that case R1 is used to denote primary responsibility, R2 secondary responsibility. The person having an R2 would carry out assignments under the direction of the person having an R1.

A = denotes a person who must approve the results of a task before it can be considered completed. Again. there may be levels of approval. The approval of a person having an A1 must be obtained before the approval of a person having an A2 is sought. for example.

C = denotes a person who should be consulted. i.e.. whose input should be obtained prior to the completion of a task.

Each workshop participant was given a blank responsibility chart listing key Project tasks and was asked to individually complete the chart. After the charts had been completed, the groups discussed the allocation of responsibilities. Time restraints limited the groups' focus to those tasks listed on the chart that are of immediate concern, i.e., tasks pertaining to the planning of the program versus those pertaining to program operation.

WASHINGTON CORRECTIONS CENTER FOR WOMEN
RESPONSIBILITY CHART

DECISIONS OR TASKS	OMT	CLASS	EDUC CORD	COM NDR	SUPER	ASSOC SUPER	CUS TDY	CPN	EDUC DIR	CLASS I	PROJ DIR	TRNS MGR	VOC ED SPEC	DOOP	TAG
1. DEVELOP ADMISSION/ORIENTATION PROCESS			C		A1			C	C	C	R1	R2	C		
2. ADMIT/ORIENT OFFENDERS TO PROGRAM															
3. DEVELOP PROCESS FOR NEGOTIATING INDIVIDUAL TREATMENT PLANS			C					C			A	R			
4. NEGOTIATE AND DOCUMENT INDIVIDUAL TREATMENT PLANS															
5. COORDINATE DELIVERY OF SERVICES															
6. IDENTIFY PROGRAM COMPONENTS WHICH MUST BE CREATED			C		A1	C		C	C	C	R1	R2	C	A2	
7. MODIFY CAREER, SOCIAL SURVIVAL, PERSONAL MANAGEMENT SKILLS COURSES			C						A		R1	C	R2		
8. DELIVER CAREER, SOCIAL SURVIVAL, PERSONAL MANAGEMENT SKILLS COURSES															
9. CREATE/MODIFY Workplace ADAPTIVE SKILLS COURSE CURRICULA			C						A	C	R1	C	R2		C
10. DELIVER Workplace ADAPTIVE SKILLS COURSES															
11. DEVELOP PROCESS FOR EVALUATING ACA/VOC EDUC. PROGRAM COMPONENTS			C						A		R1	C	R2		
12. EVALUATE AND REVISE (AS NEEDED) ACA/VOC EDUC. PROGRAM COMPONENTS			C						A		R1	C	R2		C
13. CREATE/MODIFY TRANSITIONAL PROGRAMS, RESOURCES, SERVICES			C								R1	R2		A	C
14. LINK OFFENDERS WITH TRANSITIONAL PROGRAMS, RESOURCES, SERVICES															
15. RESCHEDULE INSTITUTIONAL PROGRAMS (AS NEEDED)															
16. NEGOTIATE NEW/REVISED CONTRACT FOR DELIVERY OF PROGRAM COMPONENTS			C		C A				R2		R1	R2			
17. DEVELOP PROCESS FOR EVALUATING OFFENDER PERFORMANCE									C		A1	R		A2	
18. EVALUATE/DOCUMENT OFFENDER PERFORMANCE															
19. PROCESS FOR REMOVING OFFENDERS FROM PROGRAM															

TWIN RIVERS CORRECTIONS CENTER
RESPONSIBILITY CHART

DECISIONS OR TASKS	OMT	CLASS	EDUC CORD	COM NDR	SUPER	ASSOC SUPER	CUS TDY	CFN	EDUC DIR	CLASS I	PROJ DIR	TRNS MGR	VOC ED SPEC	DOOP	TAG	UNIT COUN
1. DEVELOP ADMISSION/ORIENTATION PROCESS	A2	C	C	C	A2	A2	C	C	C	C	A1	R	C	A2	C	C
2. ADMIT/ORIENT OFFENDERS TO PROGRAM			C			C	C	C	C	C	A	R	C			
3. DEVELOP PROCESS FOR NEGOTIATING INDIVIDUAL TREATMENT PLANS					C	C	C	C	C	C	R2	R1				C
4. NEGOTIATE AND DOCUMENT INDIVIDUAL TREATMENT PLANS									C	C	C	R	C			C
5. COORDINATE DELIVERY OF SERVICES											R2	R1	R2			C
6. IDENTIFY PROGRAM COMPONENTS TO BE CREATED			C		C	C		C	C	C	R1	R2	R2			C
7. MODIFY CAREER, SOCIAL SURVIVAL, PERSONAL MANAGEMENT SKILLS COURSES			C		C	C		C	A2	C	A1	R2	R1		C	
8. DELIVER CAREER, SOCIAL SURVIVAL, PERSONAL MANAGEMENT SKILLS COURSES									R1	C	A	C	R2		C	
9. CREATE/MODIFY Workplace ADAPTIVE SKILLS COURSE CURRICULA			C		C	C		C	A2	C	A1	C	R		C	C
10. DELIVER WORKPLACE ADAPTIVE SKILLS COURSES			A2		A2	A2		C	R2	C	A1	C	R1		C	
11. DEVELOP PROCESS FOR EVALUATING AC/VOC EDUC. PROGRAM COMPONENTS			C		C	C		C	R2	C	A	C	R2		C	
12. EVALUATE AND REVISE (AS NEEDED) AC/VOC EDUC. PROGRAM COMPONENTS			C		C	C			R1	C	A	C	R2		C	
13. CREATE/MODIFY TRANSITIONAL PROGRAMS, RESOURCES, SERVICES					C	C		C		C	A	R			C	
14. LINK OFFENDERS WITH TRANSITIONAL PROGRAMS, RESOURCES, SERVICES					C	C		C		C	A	R				C
15. RESCHEDULE INSTITUTIONAL PROGRAMS					A1	R	A2	C	C	C						C
16. NEGOTIATE NEW/REVISED CONTRACT FOR DELIVERY OF PROGRAM COMPONENTS			A2		A1	C		C	C		R	C	C			
17. EVALUATING OFFENDER PERFORMANCE			C		A	C	C	C	C	C	R	C	C			C
18. EVALUATE/DOCUMENT OFFENDER PERFORMANCE							C	C	C	C	A	R	C			C
19. PROCESS TO REMOVE OFFENDERS IN PROGRAM					A1	C	C	C	C	C	A2	R	C			C

R=RESPONSIBLE: Responsible for implementing a decision/accomplishing a task
A=APPROVE: Must ratify a decision or sign off on a task before it takes effect
C=CONSULTED: Must be conferred with before a decision or task is accomplished
I=INFORMED: Must be notified about a decision or task after it has been accomplished

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EXHIBIT 1

Workshop Participants

W.C.C.W
1. J. Thatcher
2. S. Carter
3. Y. Gwalamubisi
4. A. Fernan
5. W. Diagle
6. P. Peterson
7. P. Musselwhite
8. R. Moore
9. J. Archer
10. T. wood
11. J. Walker
12. L. Sarot
13. P. Hutchinson
14. D. Swisher
15. D. Vom Steeg

O.M.T.
1. C. Riveland
2. R. Cedeño
3. J. King
4. L. McAuley
5. D. Savage
6. T. Wood

T.R.CC
1. J. Barbour
2. P. Stanley
3. B. Walls
4. N. Lieurance
5. L. Willenberg
6. J. Will
7. H. Jefferies
8. R. Taggart-Deffinbaugh
9. D. Carnahan
10. J. Campbell
11. A. Bynum

T.A.G.
1. P. Hutchinson
2. D. Jacques
3. G. Kuraspediani
4. D. London
5. G. Sivertsen

C.J.A.
1. F. Farrow
2. G. Sexton

EXHIBIT 2

AN INTEGRATED APPROACH TO
EDUCATION, WORK, AND OFFENDER REINTEGRATION

Workshop Schedule
Tuesday, December 10, 1991

9:00 a.m.   **Welcoming Remarks and Introduction**
- Chase Riveland, Secretary
  Department of Corrections (DOC)
- Technical Advisory Group (TAG)
- Operations Management Team (OMT)
  Department of Corrections
Overview of Workshop Agenda
- George Sexton
  Criminal Justice Associates (CJA)

9:45 a.m.   **Description and Discussion of Demonstration Project**
- Ruben Cedeño, Director, DOOP, DOC
- Jackie Campbell, Project Director, DOC

10:15 a.m. **Break**

10:30 a.m. **Questions, Concerns, & Comments from Participants**
- Ruben Cedeño
- Jackie Campbell
- Operations Management Team (OMT)

11:30 a.m. **Formative Evaluation & Technology Transfer**
- Frank Farrow, CJA

11:45 a.m. **Briefing on Afternoon's Activities & Assignments**
- Group Assignments by Demonstration Site
  TRCC & WCCW
  George Sexton

Noon   **Lunch**

1:30 p.m.   **Issues/Task Discussion**
- Discussion of Start-Up Issues
- Distribution of Project
  Decisions/Tasks
- Explanation of Decisions/Tasks
- Group Discussion of Decisions/Tasks
- Generation of Additional Decisions/Tasks
- Group Agreement on Final List of
  Decisions/Tasks
  -George Sexton (TRCC)
  -Frank Farrow (WCCW)

4:30 p.m.   **Adjournment**

9:00 a.m. **Recap Group Discussions on Issues/Tasks**
Briefing on Day's Activities & Assignments
   •George Sexton, CJA

   Introduction to Responsibility Charting
   •Frank Farrow, CJA

10:00 a.m. **Responsibility Charting Exercise**
   •TRCC Group
   •WCCW Group

Noon **Lunch**

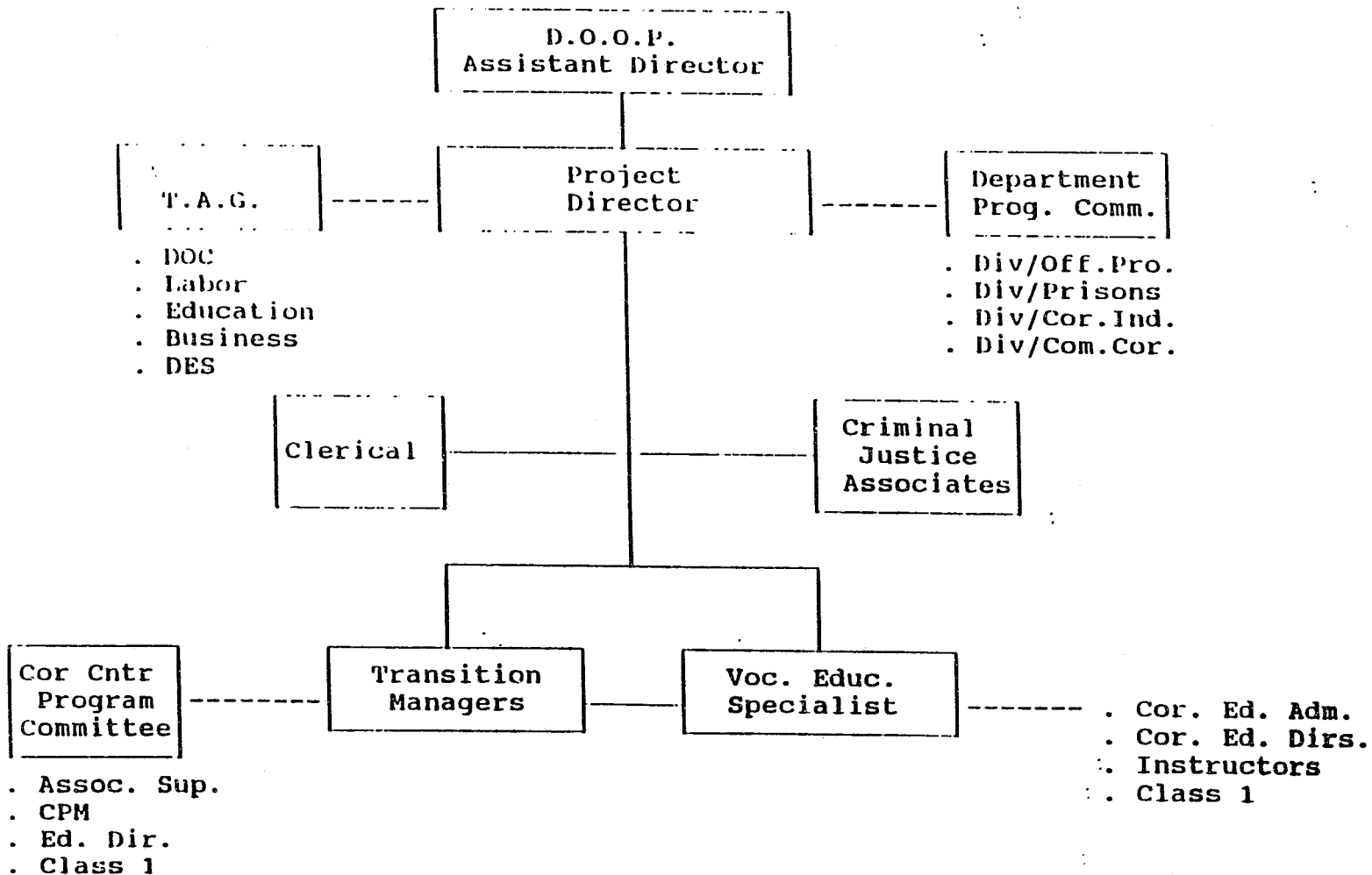1:00 p.m. **Feedback & Discussion of Responsibility Charting Results**
Identification & Discussion of Issues Generating Confusion or Disagreement
   •TRCC Group
   •WCCW Group

3:00 p.m. **Workshop Wrap-Up**
   •Dr. Gail Schwartz, Branch Chief
   Office of Correctional Education
   U.S. Department of Education

   •Andrea Bynum, Assistant Director, DOOP, DOC

   •Jackie Campbell

   •George Sexton & Frank Farrow

EXHIBIT 3

DEMONSTRATION PROGRAM
ORGANIZATION CHART

```
                        ┌─────────────────────┐
                        │     D.O.O.P.        │
                        │ Assistant Director  │
                        └─────────────────────┘
                                   │
  ┌──────────┐        ┌─────────────────────┐        ┌──────────────┐
  │          │        │      Project        │        │ Department   │
  │  T.A.G.  │--------│     Director        │--------│ Prog. Comm.  │
  └──────────┘        └─────────────────────┘        └──────────────┘
  . DOC                                               . Div/Off.Pro.
  . Labor                                             . Div/Prisons
  . Education                                         . Div/Cor.Ind.
  . Business                                          . Div/Com.Cor.
  . DES
              ┌──────────┐              ┌─────────────┐
              │          │              │  Criminal   │
              │ Clerical │──────────────│  Justice    │
              │          │              │ Associates  │
              └──────────┘              └─────────────┘

  ┌───────────┐    ┌─────────────┐    ┌─────────────┐
  │ Cor Cntr  │    │ Transition  │    │  Voc. Educ. │
  │ Program   │----│  Managers   │────│  Specialist │----  . Cor. Ed. Adm.
  │ Committee │    └─────────────┘    └─────────────┘      . Cor. Ed. Dirs.
  └───────────┘                                            . Instructors
  . Assoc. Sup.                                            . Class 1
  . CPM
  . Ed. Dir.
  . Class 1
```

EXHIBIT 4

Demonstration Program

Staff Job Descriptions

Project Director

- Provides overall programmatic and administrative management and direction of the Project
- Provides liaison with and coordinates departmental and extra-departmental Project related programs/services and resources
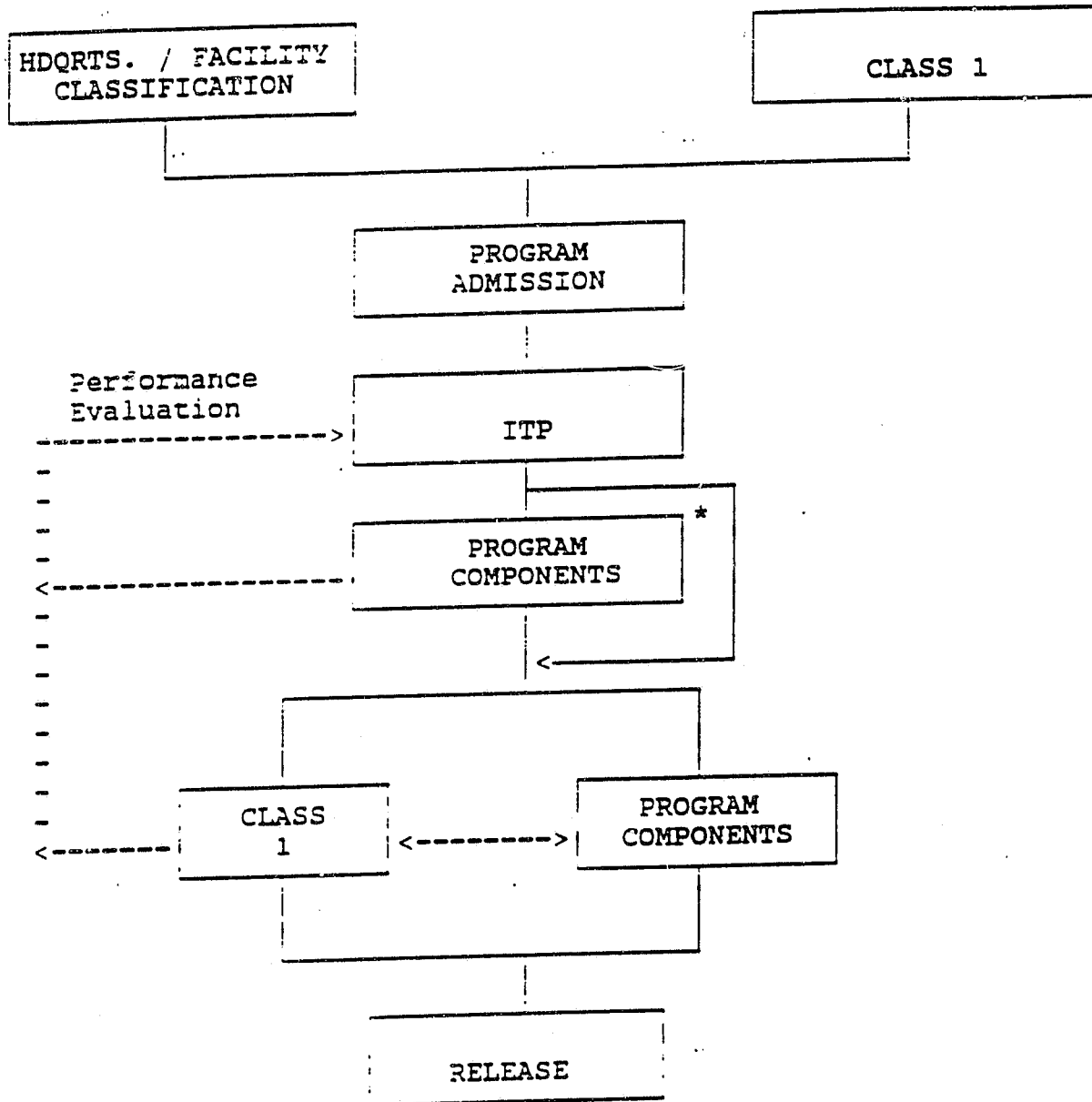- Directs activities of Project staff

Transition Managers

- Develops, monitors, documents, and revises individual treatment plans
- Refers offenders to appropriate programs/services
- Coordinates delivery of programs/services to offenders in program
- Serves as liaison between offenders and institutional and community-based programs/services facilitating pre and post release transition

Vocational Education Specialist

- Identifies basic, technical and adaptive job skills
- Develops required competencies for Competency Based VOC ED courses
- Writes curricula and assists instructors in writing lesson plans to implement curriculum
- Works with departmental and extra-departmental resources to assure relevance of curriculum
- Evaluates effectiveness of curriculum and revises courses as necessary

EXHIBIT 5
DEMONSTRATION PROGRAM FLOW

TWIN RIVERS CORRECTIONS CENTER

```
┌─────────────────────┐              ┌─────────────────────┐
│ HDQRTS. / FACILITY  │              │      CLASS 1        │
│   CLASSIFICATION    │              │                     │
└─────────────────────┘              └─────────────────────┘
            │                                   │
            └───────────────┬───────────────────┘
                            │
                  ┌─────────────────────┐
                  │      PROGRAM        │
                  │     ADMISSION       │
                  └─────────────────────┘
                            │
  Performance      ┌─────────────────────┐
  Evaluation       │                     │
  --------------->│        ITP          │
            │      └─────────────────────┘
            │                │              *
            │      ┌─────────────────────┐
            <------│      PROGRAM        │
            │      │     COMPONENTS      │
            │      └─────────────────────┘
            │                │    <───────┘
            │      ┌─────────────────────────────┐
            │      │                              │
  ┌──────────────┐         ┌─────────────────────┐
  │   CLASS      │<------->│      PROGRAM        │
  │     1        │         │     COMPONENTS      │
  <--------│      └─────────────────────┘
            │                      │
                  ┌─────────────────────┐
                  │      RELEASE        │
                  └─────────────────────┘
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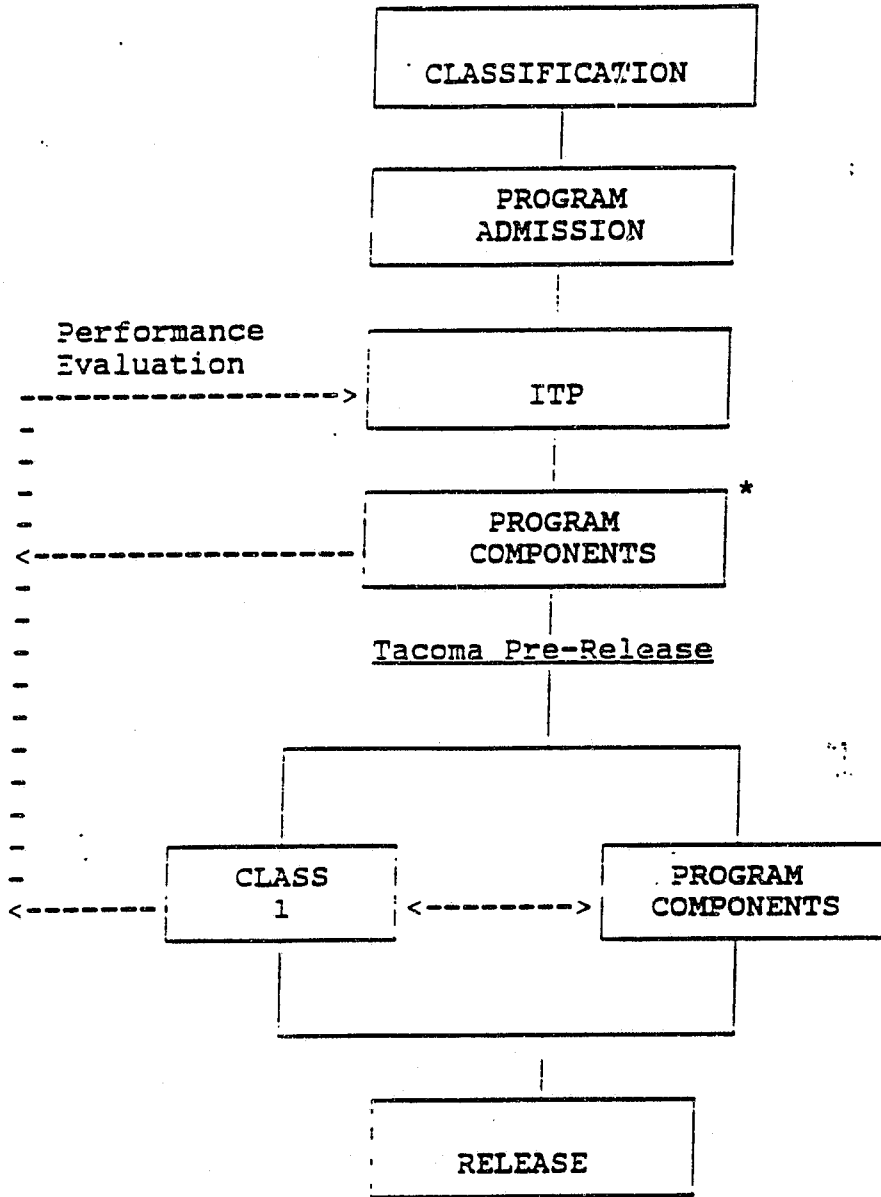
*
ABE, ESL, GED/HS
Workplace Adaptive Skills
Career, Social Survival, Personal Mgnt. Skills
Substance Abuse Treatment
CCH, IT, M2-W2
Outplacement Prep. and Support

EXHIBIT 6

DEMONSTRATION PROGRAM FLOW

WCCW / TPR

Washington Corrections Center for Women

```
                    ┌─────────────────────┐
                    │  CLASSIFICATION     │
                    └─────────────────────┘
                              │
                    ┌─────────────────────┐
                    │     PROGRAM         │
                    │    ADMISSION        │
                    └─────────────────────┘
                              │
Performance         ┌─────────────────────┐
Evaluation          │                     │
------------------->│       ITP           │
  -                 │                     │
  -                 └─────────────────────┘
  -                           │
  -                 ┌─────────────────────┐  *
  -                 │     PROGRAM         │
<-------------------│    COMPONENTS       │
  -                 └─────────────────────┘
  -                           │
  -                   Tacoma Pre-Release
  -                           │
  -             ┌─────────────────────────────────┐
  -             │                                 │
  -      ┌──────────┐              ┌──────────────────┐
  -      │  CLASS   │  <-------->  │    PROGRAM       │
<--------│   1      │              │   COMPONENTS     │
         └──────────┘              └──────────────────┘
             │                                 │
             └─────────────────────────────────┘
                            │
                    ┌─────────────────┐
                    │    RELEASE      │
                    └─────────────────┘
```

*
ABE, ESL, GED/HS
Work place adaptive skills
Career, social survival, personal mgnt. skills
Substance Abuse Treatment
CCH, IT, M2-W2
Outplacement prep. and support

EXHIBIT 7
DEMONSTRATION PROGRAM COMPONENTS

| REFERRAL TO PROGRAM |

. assessment/testing of competencies

| PROGRAM ADMISSION |

. orientation
. negotiate/document indiv. treat. plan
. referr to appropriate programs/services

```
E
V          <------------| ACADEMIC EDUCATION |------------->|          I
A                                                                      N
L                                                                      D
U          . ABE                                                       I
A          . ESL                                                       V
T          . GED/HS                                                    I
E          . evaluation, documentation, feedback                       D
                                                                       U
D                                                                      A
O          <------------| VOCATIONAL EDUCATION |----------->           L
C
U          . PIP                                                       T
M            work place adaptive skills                                R
E          . evaluation, documentation, feedback                       E
N                                                                      A
T                                                                      T
                                                                       M
F          <------------| CLASS 1 INDUSTRY |------------->|            E
E                                                                      N
E          . Exmark                                                    T
D          . Pioneer
B          . evaluation, documentation, feedback                       P
A                                                                      L
C                                                                      A
K          <------------| TRANSITION |------------->|                  N
```

. AA / NA - STOP
. CCH - IT - M2 /W2
. career, social survival, personal
  management skills
. outplacement counseling & support
. identification & linkage with
  community resources
. evaluation, documentation, feedback

EXHIBIT 3

Demonstration Program

Start-Up and Operation Issues/Tasks

1. Establish competency-based assessment system to test offenders' needs

2. Assess/test competency of offenders referred to program

3. Develop program admission and orientation process

4. Admit and orient offenders to program

5. Develop process for negotiating individual treatment plans

6. Negotiate and document individual treatment plans

7. Develop process for referring offenders to program components

8. Refer offenders to programs and services

9. Coordinate delivery of multiple programs/services to offenders

10. Identify program components which must be created/modified

11. Create/modify academic education program components

12. Deliver academic education program components to offenders

13. Create/modify curricula and lesson plans for career, social survival, and personal management skills course(s)

14. Deliver career, social survival, and personal management skills course(s) to offenders

15. Create/modify curricula and lesson plans for workplace adaptive skills course(s)

16. Deliver workplace adaptive skills course(s) to offenders

17. Develop process for evaluating the content and relevance of academic and vocational education program components

18. Evaluate and revise (as necessary) academic and vocational education program components

19. Create/modify process for linking offenders with departmental and community-based post-release transition resources

20. Link offenders with departmental and community-based post release transition resources

21. Reschedule STOP as necessary

22. Negotiate new/revised contracts for delivery of program components

23. Develop process for evaluating and documenting offender performance (including Class 1 job performance)

24. Evaluate and document offender performance

25. Create process for removing offenders from program

26. Remove offenders from program

ESTABLISHING AN EFFECTIVE ORGANIZATION

ESTABLISHING AN EFFECTIVE ORGANIZATION

The Project was located in the agencies Division of Offender Programs (DOOP), one of five divisions in the Department which is responsible for the delivery and coordination of educational, medical, and social service programs. The success of the Project hinged to a large degree upon selecting staff with the appropriate experience and expertise to compliment its unique goal of developing a model for integrated programming. Furthermore, collaboration with stakeholders within and without the Department was an important factor in establishing an effective mechanism for service delivery. The role of key entities in mobilizing the Project work plan included:

Project Director

The Project Director reported to the Director of the Division of Offender Programs and met on a routine basis with the Department's executive staff to inform them of Project developments and to secure their support for any Project related tasks which cut across divisional lines.

From an operational standpoint, the Project Director was initially involved at all levels of its development. Testing and ascertaining the appropriateness of program elements including working closely with staff in reviewing curriculum, classroom instruction, and case management interviewing.

Networking with stakeholders at the administrative and institutional level was also a very important role. Networking served as a means to determine expectations, obtain commitments, identify available resources, and determine when shifts in interest were occurring. To that end, monthly staff meetings were held to discuss the interest and concerns of staff, participants, and institutional players.

As the person most responsible for the overall management and development of the Project, the Director monitored service delivery, initiated Technical Advisory Group and executive meetings, prepared products, monitored sub-contracts and budgets, and directed Project activities.

Conference presentations and Technical Assistance visits were the primary methods of demonstrating the Project to other states. The degree of involvement of the Director in the Project's development was an important preparation for the task. Of the eight out of state conferences, the Director presented at six. These conferences were national and regional in scope and included representatives from adjoining states. Follow-up visits in two states resulted.

A key to the success of the Project was the ability of the Director to build credibility and acceptance by keeping stakeholders informed about the Project progress and responding to their concerns.

Transition Managers

The Transition Managers at both Project sites were an integral part of the Project's Design and implementation. Responsibilities included offender case management, daily interface between offenders and institutional/community based programs, resource development, instructions and counseling of program participants, and follow-up.

Much of the early Project Design was based upon input from the research and experience of the Transition Managers. Site visits with the education, employment, and community service sector provided a wealth of information upon which strategies were built.

Within the institutions, the Transition Manager played a key role. Along with the responsibilities in the Project, contributions were made to the institutions in the way of resource sharing (**Appendix B**) participation on special committees, recommendations for integrating institutional programs (**Appendix C**), assistance in recruiting industries, and the overflow of information and referral for numerous inmates who were not part of the Project.

Preparing participants for transition into the community began as soon as the offender entered the program. The Transition Managers reviewed assessments of education, substance abuse, and life skills areas to initiate an Individual Development Plan. A structured case management interview was conducted to identify barriers, set goals, and formulate action plans for vocational training, work, substance abuse treatment, and personal skill attainment. As the inmate moved closer to

release, the emphasis changed from preparing for Correctional Industries employment and attaining workplace maturity skills to job placement and release planning.

The Transition Manager became a key point of contact for participants from the time they were enrolled in the program until after their release. Modifications to Individual Development Plans (IDPs), monitoring progress, and providing feedback loops for case management planning provided a continuity of service for participants.

Education Program Specialist

The Education Program specialist worked closely with community colleges and Project staff to evaluate, upgrade, and/or develop curriculum used in the Project. Opportunities were also explored to enhance participant's knowledge and abilities to meet and surpass the requirements of Class I employers. The Employer Economics module was not only developed by the Education Program Specialist, but her involvement in its presentation to the first group of participants at Washington Corrections Center for Women provided the opportunity to "fine tune" it for more flexible use with other groups.

The Employer Expectations Short Course was another important product developed by the Education Program Specialist that was used to equip participants who were fast tracking into Class I employment. Comprised mainly of Job ◆ Tec exercises, the curriculum also included materials on cultural and workplace diversity, decision making, and sexual harassment.

The typical responsibilities of the Education Program Specialist included participation in the development, dissemination and evaluation of educational materials, design and facilitation of training sessions for Project participants, and consultive services to integrate Project curriculum.

Coordinating Entities

Operations Management Team (OMT)

Secretary, Department of Corrections:	Chase Riveland
Division of Community Corrections:	Dave Savage
Division of Human Resources:	Jennie Adkins
Division of Correctional Industries:	Janeen Wadsworth
Division of Management and Budget:	John King
Division of Offender Programs:	Ruben Cendeño
Division of Prisons:	James Spalding

Directors of Corrections Education

Washington Corrections Center for Women:	Yoswa Gwalamubisi
Twin Rivers Corrections Center:	Jerry Haynes

Employment Security Department

Corrections Clearinghouse Director:	Doug Jacques

Class I Industries

Business:	**Pamar Marketing**
Location:	WCCW, Gig Harbor
Partnership Established:	August 1987
Initial Number Employed:	5
Current Number Employed:	3 shifts, 30 people
Parent Company:	411 Infosystems

Class I Industries Conti'

Business: **Exmark Corporation**

Location: TRCC, Monroe

Partnership Established: May 1988

Initial Number Employed: 10

Current Number Employed: 10 to 70

Business: **Pioneer Industries**

Location: WCCW, Gig Harbor

Partnership Established: July 1990

Initial Number Employed: 8 to 10

Technical Advisory Group (TAG)

Representatives from:

Department of Corrections	Edmonds Community College
Machinists District Lodge #160	State Board Community & Technical Colleges
PACCAR	Boeing
Division of Prisons	Tacoma Community College
Organized Labor	Corrections Clearinghouse
Morse Construction	Antipodes Inc.

•Assure validity of the Project being implemented and demonstrated.

•Review Project deliverables.

•Provide advice and assistance in the execution of the Project.

•Participate in the retreat.

•May make presentations or serve on panels in the training program.

•Lend advice and assistance in the development and execution of a plan to continue the demonstration Project.

PROJECT DESIGN

PROJECT DESIGN

The Reintegration Project Design was based on the principal objectives set forth in the grant proposal:

1. . To integrate academic and vocational education to prepare offenders for private sector jobs inside the prison and after release: and

2. To demonstrate the integrated approach to correctional staff from other states.

.·The ideal model for job preparedness training would necessarily reflect an emphasis on competencies identified in the....Workforce 2000 report by the Hudson Institute which targets:··

Basic Skills - reading, writing, arithmetic, and speaking and listening.

Thinking Skills - thinking creatively, making decisions solving, problems, seeing things in the minds eye, knowing how to learn, and reasoning.

Personal Qualities - individual responsibility, self-esteem, sociability, self management, and integrity.

The Project Design and inmate flow (Appendix D) provides a sequential strategy that incorporates existing programs, services, and components that are unique to the Project. Given the array of services available at the demonstration sites (as the case would be at most major institutions) and the flexibility of the Design, it would be fairly easy to adapt it within other correctional systems.

As a model of integrated programming, the range of components include:

- -Assessment
- -Case Management
    - •Learning Plan (Programming)
    - •Transition Plan
- -Traditional Education (ABE, GED)
- -Workplace Math, Reading and Writing
- -Employer Expectations/Workplace Basics
- -Work
- -Integration Seminars .
- -Pre-release Preparation

INTEGRATED SERVICE DELIVERY

INTEGRATED SERVICE DELIVERY

One of the foremost objectives of the Reintegration Project was to unite components of the program into an integrated service delivery network. A number of the services used in the program are currently being delivered by institutional staff, community college instructors, Class I employers, and community-based service providers. In some cases the program content provided by different service providers is overlapping. For example existing academic, vocational, and life skills education courses are taught by community college contractors to instill values, and skills which can help individuals obtain/retain employment. At the same time, existing Class I jobs inside the prisons are a practical learning laboratory in which workers can apply the lessons learned in the academic setting to a real-world environment.

Recognizing the value of repeated learning and the potential for duplication of curricular pieces within the scope of an individual plan, emphasis was placed upon certain Recurrent Themes (**Appendix E**). Using these themes as focal points, participants are able to relate academic and workplace learning experiences to specific life issues. This concept lends an added dimension to the Project Design.

The Reintegration Project has three significant attributes which support its integration objectives:

1. Its mission of preparing the offender for private sector employment is an objective which is commonly endorsed by each of the existing service providers;

2. Its designation as the test vehicle for CMC (Case Management Classification), an interactive process which stresses program integration, enhances its visibility as an important experimental Project in the Department; and

3. Its primary line staff, the Transition Managers, can serve as facilitators inside the prisons negotiating agreements between and among different programs, coordinating service delivery, and monitoring offender's progress.

The exact manner in which the Project's various services were integrated were different in each of the demonstration sites (Appendix F). However, the employment readiness/enhancement and work-study components served as the primary intersections in each facility for integration since these components are the theaters in which world-of-work attitudes and habits are instilled and reinforced on a daily basis.

WORK READINESS CURRICULUM

WORK READINESS CURRICULUM

Once the overall direction of the Project was clarified, staff began networking inside and outside the Department to identify curricula, course material, and educational aids aimed at instilling or fostering positive work attitudes and habits. This process included contacts with groups such as the Northwest Curriculum Development Center, The Association of Washington Businesses, Junior Achievement, Corrections Clearinghouse (CCH), Pioneer Human Services, and education and industry staff in the Department. The curriculum search identified a number of existing life skills and workplace readiness courses which covered topics relevant to the Reintegration Project. Among the most notable were:

Business Week	A program sponsored by the Association of Washington Businesses which uses guest speakers, computers, simulations, and other methods to address the role of ethics in typical business situations.
Job ◆ Tec	A Program developed by the National Training Institute and adapted by CCH management model for juvenile offenders.
Workplace Readiness	An employment readiness curriculum developed by the Agency for Instructional Technology which focuses on problem solving, teamwork. and self-management.
EPIC	A pre-employment training program developed by Pierce College in consultation with WDOC correctional industry staff to prepare offenders for Class II jobs at McNeil Island Corrections Center.
Targeted Life Skills	A comprehensive interpersonal and life skills curriculum covering 14 areas germane to success inside the prison and after release, developed by WDOC and community college staff.

Project staff reviewed these, and other materials, to identify potential topics to be included in the Reintegration Project and to determine whether specific curricula could be accessed and modified for Project use.

Based largely upon the positive experience of Corrections Clearinghouse and the comprehensive nature of its content and application, the Job ◆ Tec curriculum was selected as the basis for our

workplace readiness course. Its eleven "Indicators" (Appendix G) address competencies in:

-Making Career Decisions

-Using Labor Market Relations

-Preparing Resumes

-Completing Applications

-Interviewing

-Punctuality

-Attendance

-Positive Attitude and Behavior

-Maintaining Personal Appearance

-Good Interpersonal Relationships

-Completing Tasks Effectively

Within the scope of the Job ◆ Tec curriculum, materials were available to enhance the Employer Expectations, Employer Economics, and Workplace Basics offerings as outlined in our Project Design. Some lessons, video presentations, games, and activities were imported from other sources and mixed in the classroom activities to enhance the learning experience. Several video tapes were available for use through the public and state library systems at no cost.

The Job ◆ Tec curriculum is copyrighted material that was well worth the dollar investment especially given the time frames in which the Project was designed and implemented. Other curricula pieces were developed by our Education Program Specialist for specific learning objectives, as were used in several of the Employer Economics classes. Job training programs were, also, helpful in providing non-copy righted resources for employment readiness training.

In order to enhance the academic opportunities for Project enrollees and to strengthen workplace skills, education materials were identified to address Reading, Writing, and Math for Workplace Success. Classes were provided mid-point in the Project for selected participants taught by the community college at the respective demonstration sites. The textbooks were purchased through Paradigm Publishing International.

RECRUITMENT/SELECTION OF PARTICIPANTS

RECRUITMENT/SELECTION OF PARTICIPANTS

The initial recruitment and enrollment of Project participants targeted offenders who met pre-determined eligibility criteria. The eligibility criteria (**Appendix H**) was established to assure that participants had the ability to complete the educational requirements, meet programming objectives, and would be released in time for follow-up activities required by the grant.

In order to create interest in the Project and clarify its objectives, institutional staff were used in the recruitment and selection process (**Appendix I, I.1, I.2**). A number of memos and fliers were also developed as a means to enhance outreach (**Appendix J, J.1, J.2,**).

The Project purposed to serve 35 men at Twin Rivers Corrections Center and 35 women at Washington Corrections Center for Women, respectively. The number of persons enrolled exceeded the goal at each demonstration site, largely because the Project became more flexible in delivering program services.

That flexibility came about as a result of working with Education and Class I employers to provide a more work-ready pool of job applicants. For example at WCCW, Pioneer Industries (P.I.) selected elements of the Reintegration curriculum that they felt would improve workplace readiness and success. For inclusion in a pre-employment short course. The Project responded by enrolling those on the newly established P.I. waiting list, delivering a shortened curriculum, doing one on one transition and pre-release counseling, and referring participants to appropriate institutional resources. Subsequently, the institution responded by requiring all P.I. prospects to go through the Reintegration class to qualify for employment at P.I. (**Appendix K**).

At Twin Rivers Corrections Center, the second group of Reintegration participants (**Appendix L**) was comprised of "laid off" Exmark employees. The purpose of their programming was to raise the level of employability by increasing their skills in workplace math, reading, and writing.

Additionally, participants were involved in practicing social skills, gaining information about their learning styles, vocational aptitudes, strengths and weaknesses, and a module concerning the economic realities of the workplace.

The WCCW group required minimum custody status, institutional eligibility for a Class I work program, a release destination in the King County area (proximity to the P.I. manufacturing site), and a commitment to work for P.I. for 18 months.

The Twin River's second group required a release date that would give time for full participation in the Reintegration class, go through the busy season of Exmark employment, and retain eligibility for a six month work release placement.

In short, the eligibility criteria and recruitment for participation in the Project was modified to accommodate the programming objectives within the scope of these initiatives.

TRANSITION PLANNING

TRANSITION PLANNING

Self-Assessments

. Offender assessments are usually educational or psychologically based and intended for use by correctional or treatment staff. Yet, being aware of one's personal values, interests, aptitudes, preferred learning style and personality, provided both the start of job readiness as well as an opportunity for Reintegration Project participants to see himself/herself differently. This type of self-assessment proved most effective, we believe, because the assessment tools are self-scored.

The assessments described below required minimal time and cost, yet provided participants with a wide range of insights that were an excellent basis for **transition planning**.

Values, Attitudes, and Behavior

This component began by having participants identify what they value, e.g., honesty, fairness, etc; then rating the importance they place on those values (on a scale of 1/low to 10/high; **Appendix M**). Next, participants rated the behavior that got them into prison. In almost all cases, participants supported values in the 8-10 range but behaved in the 1-3 range. The difference was attitude. Class discussions focused on how attitudes evolve and are changed. There were supplemental values exercises with a focus on employment.

True Colors

True Colors The Show, developed by True Colors of California, is a user friendly version of a personality profile. Taking only about 5 minutes for participants to score, it identified four major personality groups or "colors." People were classified by their "color spectrum" from their dominant color to their least color. Initial understanding took very little time. Within hours, participants gained a better understanding of their own personality style and that of others.

The obvious application for this module was in breaking down cultural differences, reducing conflict, and building team spirit. There were several "colorizing" exercises (1-4 hours) that build on the strengths of each color and substantially enhanced the effectiveness of the exercise. The material can be easily related to the workplace.

Job Interests, Aptitudes and Abilities

This segment used the COPSystem (by Edits of California), a job interest, aptitude, and values survey (**Appendix N**). Testing time is about 3½-4 hours, including scoring. Test results lead to job clusters that appeared most suitable to the participants combination of scores. Identifying job options was done by cross referencing job clusters in the Dictionary of Occupational Titles (DOT), Occupational Outlook Handbook, and Guide for Occupational Exploration (all published by the U.S. Department of Labor). These materials are available on loan from each institution's Education Department or State Employment Security Department. These materials are available on loan from the institution.

Learning Styles

This component enabled participants to identify their preferred learning style, appreciate the learning styles of others and adapt their learning style to various work settings and situations. Teaching methods included interactive learning activities, videos, group discussion and some lecture. An excellent resource for understanding and Vi learning differences is "Adults Who Learn Differently (Learning Disabilities)" by S.E. Pues.

Skill Identification

Skills Identification included listing of prior jobs and skills that the participant acquired in each job or educational experience. Also identified were employment related strengths, e.g., punctual, quick learner. Considerable assistance was needed in this area since most workers have difficulty

identifying job skills that are transferable. The segment built on the COPSystem test results. At the conclusion of this segment, participants completed an appraisal of himself/herself from an employment perspective (Appendix O).

Case Management

Adding transition planning to case management with specific goals that are work and release related is made easier when the self-assessment piece is completed. The foundation for building an effective transition plan upon entry to the institution is the case management approach. The purpose of the case plan is to provide the Department and the offender with individualized strategies that address behavior, treatment, education, training, and work. This summary focuses on the elements of case management that relate to transition. (Appendix P)

Counselor-Offender Interview

The Case Management Classification (CMC) was utilized by the Transition Manager to initiate the case plan. The CMC is a structured, 45 minute to one hour interview initially designed to identify behavior types of offenders for purposes of classification and management. Since the interview questions encompass education and work histories, as well as attitudes toward both, the CMC was easily adapted to institution programming and transition planning. In-depth questions related to employment were added by Project staff.

The product of the case planning, which takes about two hours, was an Individual Development Plan (IDP) for each offender (Appendix Q). Education and treatment plans were tied to employment goals and aimed at upgrading work readiness. Academic activities included life skills, GED readiness and testing, post-high school classes, and vocational training. Treatment included chemical dependency intervention and anger/stress management classes. The Transition Manager and the participant worked together to assign priorities to identified needs and develop an implementation plan based on incarceration time to be served.

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Several subsequent one on one interviews were scheduled with participants (depending on need) as well as casual contacts made which were productive in directing activities, answering questions and encouraging positive behavior. Feedback from the participants indicated that having a connection to people who cared made an enormous impact on their attitude and behavior.

Individual Development Plan (IDP)

The IDP evolved from the CMC and the participants completion of the self-assessment component. All program offerings of the institution. e.g., treatment, education, training, employment, etc. had the potential to contribute to a viable plan. Goals were related to behavior. education, training, work, or combinations of issues. Appendix R provides a Individual Development Plan Summary. Because of the level of detail in the plan and emphasis on transition, the participant's focus on release planning was emphasized early on.

The IDP also provided an ongoing reminder of specific actions the participant had to prepare for release. e.g., writing to confirm status of drivers license, contacting prior employers, or contacting community based organizations for supportive services. The complimentary side of the IDP was the equal focus on the participant's time inside the institution. Each goal was considered to be a contributor to successful transition. either in the area of employment, or non-criminal behavior. Except for court requirements. participants developed and initiated the goals. The Transition Manager's role was primarily one of assistance, e.g., providing resource information as well as support and encouragement.

Preliminary Release Plan

Release planning for Project participants was not done in isolation. Along with the Transition Manager. Unit Classification Counselors were and are an integral part of programming and release planning.

With the participant's self-assessment of values, interest, aptitudes, personality profile, preferred learning style and job skills, most developed some realistic options for a release plan. The participant needed to "own" the plan. The Transition Managers' role was to assist the participant in clarifying goals and identifying action-steps toward their achievements. (**Appendix S, S.1**)

As the IDP illustrates release goals encompassed employment, housing, legal financial obligations, work release application (if appropriate), substance abuse, after-care, and transportation. Although some of the preliminary release plans were a little sketchy, simply raising the questions by subject, and listing needed actions, was effective to begin the emphasis on transition.

Programming

The majority of offenders are released with limited skills and resources to assist in transition. Yet the education, employment, and treatment alternatives available in a prison can be integrated with post-release goals to facilitate preparing inmates for job success in and out of prison. (**Appendix T**)

Treatment Programs

Assessed or court ordered treatment needs, such as chemical dependency or anger/stress management were emphasized in the IDP. If treatment needs go unattended, employability is seriously impacted. The Transition Manager's role at this point was to assist the participant in enrolling or applying for the appropriate treatment program. As a means to assist the demonstration of the Project, an agreement was reached early on by the agency (at the Project Retreat) to give priority enrollments to Reintegration Project participants in treatment, education, and work programs.

Education

Education plans were tied to employment goals and aimed at upgrading work readiness. Often offenders more or less randomly apply for classes. Planning for the future was a concept reinforced through appropriate selection of education classes. Academic activities included GED readiness and testing, post-high school classes, and vocational training.

Employment Readiness

Offered in combination with education, vocational training and in some cases work, employment readiness is the link-pin between the other components. Called "Employer Expectations," this was a pre-employment/work maturity series of group activities. Approximately 40 hours in length, this component allowed participants to learn and practice job acquisition and retention skills. Instruction was based on the National Corrective Training Institute JOB ◆ TEC Curriculum. **Appendix U** provides an overview of the course competencies and the course outline. Completion of this component prior to, or during institutional employment, allowed immediate application and reinforcement.

The second part of the work readiness component is titled "Workplace Basics" (**Appendix V**). Designed for this project, this component included sections often overlooked, but essential in preparing participants to successfully stay employed. Employer economics, workplace cultures, supervision styles, and progressive discipline were covered. Topics are taught in a manner that allowed the information to be applied to institution jobs and eventually post-release employment. Material was always linked to the transition plan and adapted to the individual's job goal.

Institution Employment

For this program, the goal was free venture/private sector employment (Class I) while inside the institution. Even though in most cases that employment did not relate <u>directly</u> to the participant's

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employment goal, the experience became a learning lab for work behaviors and applying what has been learned in the preceding Employer Expectations component. Equally important was an opportunity to earn money that could be saved until release for a smoother transition or used to pay fines or debts. In the Project free venture jobs were available for women in telemarketing, industrial sewing, and manufacturing. For men employment was in packaging and product assembly.

Integration Seminars

To ensure that all programming, especially employment, was transferred to post-release, Reintegration seminars were scheduled. Two types of seminars were offered; a) those that focused on job related interpersonal skills such as teamwork, co-worker relations, communication, and b) those that taught generic technical skills, e.g., first aid, computer literacy, and blueprint reading. Appendix W provides a complete list of Integration Seminars. A sample seminar outline is shown on Appendix W.1. The seminars also taught participants to transfer and adapt their skills from prior jobs (institution and outside) to their post-release employment goal.

Pre-Release

Sixty to ninety days prior to release, participants typically displayed a surge of interest in release plans. This component capitalized on that interest by providing a combination of group and individual activities that "wrapped up" all preceding transition planning, finalized release plans and linked participants with community resources. Appendix X provides a course outline.

Pre-Employment Review

The purpose of this component was to provide participants an opportunity to review what they have learned about themselves to date, update their resumes (Appendix Y) and applications to include skills developed through free venture employment and related studies, finalize their job search action

plans, and practice job interviewing skills learned in an earlier project module. Much of the review was done via formal and informal contacts with participants, providing information and encouragement to follow through with plans.

It is also at this point that participants were linked with the Employment Security Department (ESD), specifically Corrections Clearinghouse (CCH), a branch of ESD, that provides employment services to offenders. Services include: referrals to a CCH network of Community Based Organizations (CBO) that specialize in offender job placement; certification for Targeted Jobs Tax Credits; registration in the ESD job bank system; referrals (on the day of release) for up to three current job openings related to their employment goal; and if needed support services up to one hundred dollars ($100.00), including transportation, work clothes, tools, etc.

CCH Services were arranged through an interagency contract (**Appendix Z**) that includes all of the described services as well as a CCH staff liaison assigned to work specifically with the Reintegration Project. A standardized referral form (**Appendix AA**) expedites delivery of CCH services.

FINDINGS AND RECOMMENDATIONS

FINDINGS AND RECOMMENDATIONS

From the beginning of this Project it was expected that the findings and outcomes would be important to the continuation or replication of the integrated programming design and strategy in whole or in part. To that end. a Formative Evaluation Findings Report was completed by the Criminal Justice Associates (CJA) in April. 1992 with the purpose of meeting that need, and that report is attached.

A Formal Evaluation of this Project is currently being conducted by APT Associates Inc., Cambridge, Massachusetts. The results will be submitted to the U.S. Department of Education upon its completion.

Other efforts to evaluate and summarize the process and outcomes of the Project include a survey of stakeholders and Project participants. A sampling of participant characteristics is in **Appendix BB and BB.1.**

Formative Evaluation Findings

Criminal Justice Associates conducted a formative evaluation of the Washington Reintegration Project from January through June 1992. This was accomplished through regular telephone contact with Project staff, two site visits, and the reading of logs maintained by Project staff. The key findings of the formative evaluation are summarized below.

1) The Retreat

The retreat facilitated by Criminal Justice Associates at the beginning of the Project was useful in that: (A) commitment of the Department's top management was clearly demonstrated through their attendance and their verbal endorsement of the Project, and (B) the Project's stakeholders were given an opportunity to contribute to its design. If a retreat is held, however, it is important that contact be maintained with stakeholders afterward to keep them apprised of Project progress. Also, occasional communication from top management to the institutions/divisions will help to keep the sense of priorities fresh.

It is recommended that a follow-up retreat exclusively for institutional staff be held at the host facility. This retreat should have the same format as the initial retreat. The objective should be to foster institutional staff's understanding of and involvement in the Project.

2) Project Staffing/Management

Project location in the Department - preferably, the Project should be located in a division of the Department that is neutral with respect to custody and institutional management issues and that has responsibility for the range of activities (education, treatment, work) incorporated in the Project. The Division of Offender Programs (DOOP) is the Division most nearly meeting those conditions in Washington.

Project Director - should have Project management experience, familiarity with meeting deadlines and managing grants; should have a background in corrections, employment, education (at least two of the three).

Transition Manager - should have good interpersonal skills and a background in corrections, employment, or education (at least two of the three). It is very important that this person be physically located "on site." An advantage of drawing the transition manager from the host institution's staff is that he/she knows how the "system" works and knows and is known by the people in the institution; a disadvantage is that he/she may be perceived by the Project participants as just another "cop."

Education Specialist - should be hired or contracted early in the Project.

Advisory committees - nice to have but not critical; input and involvement can be achieved as effectively through stakeholder work.

3)   Site Characteristics

Preferably, the pilot Project should be initiated at only one institution; if more than one institution is involved, the facilities hosting the pilot Projects should be near each other. Although not critical, it will be helpful if the institution is relatively small and located in proximity to an urban area. The population served by the Project should be housed and receive program services at the same site. The Project is complicated enough without introducing transportation/logistics issues associated with satellite facilities. An institution having a high inmate turnover rate is preferred to one with a low rate because this will ease program access for Project participants. The institution should have: (A) education/training programs, (B) Class 1 (private sector) jobs with some slots open to short-termers, (C) more than one private sector employer to avoid having to depend completely on one provider, (D) Class 2 (traditional prison industries) jobs if the availability of Class 1 jobs are limited, and (E) a case management system in place to make the implementation of Individual Development Plans (IDPs) easier. Because it is likely that program slots will be limited, the Transition Manager may have to negotiate well in advance for participants' admittance to programs.

4)   Staff Activities: Project Initiation

The most important initial activity of the Project Director and Transition Manager(s) is to network with internal and external stakeholders on a regular and ongoing basis to answer their questions, address their concerns, assess their interest in and expectations of the Project, and be aware when interest shifts are occurring. An effort should be made to identify what the Project "does" for the stakeholder, i.e., what's in it for them. Through flyers, notices, verbal presentations, etc. it is important at both Central Office and institutional levels to demonstrate and "concertize" Project progress whenever possible.

Stakeholder concerns to be aware of: Correctional officers' concern that Project inmates may be treated differently than other inmates: classification counselors' concerns about "turfing" confusion vis-a-vis the Transition Manager: community college staffs' concern about what changes they will have to undergo, what input they will have. Education's buy-in may be encouraged if some Project dollars are made available to help with some of the staffing or other needs created by the Project. In general, the Project has broad implications for institutional change. It forces a "system" perspective on inmate programming, and to succeed requires extensive cooperation and information flow across traditional institutional boundaries.

If the Transition Manager comes from outside the host institution, he or she must make a special effort to establish acceptance and value with institutional staff. One way to do this is to provide assistance in matters not directly related to the Project where the Transition Manager has particular expertise, e.g., by serving as an institutional representative on committees or by assisting in resource development. However, the Transition Manager must be careful not to become so involved in institutional matters that Project-related tasks are neglected. Frequent meetings of Project staff are important to compare experiences and to provide support in what is to be difficult and often isolated work.

5)   Staff Activities: Project Design

If at all possible, staff should avoid creating orientation, education, transition, and other programs "de-novo" for this Project. Staff should make an effort to identify programs that are already available within the correctional system. To identify programs, it is best to meet with program

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providers or developers and observe programs in operation. Simply reading program descriptions is not likely to be sufficient because they are apt to be incomplete and/or inaccurate. To facilitate the program identification process, a workshop at which program providers are asked to describe their programs might be held. If programs are imported, be aware of copyrights and high user fees. Before beginning the program identification process, staff will find it helpful to learn the education and employment jargon that providers use.

If possible, avoid programs that use straight lecturing. Programs that require student involvement and participation are preferred. Inmates, perhaps more than others, often dislike the traditional school experience.

6)   Project Admission/Initiation

Inmates admitted to the Project may come from two basic sources: (A) Inmates currently in the host institution and presumably, already enrolled in various programs, and (B) Inmates elsewhere in the system (other institutions, reception units, camps, etc.). Delays starting programs and/or getting Project participants admitted to programs are inevitable, but their impact will be less serious for inmates already involved in institutional activities than it will be for those brought into an institution specifically for the Project and who may have no immediate alternatives if there are delays. It follows that if inmates are to be admitted to the Project from outside the host institution, it is critical that they not be admitted until full program is available. Over time, as the supply of eligible inmates in the institution decreases it is likely that an increasing number of Project participants will have to be admitted from outside the host institution.

Do not depend on classification counselors to identify Project candidates. Their already busy schedules make full attention to this important function unlikely. They may be able to do a rough screening, but the detailed screening should be done by the Transition Manager who then should keep the counselors informed about the results. Assessment tools for screening out individuals with deeply imbedded anti-social personalities and identifying those most likely to benefit from participation in the Project should be employed.

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A defining characteristic of this Project is that it has a dual track. While the emphasis is on Individual Development Plans, much of the Project will have to be delivered in a group setting for efficiency and economy. Thus, the IDP process should occur as soon as possible so that participants can individually begin to apply group-learned information and not get caught up in "group thinking," i.e., start to believe that all participants receive the same sequence of programming, have equal access to programs, etc. The need to deliver Project curricula in a group setting will put some limits on IQ and reading comprehension levels.

The Project description made available to inmates should stress outcomes. It should describe the Project's content only to the extent one can be certain that what is described will in fact be delivered. Promises that cannot be kept should not be made. The result, otherwise, will be unhappy inmates and possible grievances.

It is important that the Project not be misinterpreted by the participants as an entitlement program guaranteeing them a job or special access to other programs. The program must clearly and uniformly be perceived and thus presented as one that places expectations directly on the participant while providing the support needed to meet those expectations.

Additional Comments

The CJA formative evaluation cited a number of important findings from the early months of program service delivery. The experiences in the months following and to date have given rise to other issues and recommendations which may be of value to those who would consider replicating, evaluating, or enhancing integrated programming. These are based upon the experience of Project staff, input from the evaluation surveys, and informal discussions with stakeholders at all levels. They regard:

Project Implementation

Recommendations:

- The input and guidance of a Technical Advisory Group comprised of business, industry, and education entities is important to establish meaningful workplace related goals.

- The support of the <u>Operations Management Team</u> which consisted of DOC Division Directors which provided the capacity to affect policy and operational issues. An important "leverage" to overcome internal barriers.

- A <u>Case Management Team</u> or a <u>clearly identified case management</u> strategy (or both) can avoid over- or under-supervised case plans. Mapping out the responsibilities of key players in the participant planning process is important early on.

- <u>Project consultants</u> were critical to identifying barriers and developing strategies to overcome them. They also provided insight to resources so that we avoided "reinventing the wheel." Any program endeavor should <u>consult with those who have undergone the process</u> in order to more effectively develop their program. It is also helpful when the need for technical reports arises to have samples of work that can provide phraseology, outlines, and content description.

Developing Criteria For Participant Selection

Recommendations:

- Review several tests and assessments for academic/vocational components prior to start up.
- Finalize a life skills assessment process prior to start up.
- Finalize case management/Individual Development Plan process prior to start up.

Restructure Education/Vocational Education Programs

Recommendations:

- Solicit and use input from advisory groups institutional industry, education, and inmates.
- Locate <u>or</u> develop technical and workplace adaptive skills curriculum.
- Build in feedback/monitoring loops for course corrections, e.g., ABE needs show up in vocational education or work program.
- Include educators in Individual Development Plans.
- Incorporate workplace materials/exercises into academic classes.
- Incorporate workplace maturity/behavior into vocational classes (Include job seeking/job retention component).
- Incorporate workplace readiness into educational offerings.
- Standardize and emphasize employment component of pre-release.
- Design performance evaluation and program feedback loop.

Implementation of a Life Skills Training Program

Recommendations:

- Utilize existing programs e.g., anger/stress management, coping skills, parenting.
- Use outside expertise. A number of community based organizations can provide information, expertise, and referrals at no cost to applicants.
- Consider contracting for instruction on new and individualized topics.
- Use seminars to overlap life skills, education, stress/anger, work programs, etc. to show connections. Seminars may address job content skills, transferrable skills, or self management skills.

Chemical Dependance Intervention

Recommendations:

- Chemically despondent get treatment as pre-requisites to special programming.
- Project participants provided aftercare groups.
- Random drug testing for Class I employers.

Educational Programming

Recommendations:

- Participants attend vocational courses redesigned to incorporate relevant basic education material.
- Participants attend new courses in workplace adaptive skills, industrial safety, and workplace basics.
- Emphasis on behavioral and attendance requirements.

Entry into Labor Pool for Work Programs

Recommendations:

- Participants compete for openings, start at entry level.
- Additional skills training (like seminars) can be used for preparation for promotions/advancements.
- Regular evaluations to inmate on individual performance.
- Evaluation materials fed back to vocational/education instructors for course modifications.

<u>Transition/Placement</u>

Recommendations:

- Conduct forums or workshops to provide information and contact with service providers for housing, continuing education, apprenticeship programs, DOC work release/community supervision, employment, training, or other relevant topics.

- Outplacement counseling, release planning, and identifying basic needs should be <u>coordinated</u> by case manager. Many of these steps occur at unplanned intervals with little concurrence or <u>cross reference</u> with others who have input.

- A case management contact with community corrections should occur prior to release. In cases where electronic information transfer is possible, it should happen.

- Equipping participants with the addresses of service providers will encourage early contacts to assist the successful transition.

- Efforts to provide letters of advocacy/support are meaningful (**Appendix CC**) where appropriate.

- In Washington State, the Employment Security Department provides an Electronic Bulletin board service at no cost to subscribers, which provides up to date labor market information. A vast amount of data regarding demand and diminished demand occupations, geographic area employment rates , and employment sector evaluations. This can be a valuable tool in the development of training programs as well as targeting prospective employment.

- Improve institutional relationships with Social and Health Services. <u>Many</u> inmates rely upon these services as a means of transition.

- DOC should petition for a seat on the State Job Training Coordinating Council to have input and influence the targeting of Job Training Partnership Act (JTPA) dollars. Such a council is in every state by mandate of federal law.

- When possible, utilize community sponsors to assist inmate transition.

- Update and keep resource information current to assist transition.

What parts of the Reintegration Project did you like best?

"Group participation."

"Finding skills that I didn't even know I had."

"Learning how to communicate with others and accept criticism."

"Teaching style."

"Finding the results of the Caps, Cops, Copes test."

"The genuine care and concern of the instructor."

For future changes(s) in the program, what would you suggest needs to be changed, added, and/or deleted?

"More time for role play"

"Less paper hand-outs!"

"I would like to see some of the "graduates" working in the program such as clerical support staff."

"More practice interviews."

"I would like a longer ongoing program."

What change(s), if any, did the skills you learned in the program make in your life?

"I have more faith and confidence in me."

"They taught me to solve a lot of problems and to prevent the ones in the near future."

"I learned how to handle arguments and uncomfortable situations much better."

"I feel much more confident about finding and securing a job."

"More skills on how to get a job."

"I have changed my opinions and attitudes on many things."

"More positive self-esteem."

"How to make my goal come true when I get out."

"I've changed my attitude habits and become more aware."

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Would you recommend the Project to others? Why or why not?

"Yes, it gives emphasis to what employers expect and look for in applicants."

"I strongly recommend this Project to others."

"Yes! For a refresher in job/communication's skills."

"I think anyone could benefit from this program."

"Yes - it helps with transition."

"You can better yourself if you make the effort as I did."

> **Stakeholder's Evaluation**

What was your understanding of the original goals of the Reintegration Project?

"To create a work readiness/job skills program within the Education Department that would support Correctional Industries by providing them with better trained/skilled workers."

"To address "system issues" that have been barriers to offenders' preparedness for reintegration into the community."

"To increase their chances of getting and keeping a job in prison when and where jobs were available."

"To help offenders develop job skills to assist in re-entering the workforce and not re-offending."

"I assumed they were to more systematically combine education, work readiness, pre-released work programs for inmates."

"My original impression was that we were going to be reworking the TIE project."

"A structure for offenders to become more work ready."

"To develop community re-entry skills."

To what degree do you feel the goals of the Project were met?

"The information was clear and available. Individuals had the opportunity to learn."

"Not sure - I felt that many inmates only wanted to work not to participate in other programs."

"I participated in the education component of the project, and I felt it met 80% of the goal."

"Feel Reintegration Project met 90% of the goals. More time is definitely needed."

"100%."

If the Reintegration Project continues at your facility, what changes would you recommend be made to make the Reintegration Project more effective?

"It needs to be institutionalized within the existing system."

"Have all involved in designing and executing meet on a regular basis."

"Maybe it could be aimed at less successful students."

"Involve a group program of self-esteem with a mental health professional."

"It needs to be more integrated into the other TRCC programs."

"My recommendation would be that the education department and the industry work together to form a combined program for the inmates."

"I would recommend that there be a strong link between the education and the professional technical advisory committee."

"More emphasis on placement in jobs in the community."

"If at all possible, employment in Class I industries."

What did you feel were the strengths of the Project?

"Strengths of the project are skilled and dedicated staff."

"Opportunity for group learning and sharing."

"There was a community spirit with the guys doing several things together, including the pre-classroom assessments."

"Open and clear directions."

"Motivated staff who took an interest in programs and inmates."

"Linking the classified counselors, education staff, and the inmates in achieving a common goal for the inmates."

"How information was integrated and how a common goal was developed for inmates/students."

"The work maturity component."

"Focus on job keeping skills."

"Attempting to do something that had not been done before."

Weaknesses?

"Weaknesses of the project were a slow start due to some erroneous assumptions about where the program could be located."

"Needs more "staying" power as a project."

"The guys still felt some promises weren't kept."

"More work on individuals self-esteem. Problem solving."

"Program too short. focused only on inmates 2 yrs or less to release."

"We should discuss the goals with the inmates shortly after they arrive at the institution and not when they are about to leave the institution."

"Getting all the information we needed to work effectively."

"Employment opportunities."

"Not enough funding to do system wide."

What do you feel is the value of this Project to the Department of Corrections (DOC)?

"New curriculum materials were developed."

"Tremendous. If it succeeds. it will reduce recidivism, boost morale for inmates and staff."

"The work preparation incentive got them off the unit to program and do more than sleep and watch TV."

"Less return to crime."

"Money. staff. coordination of programs."

"Inmates have a better chance of copu..., with their lives in the "outside world"."

"By implementing the goals of the Project, I believe the system could work to its maximum potential."

"Will reduce recidivism."

"Coordinating and strengthening efforts at decreasing recidivism."

What Project outcomes would you like the Project to measure or research?

"I would like to know how the men did when released."

"Skills testing."

"Number of inmates who completed institution programs employment record with industries at institution."

"The type of jobs the inmates get and their successes at them and the percentage of re-offenders."

"I think we need to determine recidivism rates among inmates/students."

"The number of these offenders that get and keep jobs in the community upon release."

"Employment history."

What role do you feel the Reintegration Project has in case management classification?

"Directly related."

"Large. Work toward the plan of offenders reintegrating into society."

"Need to be tied into the overall "classification - case management process"."

"Not familiar with case management classification."

"Reintegration is the only form of case management that education has seen at TRCC."

"Clearer focus on individual goals."

DISSEMINATION TO OTHER STATES

DISSEMINATION TO OTHER STATES

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Conference Presentations
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In addition to developing a model that is transferable to other states, presentations were made by Project staff at regional and national education and correctional conferences.

Conference presentations included:

-Project background and overview
-Rational for Project goals (SCANS Report for America 2000)*
-Recurrent themes*
-Component of an integrated program
-Integration objectives
-Project design*
-Case management plan summary*
-Example of traditional vs. workplace education
-Certifying job competencies
-Integration seminar examples*
-Reading, Writing, and Math for Workplace Success*
-Discussion/Questions and Answers

Handouts were provided for all key subject areas (**Appendix DD**) *Already included in Appendices.

Conferences were attended by correctional administrators, program managers, education directors, teachers, community based service providers, and others who had an interest in integrated correctional programming and offender transition.

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Technical Assistance
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Technical assistance was available to states interested in replicating the Washington model (in whole or in part) or enhancing/integrating existing programs. In addition to introducing our Project Design and implementation strategy, technical assistance consisted of:

• Assisting sites to identify and prioritize the tasks needed to replicate the educational and training program:

- Conducting workshops for institutional staff to facilitate the implementation of changes needed to replicate the educational and training program;

- Helping sites determine the revisions in institutional procedures needed to support a replication of the educational and training program: and

- Speaking before groups about WDOC's experience designing and operating the demonstration program.

Specific issues which were addressed through technical assistance included:

✓Administration and Staffing

Where should the project be housed?
What are appropriate functions and desired characteristics/background of staff?

✓Stakeholder management

Who are they and what are their concerns?

✓How to assess Private Sector Prison Industries (PSPI) for inclusion in the Project.

Who do they hire traditionally?
What is the outlook for future employment?
Are they committed to the project's philosophy?

✓How and when to develop workplace specific training for Private Sector Prison Industry.

Is specific training necessary?
Who should provide the training; education staff. industry staff?

✓How do you proceed if there is no Private Sector Prison Industry at an institution.

What alternatives are available?
How can you provide real world work experience without PSPI?

✓How do you integrate workplace readiness training with traditional education.

What are the essential components . . workplace readiness training?
What about cost. relevance. contractual and accreditation requirements. FTEs. etc.?

✓How do you identify. assess. and select project participants.

Establishing admission criteria for whom is this project most relevant?
Weeding out severe anti-socials
Where can you get good referrals?

✓What should be communicated to potential project participants?

    Outcomes and expectations
    Roles and responsibilities

✓How to incorporate transition planning, case management. and assessment into your system.

    Who will be responsible for individual needs assessment? What assessment tools should be used?
    How should test results be used and to whom should they be communicated?
    Who will negotiate and monitor individual case plans?
    What impact will intensified case management have on existing operating budgets?
    Will staff need to be trained?

Sites

Conference presentations and technical assistance visits were conducted as follows:

●American Correctional Association Summer Conference
San Antonio. Texas
August 2-6. 1992

●Correctional Education Association Conference
Coeur d'Alene. Idaho
October 25-28. 1992

●Correctional Program Manager Conference
Ellensburg, Washington
October 27-29. 1992

●Washington Correctional Education Association Annual Conference
Lynnwood. Washington
February 11-12. 1993

●Correctional Education Leadership Forum
Baltimore. Maryland
March 28-30. 1993

●Correctional Education Conference
Region 3 (Alabama. Florida. Georgia. Mississippi. North Carolina. South Carolina.
Tennessee. Puerto Rico)
Charlotte. North Carolina
April 18-21. 1993

●Correctional Education Conference
Region 4 (Iowa. Minnesota. Missouri. Nebraska. North Dakota. South Dakota. Saskatchewan.
Manitoba)

Sioux Falls. South Dakota
April 27-30. 1993

•Technical Assistance Visit
Elk Grove Adult Education School District
Sacramento. California
June 20-27. 1993

•International Correctional Education Annual Conference
Chicago. Illinois
July 11-24. 1993

•Correctional Education Conference
Region 9 (Colorado. Kansas. New Mexico. Utah. Wyoming)
Hays. Kansas
September 27-29. 1993

•Correctional Education Conference
Region 6 (Idaho. Washington. Oregon. Montana. Alaska. Alberta. British Columbia.
The Northwest Territory. and the Yukon)
Whistler. British Columbia. Canada
October 3-6. 1993

•Reinventing Corrections Conference
Criminal Justice Training Center
SeaTac. Washington
November 8-9. 1993

•Technical Assistance Visit
Kansas Department of Corrections
Topeka. Kansas
November 16. 1993

CONCLUSION

The development and implementation of the Integrated Approach to Education, Work, and Offender Reintegration Demonstration Project yielded substantial gains for Washington State Department of Corrections. Some of the measurable outcomes resulting from the accomplishment of the Project's objectives regard:

1. Participants - One hundred twenty three inmates received Reintegration Project services ranging from a minimal level of involvement to a full scope of case management programming. Those services included assessments. work programs, specialized curriculum, transition assistance, and advocacy.

   A participant follow-up conducted in October showed that of the 46 participants released to the community or to Work Training Release. 29 were working, 2 were in educational or vocational education programs. 13 unknown, and 2 unemployed. Many of the employment placements can be directly linked to participation in the Project. Consider, also, that the impact of the Reintegration Project far exceeds the issue of job placement. Increased basic skills, self esteem. job retention skills, and access to community service providers are all critical to successful transition. These and other life skill enhancements are difficult to measure, but the testimony of many of the participants substantiates that the Project had a positive influence in these areas.

2. Demonstration Sites - Both demonstration sites benefitted from the involvement of Project staff in case management. resource development. and information sharing. (Appendix EE, EE.1)

   As a means to enhance the relationship of the institutions to community service providers. representatives from various agencies were invited by Project staff to participate in workshops. seminars. and forums in the institutions.

75

Additionally, Project Transition Managers served on institutional committees, participated in classification reviews, employment screenings, industry recruitment, and other important functions to improve linkages and create an environment conducive to creativity and teamwork. (Appendix FF)

3. The Department - The Department as a whole continues to benefit from the opportunity to explore methods of integrating offender programs.

Other by-products of the demonstration Project include an expanded network of service providers. the development of pre-employment curriculum which can and will be used to strengthen work programs. insights into case management. and communication bridges with other states endeavoring to implement integrated correctional programs.

It is anticipated that the dissemination of the final Technical Report will greatly assist the Department and its Divisions in evaluating their effectiveness in meeting the challenges of the future. Issues of expanding prison populations. collaboration with community services, private sector employer involvement. and assisting offenders in preparing for a more demanding labor market all speak to the importance of effective program strategies.

The development of the Reintegration Project resulted in flexible program options that enable the Department to "reload" rather than "rebuild" to meet changing needs.

APPENDICES

Appendix Table of Contents Document Guide

CONCLUSION

A SCANS REPORT FOR AMERICA 2000

THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS
U.S. DEPARTMENT OF LABOR

JUNE 1991

The aptit... ...es identified by SCANS is made up of five competencies and a three-part foundation of skills and ...ersonal qualities that are needed for solid job performance. These include:

COMPE— .NCIES - effective workers can productively use:

● Re‹ ...urces - allocating time. money. materials. space. and staff:

● Inte ·personal Skills - working on teams. teaching others. serving customers. leading negr .ating, and working well with people from culturally diverse backgrounds:

● Info· .mation - acquiring and evaluating data. organizing and maintaining files. interpreting and con .unicating, and using computers to process information:

● Syst· .ns understanding social. organizational. and technological systems. monitoring and con .ting ·formance. and designing or improving systems:

● Tec‹·.ology - selecting equipment and tools. applying technology to specific tasks. and main .ning and troubleshooting technologies.

THE FOU .NDATION - competence requires:

● Basi· ·skills - reading, writing, arithmetic and mathematics. speaking and listening;

● Thi··ing Skills - thinking creatively. making decisions. solving problems. seeing things in the min · .ve. knowing how to learn. and reasoning;

● Per‹ ·ial Qualities - individual responsibility. self-esteem. sociability. self-management. and inter ·y.

TO: Andy Bishop, CPM

FROM: James Walker, Transition Manager

SUBJECT: Institutional Programs

Per our varied discussions on October 1, 1992, I respectfully encourage the following actions regarding an improved network with service providers in our area.

1. Meet with Mr. Colin Conant, Director, Tacoma-Pierce County Consortium, to discuss services available to offenders through Job Training Partnership Act (JTPA) funds. I am at your disposal to arrange, facilitate, and /or participate in such a meeting since I know Mr. Conant from my prior assignment at the Employment Security Department.

2. Subscribe to the Electronic Bulletin Board Service through the Employment Security Department to access current Labor Market Information. * Brochure attached.

3. Meet with Mr. Greg Tanbara, Administrator, Tacoma Job Service Center, to discuss your attendance at a local Job Service Employer Committee (JSEC) meeting in order to meet employers in our area who may be interested in enhancing their operations through a business venture with our institution (Class 1 Industry contract). Mr Tanbara is a very astute gentleman who is knowledgeable in the employment/training arena and has significant contacts in Pierce County with public and private sector organizations. Phone: SCAN 462-2607

4. Improve our relationship with the Department of Social and Health Services. I recommend a meeting with Ms. Liz Dunbar, Regional Administrator (Region 5, Pierce & Kitsap Counties) to explore more expedient services to offenders who are 30 days or less to release, who may be eligible for DSHS services. I wonder if more of the up front work could be done to pave the way for General Assistance Grants, Food Stamps, AFDC, Emergent Need Grants, Health care, etc. prior to release? Phone: SCAN 462-2300

5. Contact Washington Basic Health Plan for occasional group presentations on health care access to low income families.
Phone: SCAN 321-5332

6. Contact Matsushita Corp. and inquire about the potential for a Class 1 contract. Mr. Dennis Vercillo was the Senior HRM a couple of years ago. May still be there. Phone: (206) 841-6006

7. Set up a meeting with Mr. Mike Cashman, PAMAR, to determine the potential for expansion of their operation in the future. Mike mentioned to me that there could be some growth in their company which would represent an opportunity for additional skills training for inmate employees. Phone: WCCW Ext. 281

Andy Bishop

8. Talk to Lindel Cedar Homes to see if they have any interest in doing any pre-fab work here at the institution.

9. Regarding the ANEW link, you might consider touching base with some Organized Labor faction. Perhaps the contact with Phyllis Hutchinson will suffice. I understand that she is interested in soliciting grants to enhance labor/CI efforts.

10. Periodically obtain the following publications: <u>Federal Grants and Contracts Weekly</u>, <u>Foundation and Corporate Grants Alert</u>, and <u>Guide to Federal Funding</u>.

I am happy to assist you in any of these steps as well as to share other resources that you deem important to the ongoing success of our institutional programs. For the moment I can be reached at extension #252. I will be moving to Unit G-2 soon.

February 23, 1993

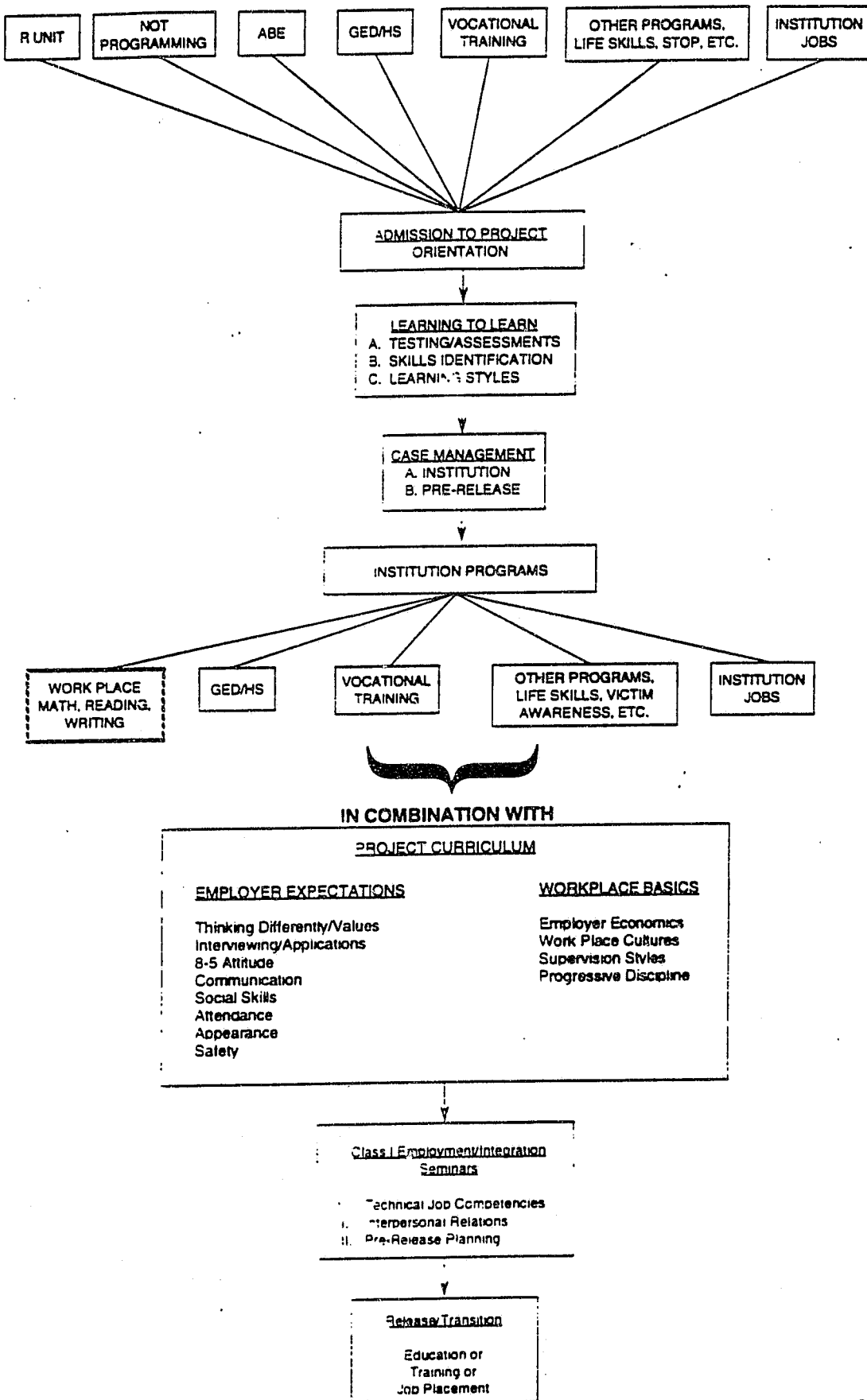TO: The Record

FROM: James Walker

SUBJECT: Meeting with Alice Payne

This memo is to provide a brief overview of an informal meeting with Superintendent Alice Payne on February 4, 1993. The following topics were discussed and/or reviewed.

- Current efforts of the Reintegration Project to establish a contractual relationship with Tacoma Community College School District. We are seeking to contract for Instructor time and integrate the RIP curriculum into traditional Education programming.

- Current disposition of _____ (Class 1 Industry) at WCCW in light of disagreements between the Institution and _____. At this point there are more than a few points of contention i.e.: Inmate dress code, employer conduct and confidentiality, rehire of a previously terminated group of _____ employees, etc. _____ has temporarily suspended operations. Unknown as to when or whether they will return.

- WCCW Institutional Industries projects are a priority for this institution. Need jobs for the Minimum population. Computer assembly/repair is one desirable option.

- Nontraditional employment for women still a major consideration for Administration and Education.

- The Reintegration Project has undertaken the development of a specialized curriculum for Pioneer Industries employees who are being bused from WCCW. Curriculum will address improved workplace behavior. This is at the request of Pioneer and with input from Superintendent Payne.

Superintendent Payne is open to input and interaction of the Reintegration Project and the potential for addressing the need to bridge the gap between education and work.

REINTEGRATION PROJECT DESIGNS

R UNIT	NOT PROGRAMMING	ABE	GED/HS	VOCATIONAL TRAINING	OTHER PROGRAMS, LIFE SKILLS, STOP, ETC.	INSTITUTION JOBS

ADMISSION TO PROJECT
ORIENTATION

LEARNING TO LEARN
A. TESTING/ASSESSMENTS
B. SKILLS IDENTIFICATION
C. LEARNING STYLES

CASE MANAGEMENT
A. INSTITUTION
B. PRE-RELEASE

INSTITUTION PROGRAMS

WORK PLACE MATH, READING, WRITING	GED/HS	VOCATIONAL TRAINING	OTHER PROGRAMS, LIFE SKILLS, VICTIM AWARENESS, ETC.	INSTITUTION JOBS

IN COMBINATION WITH

PROJECT CURRICULUM

EMPLOYER EXPECTATIONS

Thinking Differently/Values
Interviewing/Applications
8-5 Attitude
Communication
Social Skills
Attendance
Appearance
Safety

WORKPLACE BASICS

Employer Economics
Work Place Cultures
Supervision Styles
Progressive Discipline

Class I Employment/Integration Seminars

   Technical Job Competencies
I. Interpersonal Relations
II. Pre-Release Planning

Release/Transition

Education or
Training or
Job Placement

3/93

Effective Communication

Adaptive Skills

Problem Solving

Perspectives and Values of the Outside World

Learning to Learn

Crime Related Behavior

Attitudes, Habits, Conditioning

Skills Integration

TO: Jackie Campbell, Director
        Reintegration Project

FROM: James Walker, Transition Mgr.

The attached chart demonstrates a three tiered implementation of the Reintegration Project at Washington Corrections Center for Women (WCCW).

Initially, the recruitment of participants at this institution for the Project included those who were already involved in traditional institutional programming. The dilemma was to work within the available time frames for each individual and deliver services as outlined in our program design.

Several factors have affected our capacity to do a "pure" group of Reintegration participants at any one point. Ideally a group would include persons who were appropriate for enrollment based on release dates, health status, education level, custody status, and potential for Class 1 employment. However, the limited availability of persons meeting all of the program criteria coupled with the unsettled issues of Class 1 employment opportunities at WCCW, has made it necessary to provide services at different levels to different groups.

It has also been advantageous (as well as challenging) to address the unique needs of the institution and provide customized training for Class 1 workers who would otherwise not benefit from the Reintegration Project. The Employer Expectation short course was developed to respond to the particular needs of Pioneer Industries workers, our primary Class 1 employer at WCCW.

Those persons receiving the short course are also enrolled and involved in other classroom training, assessment, and individual planning activities.

Further, the needs of this institution for a "Reintegration" curriculum have resulted in the involvement of our program in much of the planning and preparation for employment and training endeavors in the future.

In consideration of the above, a tiered strategy of implementation and participant tracking may be helpful in assessing the scope of services delivered.

REINTEGRATION PROJECT/WASHINGTON CORRECTIONS CENTER FOR WOMEN

	Tier 1	Tier 2	Tier 3
PROJECT ORIENTATION	X	X	OPTION
- Introduction	X	X	
- Responsibilities	X	X	
- Goals	X	X	
- Recurrent themes	X	X	
LEARNING TO LEARN	X	OPTION	OPTION
- True Colors - Personality Styles	X		
- Cops, Caps, Copes	X		
- Interest survey	X		
- Learning Styles / Disabilities	X		
PROJECT CURRICULUM	X	X	OPTION
- Employer Expectations (Job Tec)	X	X	
- Workplace Basics	X	X	
- Employer Economics	X		
- Reading, Writing, Math	X		
REINTEGRATION SEMINARS	X	OPTION	OPTION
- Job Content Skills	X		
- Transferable Skills	X		
- Self Management Skills	X		
CLASS 1 EMPLOYMENT	X	OPTION	OPTION
- Applied only			
- PAMAR			
- Inside-Out			
- Pioneer Industries			
CASE MANAGEMENT ACTIVITIES	X	X	X
- Individual counseling	X	X	X
- CMC Interview	X		
- Individual Development Plan	X		
- Information and Referral	X	X	X
- Pre-Release Planning	X		
RELEASE / TRANSITION	X	OPTION	OPTION
- Community Resources	X		
- Training/Education Placement			
- Job Placement			
- Community Corrections Contact			
- Advocacy			

NOTE: X   = Participant received these services.
OPTION = Participant received services depending upon time factors and availability.

COMPETENCY I - MAKING CAREER DECISIONS

COND	SC	SC-PE	SC-WM	Indicator	Subject	LA's	Pages
•	•	•	•	I-1	My Life's Purpose	2	5
•	•	•	•	I-2	Personal Values	6	11
•	•	•		I-3	Personal Interests	8	13
				I-4	Work Preferences	4	6
				I-5	Personal Skills & Abilities	4	9
				I-6	Job Match	1	2
	•			I-7	Wants & Needs	4	11
	•	•		I-8	Reasons to Work	2	4
				I-9	Making Career Decisions	1	5
•				I-10	Choosing a Career	7	15
				I-11	Training & Education	1	3
		•		I-12	Job Checklist	3	6
•	•	•		I-13	Strengths & Weaknesses	2	5
•				I-14	Career Goals	5	10
•			•	I-15	Personal Improvement	9	19
						59	124

COMPETENCY II - USING LABOR MARKET RELATIONS

COND	SC	SC-PE	SC-WM	Indicator	Subject	LA's	Pages
•		•		II-1	Employment sources	5	7
•		•		II-2	Interesting Jobs	4	7
•	•	•	•	II-3	Getting/Losing a Job	4	6
•		•		II-4	Work Vocabulary	2	6
•		•		II-5	Six-step Process	3	5
				II-6	Labor Information Chart	4	12
				II-7	Want Ads	6	11
				II-8	Interesting Jobs	5	7
				II-9	Growth Jobs	3	7
				II-10	Local Employers	2	3
				II-11	Local Labor Unions	2	4
•				II-12	Fringe Benefits	4	5
				II-13	Apprenticeship	3	5
•	•		•	II-14	Accounting Terms	2	8
						49	93

COMPETENCY III - PREPARING RÉSUMÉS

COND	SC	SC-PE	SC-WM	Indicator	Subject	LA's	Pages
•		•		III-1	Defining résumés	3	7
•		•		III-2	Résumé Categories	2	3
•		•		III-3	Compiling Information	3	9
•		•		III-4	Preparing Résumé	5	11
				III-5	Cover Letters	2	5
						15	35

COMPETENCY IV - COMPLETING APPLICATIONS

COND	SC	SC-PE	SC-WM	Indicator	Subject	LA's	Pages
•	•	•		IV-1	Terminology	4	9
•		•		IV-2	Compiling Information	3	8
•	•	•		IV-3	Completing the Forms	5	16
•	•	•		IV-4	W-4 Forms	3	9
				IV-5	Misc. Applications	2	14
		•		IV-6	Letter of Application	3	7
						20	124

COMPETENCY V - INTERVIEWING

COND	SC	SC-PE	SC-WM	Indicator	Subject	LA's	Pages
•		•		V-1	Pre-interview Checklist	8	16
•		•		V-2	Scheduling Appointments	1	2
		•		V-3	Learning About the Company	2	4
•		•		V-4	The Interview	30	64
		•		V-5	Follow-up	2	5
	•			V-6	Conducting Interviews	2	8
						45	99

COMPETENCY VI - PUNCTUALITY

COND	SC	SC-PE	SC-WM	Indicator	Subject	LA's	Pages
•				VI-1	Telling Time / Alarms		8
•				VI-2	Time Scheduling	2	10
•	•		•	VI-3	Demonstrating Punctuality	1	4
•	•		•	VI-4	Reasons for Being Punctual	3	5
•				VI-5	Maintaining Personal Calendars	2	3
				VI-6	Late Notices	1	2
•				VI-7	Timelocks / Timecards	2	7
						14	39

COMPETENCY VII - ATTENDANCE

COND	SC	SC-PE	SC-WM	Indicator	Subject	LA's	Pages
•	•			VII-1	Perfect Attendance	2	3
•	•		•	VII-2	Absence Consequences	2	3
•				VII-3	Handling Absences	1	2
•				VII-4	Explaining Absences	4	9
	•		•	VII-5	Alternative Solutions	2	3
				VII-6	Non-Smoker Advantages	4	12
•				VII-7	Personal Fitness	3	10
				VII-8	Maintaining Health	4	7
				VII-9	Drug & Alcohol Use	5	12
						27	61

COMPETENCY VIII - POSITIVE ATTITUDE & BEHAVIOR

COND	SC	SC-PE	SC-WM	Indicator	Subject	LA's	Pages
●			●	VIII-1	Building a Successful Life	4	10
●	●			VIII-2	Values, Attitude, & Behavior	2	5
●	●		●	VIII-3	Wants vs. Needs	1	4
●				VIII-4	Solving Problems	5	13
●			●	VIII-5	Self Confidence	6	9
●				VIII-6	Stress Management	9	16
●	●		●	VIII-7	Positive Attitudes	5	9
●				VIII-8	Arguing	3	6
●				VIII-9	Strength & Weaknesses	2	3
●	●			VIII-10	Appropriate Work Behaviors	9	16
						46	91

COMPETENCY IX - MAINTAINING PERSONAL APPEARANCE

COND	SC	SC-PE	SC-WM	Indicator	Subject	LA's	Pages
●	●		●	IX-1	Manners	4	7
●				IX-2	Hygiene & Grooming	2	4
●				IX-3	Good Dressing Techniques	3	6
				IX-4	Job-Related Attire	2	4
●	●			IX-5	Dressing for the Job	1	4
						12	25

COMPETENCY X - GOOD INTERPERSONAL RELATIONSHIPS

COND	SC	SC-PE	SC-WM	Indicator	Subject	LA's	Pages
●	●		●	X-1	Making Friends	4	7
				X-2	Listening	8	17
				X-3	Sharing Feelings	3	7
●	●		●	X-4	Staying in Control	3	8
●			●	X-5	Criticism	9	14
				X-6	Negotiating	5	8
●				X-7	Good Supervisors	4	9
●			●	X-8	Quitting a Job	5	7
●			●	X-9	Building Unity	8	11
				X-10	Supervising	4	8
●	●		●	X-11	Interpersonal Skills	1	3
				X-12	Building Customer Relationships	6	10
						60	109

COND	SC	SC-PE	SC-WM

COMPETENCY XI - COMPLETING TASKS EFFECTIVELY

Indicator	Subject	LA's	Pages
XI-1	Desirable Skills / Keeping Jobs	5	11
XI-2	Making Changes	1	5
XI-3	Job Descriptions	3	7
XI-4	Chain of Command	4	8
XI-5	Following Directions	4	9
XI-6	Manage Work Time	3	8
XI-7	Dedication	5	9
XI-8	Objective Decisions	4	14
XI-9	Peer Pressure	2	5
XI-10	Employee Theft	2	5
XI-11	Work Area Cleanliness	3	6
XI-12	Employee Leadership Qualities	5	11
XI-13	Driving Responsibility	1	3
XI-14	Owning A Business	4	5
XI-15	Future Plans	2	11
		48	**117**
TOTAL		**395**	**856**

	COND	SC	SC-PE	SC-WM
Indic.	65	27	256	25
LA's	277	87	115	97
Pages	585	197	245	201

Eligibility Criteria

As a participant in the Reintegration Project, I agree to:

✓ Facility assignment to TRCC

✓ Waive camp/Pre-release

✓ Full time programming (may include evenings)

✓ Accept Class I employment if offered

✓ Post-release follow-up

The Transition Manager will:

✓ Assist you in identifying job related interests and abilities

✓ Help you develop a Plan for education, training, employment and related goals

✓ Arrange your priority in institution and project programming

✓ Provide priority for Class I job opportunity

✓ Give special assistance in release planning

I understand that if I enroll, and then quit or terminated for "cause", I will be subject to loss of earned time per DOC Policy 350.130.

I have read the above and understand the conditions and benefits of enrollment in the Reintegration Project and hereby volunteer as a participant.

| _____ / _____ | _____ / _____ |
| Participant   Date | Transition Manager   Date |

TO: Ron Ruby, CUS/WCC

FROM: Ron Taggart-Deffinbaugh
        Transition Manager

DATE: March 23, 1992

SUBJECT: March 18, 1992 Meeting

In regard to last week's meeting with WCC/RC and Reintegration Project Staff: I want to thank you all for the assistance in working through the screening process at your facility and briefly recap what we covered and agreed to:

1. Eligibility criterion were discussed with Classification Counselors and a program description was circulated (for their eyes only at this point).

2. Classification Counselors will identify potential project participants at the initial interview and present the option to voluntarily enter the program.

3. After Classification Counselors identify possible enrollees, you will address the issue at our classification meeting.

4. If the inmate is viable at this stage you will separate his paper work, record his name on a list and inform the candidate that a Project Staff person will interview them the following Tuesday.

5. I will call you on Mondays, beginning 3/30, for a list of names and numbers to be screened the following day.

6. You will arrange for me to have access to the inmates and their files at a time to be specified on Tuesdays.

7. If the inmate is identified by myself or other project staff as a confirmed candidate their transfer to TRCC will be expedited.

I would like to further pursue an idea raised toward the end of our discussion, that being the possibility of locating potential project participants in the Training Center, or even among those classified, but still awaiting transfer to their assigned facility in R 3 and 4. Could your records staff generate a printout of these groups?

Also, since our meeting, Jackie Campbell met with Jim Thatcher and Jean Stewart. They reviewed this memo and concurred the priority for transfers to TRCC would go first to candidates to SOTP if there are beds available. The next priority would be for participants for this project, so expedited transfer to TRCC is expected.

cc: Larry Norris, Andrea Bynum
      Jackie Campbell, Jim Thatcher

Note: We have rethought our "guarantee" of Class I employment and want to adjust that statement. We want the motivation to earn the job to be part of the selection process. We will guarantee an interview, assistance to prepare for it and the chance to improve, and re-interview later if necessary.

TO: Larry Norris, Associate Superintendent, Treatment
      Washington Corrections Center

FROM: Andrea Bynum, Assistant Director
          Division of Offender Programs
          Jackie Campbell, Director
          Reintegration Project
          Ron Taggart-Deffinbaugh, Transition Manager
          Reintegration Project

DATE: June 29, 1992

Enrollments from WCC, for the first phase of the Reintegration Project, are now complete. As you know, when we initially met with you and the R-Unit counselors, we envisioned a relatively simple referral and transfer process. What evolved was a fairly complicated process. From our first meeting to the completion of enrollments, there was always a positive, flexible attitude from all your staff.

In addition to assistance from the counseling staff, unit sergeants and correctional officers were very helpful in arranging call-outs and space for interviews. The "can do" attitude at WCC was a delight to encounter. Please extend our appreciation to all those who helped in this effort and thank you for your support throughout the process.

JC:ccc

.c: Kurt Peterson, Superintendent
    Elaine Thomas
    Ron Ruby
    Al Bowman
    Mike Watkins
    Don MacWilliam
    Clyde Armstrong

TO:_____

FROM:_____

SUBJECT:_____

This memo is to inform you that _____DOC#_____has been
interviewed and accepted for enrollment in the Reintegration Project and
will begin programming on_____.   Programming hours will vary for
each individual, however, each participant will be involved in classroom
activities which will include six hours per week of Workplace Math,
Reading, and Writing, the Employer Expectations and Workplace Basics
components (an additional six hours per week), and a number of
Reintegration Seminars, tests, and individual counseling sessions.

Classes will begin on the week of April 5, 1993 and will be held in the C
building. As you may be aware, our Education Department will be teaching
much of the curriculum, and I will continue to do case management
activities and some instruction.

Please enter a Reintegration Hold on this person to assure her ability to
complete her individual plan and meet our negotiated case management goal

If you have any questions or concerns please call me at extension #252.
Thanks.

WHAT WE CAN'T DO!

- ► Put you through school.

- ► Make your career decisions for you.

- ► Solve all your problems.

- ► Guarantee you a job.

- ► Make you rich.

- ► Make you happy.

WHAT WE CAN DO!

- ► Show you new ways of thinking about yourself to increase your confidence in yourself.

- ► Teach you all the choices you have open to you, and help you locate more information about them.

- ► Help you identify your interests, aptitudes and skills.

- ► Teach you ways of setting goals, making plans for the future, solving day-to-day problems.

- ► Provide you with some work and learning experiences to help you choose the job or training you want.

- ► Teach you skills for finding a job and succeeding on the job once you're there.

- ► Help with release plans, including employment referrals.

▶ Be here every day. Be here on time.

▶ Keep us informed -- if you're sick or have a doctor's appointment, let us know what's going on with you.

▶ Be honest with yourself and with us.

▶ Give your support and help to other people in the program.

▶ Be an eager learner -- be willing to try new things, be willing to do some hard work and hard thinking.

▶ Be willing to do writing in class and homework outside of class.

▶ Take responsibility for solving problems yourself, and making decisions for yourself, with our complete support.

▶ Cooperate with us in treating our guest speakers as guests. Please give them your attention and show your appreciation for their time.

▶ Take at least 50% of the responsibility for what happens in this program. Don't ask us to do for you what you can do for yourself.

▶ Give us a chance to convince you that we've got some good approaches to help you get where you want to go!

REINTEGRATION PROJECT

Attendance Policy

Inmates are required to attend all Reintegration Project classes unless specifically waived by the Transition Manager. The following procedures will be followed:

- Project participants will be in the classroom by the end of movement.

- Attendance will be taken at the start of each class session.

- The classroom instructor will ascertain if an absence is excused by calling the unit in which the participant resides.

- Persons who incur an unexcused absence will be subject to an infraction for failing to report to a scheduled assignment. (Infraction 104)

- Second unexcused absences can result in suspension from classes and a restructuring of the Individual Development Plan. Such persons will undergo an in-person review with the Transition Manager and with other Institutional staff as appropriate, and will be warned that further action will result in disciplinary action.

- Third unexcused absences will result in a withdrawal from the Project and result in an infraction. (Infraction 557)

- Three unexcused tardies equal one unexcused absence and will result in an infraction for failing to report to a scheduled assignment.

REINTEGRATION PROJECT

Behavior Expectations

- Prompt attendance is required at scheduled Project activities.

- Adjustments will be made to Individual Development Plans when there is conflict with programming necessary to attain employment or training goals. Absence from Project activities must be justified.

- Participants will remain in classrooms until the end of the session, or until dismissed by the instructor. Early departure could result in an unexcused absence.

- Anytime the participant leaves the classroom, other than during movement, she must sign out on the sign-out sheet showing name, time, destination, and the return time.

- Smoking is prohibited inside buildings. Smoking is permitted ONLY outside and at movement time.

- Eating and/or drinking is determined by the specific classroom and instructor.

- Breaks will be limited to 10 minutes between class periods. Students will take breaks in designated areas.

- Socializing will be done outside the building. Disruptions of the class activities and sessions are not allowed.

- Only authorized materials may leave the classroom.

- Cheating on tests or assignments may result in disciplinary action.

I agree to abide by the above stated conditions and the existing operational rules of the institution. I understand that violation of the above will result in an infraction for failure to obey institution rules and can result in dismissal from the Reintegration Project.

Signed_____ Date_____

Approval_____ Date_____
        Transition Manager

MEMORANDUM

February 22, 1993

TO: Alice Payne, Superintendent

FROM: James Walker, Transition Manager

SUBJECT: Update: Reintegration Project

Our recent meeting with you, Gary, and Willie was very helpful; thank you for your suggestions and input.

As you suggested, Jackie Campbell and I met with Jerry Williams and Judy Archer on February 10, 1993 at Pioneer Industries to discuss a short course for current PI employees at WCCW. We also talked about some of the long term training needs that could be addressed for future inmate groups.

The following highlights summarize the meeting:

CURRENT PI EMPLOYEES

- Pioneer Industries agreed that a short course to assist inmates in dealing with work related behavior would be productive.

- PI selected elements of the Reintegration Project overview (attached) that they felt would be most appropriate.

- The Reintegration Project has the curriculum completed and ready for review (attached).

- PI concurred with your recommendation that current WCCW/PI employees will be required to attend the 12 hour course.

FUTURE PI EMPLOYEES

- Jerry Williams and PI's Personnel would like WCCW to develop a pool of prospective employees who have had some Workplace Maturity training.

- The course developed by the Reintegration Project may serve as a model for such training for those offenders.

- Recruitment for an appropriate pool of inmates might necessarily begin at Reception. This would take into account release date, physical and mental health, custody status, and destination upon release.

- Jean Stewart, Classification Unit at Headquarters, has agreed to target all minimum status, R Unit, King County residents for transfer to WCCW for enrollment in the Reintegration Project (up to 14 inmates)

- PI is in the process of changing the work week schedule which will be a factor in determining the days upon which training occurs.

ADMINISTRATIVE ACTION

- Your approval of the PI short course for current employees.

- Our coordination of this plan with Education to solicit their perspective and participation.

- Response from the Institutional Management Team regarding targeted recruitment for this program from the R Unit.

NEXT

Our next actions will be focused on continuing to integrate the Reintegration Project with Education. Those efforts will focus on:

- Including educators in our CMC process.
- Providing education staff with work performance feedback that can be affected by academic assistance.
- Incorporating workplace curriculum into academic classes.
- Incorporating specific Class 1 (Pioneer Industries) skills into on-going education offerings.

We have met with Dr. Gwalamubisi several times to discuss the above and are currently processing a contract to fund instructor time and initiate the integration.

If it would be helpful, Jackie Campbell, Peggy Rudolph, and myself would be happy to meet with you and your management team to discuss or clarify any issues.

November 10, 1992

TO: File

FROM: Ron Taggart-Deffinbaugh
        Transition Manager

SUBJECT: Future Prospects for Reintegration Project at TRCC - Notes from 11/6 Meeting

IN ATTENDANCE: Janet Barbour, Superintendent; Dennis Thaut, Associate Superintendent of
Programs; Jackie Campbell, Reintegration Project Director; and Ron Taggart-Deffinbaugh,
Transition Manager.

-       The project status was brought up to date. Reference was made to services delivered to
        participants in the first cycle, as described in a 14 point list that had been distributed prior
        to the meeting.

-       We agreed that the next "cycle" of participants is expected to number approximately one
        dozen, and would be representative of the TRCC Inmate Profile.

-       Janet and Dennis had favorable responses to the general idea of requiring a pre-
        employment "Job Track". Upon completion of this course, an inmate would be eligible to
        enter the Class I pool of job applicants. It was noted the Correctional Industries Board has
        expressed an opinion contrary to this idea. They are generally against any prerequisites or
        education hurdles to Class I employment. An alternative to either/or approach is worth
        pursuing, and Jackie noted that she is currently involved one half-day per week in a task
        force with Correctional Industries where such issues can be addressed.

-       Jackie noted that the Reintegration Project curriculum, as it has been developed to date,
        lends itself to being presented in a half-day format, three months long. Ron thought it was
        helpful to see the project from three perspectives; one being the current group of
        participants now involved in a pilot project, the second perspective being the task of
        restructuring and integrating employment oriented curriculum into the existing education
        and vocational education programs, and thirdly, the long-term goal to leave in place a
        Reintegration Program that would include, but not necessarily be identical with, several of
        the elements of the current pilot.

-       Janet and Dennis felt that the logical place for the Reintegration Project was within
        Education. There was some discussion regarding what the pre-employment, JOB ♦ TEC
        curriculum consisted of, as well as the prevailing philosophy in the employment/labor field
        that basic skills, literacy, are best taught in a workplace context. Janet encourages us to
        work with Jerry Haynes, TRCC Education Director, to see if these courses, outside the
        usual academic realm, could be incorporated into the existing Edmonds Community
        College offerings. Jackie responded that some initial steps had already been made in that
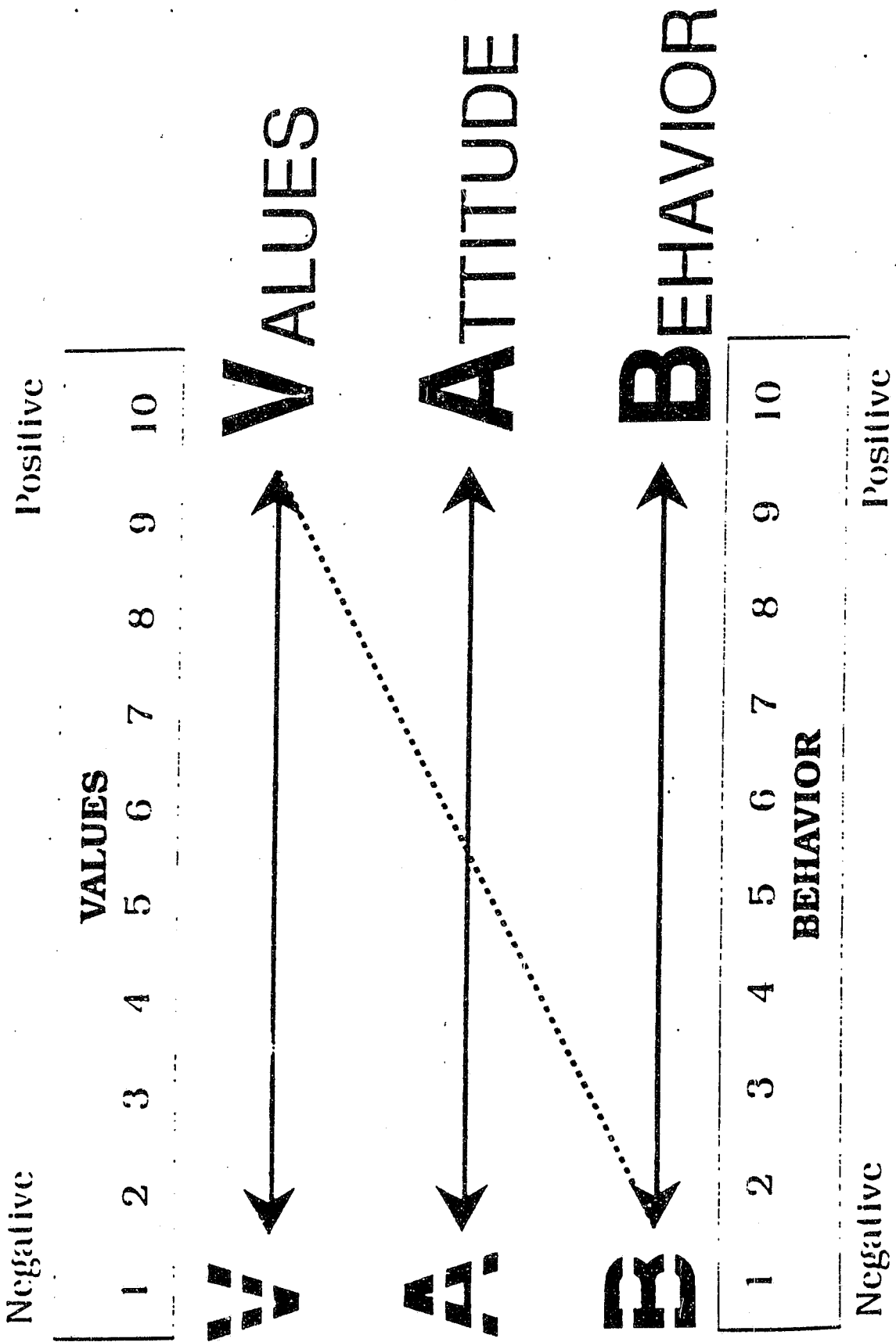
direction and future meeting for the purpose of integrating this curriculum were planned. One likely way of making an initial effort in that direction would be to have the Reintegration Project provide initial funding for "new" classes.

Janet said she would like to see a written proposal that informed her of plans to go ahead in this area, and that she was particularly interested in how it would be marketed to offenders. In question is just how many offenders would be interested in participating, and at what rate over time, if the course was to be regularly offered.

Finally, there was reference made to a second group of participants that would probably number ten to twelve. Along with being representative of the TRCC inmate profile, they could be drawn from those Exmark employees laid-off after the Christmas rush, SOTP long-term residents in need of programming options, and indeterminate inmates (without the Work-Release option) who are likely to be returning to the community. From these populations it was felt that a "second cycle" of participants would be readily identified.

RTD:sae

cc: Janet Barbour
        Dennis Thaut
        Jackie Campbell
        Ron Taggart-Deffinbaugh
        Jerry Haynes
        File

VALUES

ATTITUDE

BEHAVIOR

Positive

Negative

Positive

Negative

10   9   8   7   6   5   4   3   2   1

VALUES

BEHAVIOR

10   9   8   7   6   5   4   3   2   1

COPS, CAPS, COPES INFORMATION SHEET

WISE CAREER DECISIONS ARE BASED UPON INFORMATION

ABOUT Yourself . . . .

What job activities do I like or dislike?
How do I evaluate my interests?
What school subjects do I like best?
What are my values and goals?
How do I evaluate my values?

ABOUT Occupations . . . .

What training is necessary?
What skills are necessary?
What is the work like?
What is the future outlook?

The COPSystem results will help you discover:

Your interests as they relate to jobs.
Specific jobs and careers you may want to consider.
Your abilities as they relate to jobs.
Your most important values and how they relate to jobs.

Your COPSystem Profile will show you how to:

Define interests in terms of Occupational Areas.
Select occupations for study.
Explore occupational information for answers to your needs.
Pick school courses that will help you reach your goal.

DO YOUR BEST ON THE INVENTORY AND USE IT WISELY.
IT CAN HELP YOU !!!

Who Am I?

My true color is _____

My strongest personality traits are _____

_____

_____

_____

My learning style is _____

_____

My life goals are _____

_____

_____

My job interests are _____

_____

I have aptitudes for _____

_____

My three best job related strengths are _____

_____

_____

I. **Behavioral:** Modifications to behavior related to home, work, or social life. May apply to infractions or offense related behavior.

II. **Community Support:** Re-establishing contact with family or supportive community contacts. Could include letters or telephone contacts to obtain information about available community programs, to obtain a sponsor, relapse prevention, employment, or other.

III. **Educational:** Goals relate to GED, High School completion, post-secondary education, or other educational training.

IV. **Employment:** Relates to paid or unpaid work in the institution or community. May include work performance improvement, work related behaviors or job seeking skills and activities.

V. **Life Skills:** Involves self management skills such as obtaining suitable housing, cooking, cleaning, paying bills on time, developing a household budget, appropriate use of leisure time, taking a bus, or obtaining identification. May relate to medical or dental health.

VI. **Mental Health:** Includes assessment of needs and/or participating in counseling or other treatment for mental health issues. May include strategies to more effectively self-manage depression, stress, anger or life changes.

VII. **Substance Abuse:** Assessment of needs, participating in outpatient or inpatient treatment. planning activities and developing habits to support relapse prevention, attending AA and/or NA, identifying and having contact with a sponsor.

VIII. **Vocational:** Obtaining information about programs, identifying interests and skills to evaluate goals, seeking financial assistance to enroll, participate in activities to improve vocational skills.

IX. **Other:** To be used for items not listed above. Include legal activities such as child custody, divorce, financial, or bankruptcy.

INDIVIDUAL DEVELOPMENT PLAN

_____

The purpose of this plan is to provide direction, set expectations, and to assist in measuring the success or failure of project participants.

This plan is developed jointly with the Transition Manager and the Participant and may be revised or updated as needed to meet goals and objectives which support the successful transition of the individual.

NAME:_____ DOC#_____ LIVING UNIT_____

SSA#_____-_____-_____   DOB:_____ERD:_____

PROGRAM / NEEDS

_____

I.   *Behavioral*

a.) Barriers or potential problems:_____

_____

_____

b.) Objectives:_____

_____

_____

c.) Action Steps: 1._____

2._____

3._____

II. Community Support

a.) Barriers or potential problems:_____

_____

_____

b.) Objectives:_____

_____

_____

c.) Action Steps: 1._____

2._____

3._____

III. Educational

a.) Barriers or potential problems:_____

_____

_____

b.) Objectives:_____

_____

_____

c.) Action Steps: 1._____

2._____

3._____

IV. Employment

    *a.) Barriers or potential problems:*_____

_____

_____

    *b.) Objectives:*_____

_____

_____

    *c.) Action Steps: 1.*_____

                *2.*_____

                *3.*_____

V. Life Skills

    *a.) Barriers or potential problems:*_____

_____

_____

    *b.) Objectives:*_____

_____

_____

    *c.) Action Steps: 1.*_____

                *2.*_____

                *3.*_____

VI. Mental Health

a.) Barriers or potential problems:_____

_____

_____

b.) Objectives:_____

_____

_____

c.) Action Steps: 1._____

      2._____

      3._____

VII. Substance Abuse

a.) Barriers or potential problems:_____

_____

_____

b.) Objectives:_____

_____

_____

c.) Action Steps: 1._____

      2._____

      3._____

VIII. Vocational

a.) Barriers or potential problems:_____

_____

_____

b.) Objectives:_____

_____

_____

c.) Action Steps: 1._____

2._____

3._____

IX. Other

a.) Barriers or potential problems:_____

_____

_____

b.) Objectives:_____

_____

_____

c.) Action Steps: 1._____

2._____

3._____

INDIVIDUAL DEVELOPMENT PLAN

SUMMARY

_____

_____

_____

_____

_____

_____

_____

_____

_____

I understand and agree with my Individual Development Plan as outlined above and will participate fully in completing the goals and objectives that have been identified therein.

Participant Signature:_____ Date:_____

Transition Manager Signature:_____ Date:_____

REVISIONS

___/___/_____

___/___/_____

___/___/_____

___/___/_____

___/___/_____

___/___/_____

___/___/_____

___/___/_____

INDIVIDUAL DEVELOPMENT PLAN SUMMARY Appendix R

BEHAVIORAL

- » To have a smooth transition into life outside the institution and deal with culture-shock.
- » Complete Reintegration course work that emphasizes coping skills.
- » Apply for Olympia Work Training Release.

EMPLOYMENT

- » To obtain a job with PAMAR.
- » To obtain suitable employment upon arrival at work release.
- » Upgrade resume.
- » Contact potential employers for asbestos removal.
- » Utilize Reintegration resources for job seeking.

LIFE SKILLS

- » Secure arrangements for housing after work release.
- » Develop a personal budget.
- » Get a driver's license and arrange for transportation.

SUBSTANCE ABUSE

- » To remain clean and sober.
- » Develop and maintain friendships with clean and sober people.
- » Seek out a sponsor.
- » Attend NA meetings.

VOCATIONAL

- » To brush-up on vocational skills and training.
- » Research available courses in Olympia area.
- » Continue home study in stationary engineering and asbestos.
- » Renew asbestos certification.

OTHER

- » To increase mobility area necessary for work.
- » To contact and get approval from P.O.

Name:_____ DOC#_____ Counselor:_____
Address:_____ Apt.#_____
City:_____ State:_____ Telephone:_____

                              Date:
1. Behavioral Issues - __/__/_____
                       __/__/_____
                       __/__/_____
                       __/__/_____
2. Community Support - __/__/_____
                       __/__/_____
                       __/__/_____
                       __/__/_____
3. Educational   - __/__/_____
                       __/__/_____
                       __/__/_____
                       __/__/_____
4. Employment   - __/__/_____
                       __/__/_____
                       __/__/_____
                       __/__/_____
5. Life Skills   - __/__/_____
                       __/__/_____
                       __/__/_____
                       __/__/_____
6. Mental Health   - __/__/_____
                       __/__/_____
                       __/__/_____
                       __/__/_____
7. Substance Abuse   - __/__/_____
                       __/__/_____
                       __/__/_____
                       __/__/_____
8. Vocational   - __/__/_____
                       __/__/_____
                       __/__/_____
                       __/__/_____
9. Other   - __/__/_____
                       __/__/_____
                       __/__/_____
                       __/__/_____

Name:

DOC#

EDUCATION -

TRAINING -

VOCATIONAL
ASSESSMENT -

PERSONAL
STRENGTHS -

LIABILITIES -

EMPLOYMENT
PLAN   -

OTHER NEEDS -

Programming Offered at Project Sites

The following vocational training programs, Class I industries, and social adjustment programs are available at Washington Corrections Center for Women and Twin Rivers Corrections Center. Both institutions also have numerous academic programs which are listed in their respective college catalogs.

Vocational Training	WCCW	TRCC
Home & Family Life	X	
Children's Center	X	
Industrial Technology	X	
Canine Training	X	
Drafting	X	
Cooperative Education	X	
General Office Skills	X	
Reception Clerk	X	
Secretarial Office Skills	X	
Word Processing	X	
Fast Track Computer Series	X	
Graphic Arts	X	X
Business Education	X	X
Computer Repair	X	X

Class I Industries	WCCW	TRCC
Telemarketing	X	
Industrial Sewing	X	
Fabricated Metal Products		X
Packaging Production		X
Concrete Products		X

Social Adjustment	WCCW	TRCC
Anger/Stress Management	X	X
Chemical Dependency	X	X
Life Skills/Pre-Release	X	X

SOCIAL ADJUSTMENT PROGRAMS

The following is a brief description of social adjustment programs available at Washington Corrections Center for Women and Twin Rivers Corrections Center:

Stress/Anger Management

Thirty-six hours of stress and anger management therapy are provided in a group setting. Sessions are facilitated by a psychiatric Social Worker employed by the Department of Corrections.

Chemical Dependency

An alcohol and drug dependency treatment programs are provided by the Lakeside Foundation. A private treatment service program provides ninety-one hours of group therapy.

Life Skills/Pre-Release

A competency-based program designed to develop proficiency in life planning and accessing community-based resources. Topics addressed include: consumer economics, community resources, health care, occupational knowledge, home and family life, government and law, and interpersonal relationships.

Employer Expectations

Description

Employer Expectations uses a "group" approach to pre-employment/work maturity skills instruction. Approximately 40 hours of group activities allow participants to learn and practice job acquisition and retention skills in a supportive group setting. Instruction is based on the National Corrective Training Institute's JOB ◆ TEC curriculum.

Competencies

To successfully complete this module, students will demonstrate the ability to:

1. Complete a job application and resume that:
   ● make the most of prison jobs and training
   ● compensate for periods of unemployment due to incarceration
   ● focus on skills rather than work history,

2. Participate in a mock job interview with confidence,

3. Identify employers' expectations with regard to punctuality, attendance, manners, and personal appearance,

4. Display a positive attitude and demonstrate appropriate "on-the-job" behavior in the classroom,

5. Understand the benefits derived from maintaining good interpersonal relations,

6. Follow directions, manage their time effectively, and stay on task.

Course Outline

a. Goal Setting; personal and professional
b. Video - "The Power of Vision", by Joel Barber
c. Personal strengths identification
d. The relationship between values, attitude, and behavior
e. Personal values, interests, work preferences, skills and abilities, and reasons for working
f. Job related strengths and weaknesses
g. Making career choices: values, needs, wants, resources, and choices
h. Growth industries
i. Job clusters

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j. Using labor market information
k. Job finding steps
l. Learning to use local unions
m. Apprenticeship jobs
n. Time management; balancing your life
o. Punctuality and attendance
p. Communication skills
q. Resume writing
r. Class 1 employer presentation on expectations of workers
s. The Job Interview
Standard interview questions to ask and be asked
Selling yourself
How to turn weaknesses into strengths
Eye contact·
Having a positive attitude
Disclosing your crime without ruining your chances
Concluding the interview
t. Practice interviews - videotaped
u. Actual interviews with Class 1 employer
v. Review values, attitude, and behavior

Teaching Methods

The JOB ◆ TEC curriculum is designed to be presented in a group setting. The instructor acts as a facilitator, allowing the group to do the work. The group will participate in such activities as brainstorming, active listening, large and small group discussion, problem solving, and visualization.

Resource Materials

JOB ◆ TEC facilitator's manual and student workbooks

Workplace Basics

Description

According to research conducted by the U.S. Department of Labor, today's employers are looking for a new kind of worker. Sophisticated new technologies, increased customer service, and participative management require workers with more than basic reading, writing, and math skills. Today's workers must also be able to solve problems, think critically, get along with co-workers from diverse backgrounds, communicate effectively, and learn continuously.

The Workplace Basics module introduces these issues from the employer's perspective. It describes the economic realities that are driving employers' interest in improving their workers' skills, and gives participants some tools to identify their own skill deficiencies so they can work toward their improvement.

Competencies

To successfully complete this module, students will demonstrate the ability to:

1. Recognize issues of major importance to employers;

2. Identify business-related problems from the employer's perspective, generate ideas about their cause(s), and identify appropriate solutions;

3. Display an understanding of cultural diversity and an awareness of its value in the workplace;

4. Recognize and communicate effectively with different kinds of supervisors; and

5. React appropriately to discipline.

Course Outline

a. Issues and challenges facing today's employers
b. Employer economics and decision making
c. Efficiency and productivity in a competitive marketplace
d. Written and unwritten rules
e. Workplace Diversity
f. Sexual and other types of harassment in the workplace
g. Styles of supervision; how to communicate with an unreasonable supervisor
h. Discipline and corrective action; reprimands, suspensions, demotions, and dismissals.

Teaching Methods

Lecture, group discussion, videos

Resource Materials

Washington Business Week, Understanding Private Enterprise,
by the Association of Washington Business.

Workplace Basics: The Skills Employers Want, by
The American Society for Training and Development and the U.S.
Department of Labor, Employment and Training Administration; Anthony P.
Carnevale, Leila J. Gainer, and Ann S. Meltzer

INTEGRATION SEMINARS

Evening seminars, twice a month, reinforce what is being learned on the job and help to ensure that all programming, especially employment, is transferred to post-release. Two types of seminars are offered: a) those that focus on job related interpersonal skills and b) those that teach generic technical skills. Examples of seminar topics are listed below:

Interpersonal	Technical
o Teamwork / Co-Worker Relations	o Inventory
o Communication / Listening Techniques	o Quality Control
o Directions / Completing Tasks	o First Aid
	o Industrial Safety
o Attitudes, Values. Behavior	o Scheduling
o Customer Service	o Bidding
o Learning Styles / Adapting	o Blueprints
o Life Transitions	o Math and Reading Skills
o Work Maturity	

1. Quality Control
   Definition: Do it right the first time.

2. Rework the hidden costs.

3. Standards and conformance to levels of acceptance.

4. Attitude = Quality Control (QC)

5. Process - QC stations should be located throughout the production line.

6. Cost of Conformance - "(Can't afford not to)"

7. Quality Control System - Every shop should have a manual. Use It!!

8. Training - QC should be taught, used, and learned every day.

9. Inspection Process - The specs should be "tight" all along the production line. Corrective action must accompany inspection or don't bother.

10. Preventative Maintenance - Can avert more problems than other QC activities.

11. Packing Standards - Must be in effect.

12. Cost of Non-Conformance - Includes labor, materials, set-up time, and potentially the customer.

13. Reduced Productivity - Rework means a costly break in production.

14. Greater Expense - QC is the most important goal in Private Industry.

15. Lost Customers - Nothing loses customers faster than poor quality goods.

16. Quality Process - You should live and breathe it every day.

17. Focus on the customer - Customer satisfaction is the key to success.

18. Feed back - Employee feedback and communication rank high.

19. Organizational commitment - Must start at the top and flow throughout the company.

20. Quality Control - Based on the premise that the people, who do the job every day know more about it than anyone else.

21. Setting Quality Circle Goals - Should concentrate on small solvable problems. See list of factors involved in setting the goals.

22. Zero defects/Zero rejects - Focus on raw materials and finished product.

23. Problem solving - Once defined, the answer is comparatively easy.

24. Setting QC goals/criteria - A good QC program must have many inspection points. If there is a problem you want to know NOW!!

25. Motto - "Whatever it takes to get the job done right."

Description

The Pre-Release class provides participants an opportunity to review what they have learned about themselves to date, update their resumes to include skills developed through institution employment and related studies, finalize their job search action plans, and practice job interviewing skills learned in an earlier project module.

In addition to reviewing issues related to employment, participants will define last minute transition needs, learn about post release rules and regulations, and become familiar with community resources which can help with their transition.

Competencies

To successfully complete this course, participants will be able to demonstrate an understanding of:

1.   Their particular transition needs and available community resources;

2.   Their immediate employment goal and a realistic plan to achieve it; and

3.   Post release rules, regulations, and expectations.

Course Outline

Pre-Employment Review

a.   Update and/or finalize resumes and personal profiles
c.   Videotaped practice job interview
d.   Practice job applications, W-2 Forms, credit card applications, etc.
e.   Employment Security Department/Corrections Clearinghouse job referral services
f.   Effective techniques for finding and securing a job

Post Release Expectations

a.   Post-release supervision, community custody, and related topics
b.   Work release rules and regulations
c.   Community resources and how to access them
d.   Normalization: appropriate outside behaviors

Teaching Methods

Lecture and group discussion

Resource Materials

JOB ◆ TEC facilitators manual and student workbooks

SAMPLE UPDATED RÉSUMÉ

INMATE NAME
STREET ADDRESS
CITY, STATE ZIP

(206) PHONE

OBJECTIVE:

Employment with an organization seeking a high energy self starter who is reliable, able to handle multiple tasks, and focused on quality service.

SUMMARY:

Have gained a variety of skills as a <u>Health Care Assistant</u> including cooking, cleaning, shopping, organizing bills, and providing transport to medical appointments. Was also responsible for stocking supplies, maintaining inventories, and keeping work areas clean.

QUALIFICATIONS:

Work well under pressure   Learn new skills quickly
Good communications skills   Team player
Enjoy challenging assignments   Cheerful outlook

WORK EXPERIENCE:

<u>Personal Care Giver</u> - Prepare specialized meals for dietary needs, keep residence clean and well organized, and provide the necessary day to day care for homebound patients.

<u>Chore Service Worker</u> - Typical duties include shopping, cooking, cleaning, and transporting elderly or disabled persons to medical or other appointments. Well liked by patients and staff.

<u>Food Service Worker</u> - Various cooking requirements, clean-up, restock supplies, deliver trays to patients, and communicate with patients who had no visitors.

EDUCATION:

Presently attending <u>Tacoma Community College</u> to complete **GED**. Finished course work includes: Math, Science, Social Studies, and Literature.

OTHER:

Strong belief in good personal grooming and the value of a sense of humor in tense situations.

Inter-Agency Agreement
Between
Department of Corrections
and
Employment Security Department

Purpose of this Agreement:

To collaboratively expand coordination efforts for the Employment Security Department/Corrections Clearinghouse (ESD) and the Department of Corrections/Reintegration Project (DOC), and to secure job placement service opportunities for project participants.

Statement of Work:

1. ESD will be responsible for the following:

A) Rotate a designated liaison to the DOC Reintegration Project from the ESD/Corrections Clearinghouse to foster interagency collaboration in offender employability case management.

B) Provide the following services to secure job placement services to DOC project participants through October 31, 1993:

- Entry of DOC participant employability information onto JobNet (statewide computerized job matching system).

- Job development/placement and employment retention/upgrade opportunities to identified DOC participants through the CCH Community Sites (attachment A) and other ESD programs.

- The means to eliminate the DOC participant community employment barriers such as transportation. housing, clothing, tools etc. at the Community Sites.

- Maintain documented records regarding participants progress and coordinate results with DOC.

2. DOC shall be responsible for the following elements of this partnership:

A) Provide a temporary position for he ESD designated liaison in the DOC Reintegration Project: the position will be responsible for the following:

- Establish/develop linkages between the Reintegration Project, DOC case management and ESD programs with focus on the ESD Community Sites.

- Coordinate, develop, and implement partnerships with state agencies, divisions of DOC, and stakeholders.

- Monitor CCH Institution and Community Sites for continuity with interagency case management systems.

- Technical assistance to DOC and ESD relevant to offender employability.

B) The following elements to enable ESD to secure project participant job placement services:

- Screen participants who are determined for multiple employment barriers prior to being released to the community.

- Specific participant employability information to ESD prior to offender release tot he community (Employability Development Plan, training that participants received while institutionalized, and other information relative to the participants employability).

- Provide each DOC participant with an employment portfolio that would include documents such as a resume, sample job applications, letters of recommendation and/or commendation (if available), training certificates. and other documents relative to employability.

3. Period of Performance:

November 1, 1992 - October 31, 1993

4. Operations Cost:

Operations costs will be paid through $_____ in funding received by ESD from DOC to secure offender job placement opportunities. This funding will be utilized by ESD/CCH community sites. be on a cost reimbursement basis, and expended no later than June 30, 1993.

ESD shall reimburse DOC for costs incurred by the ESD FTE rotated to DOC to include salary.

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Corrections Clearinghouse
Department of Corrections/Offender Reintegration Project
Referral Form To Community Job Service
(Send to community job service site 30 days prior to release)

To:_____Date:_____
      (name of contract)

From:_____Phone#:_____

_____

Participant Name:_____SSA:_____

Location of Institution:_____

Release Date:_____Confirmed:_____Projected:_____

Community Address and Phone No:_____

_____

Send original to community site, send a copy to CCH Central. MS:6000, and retain a copy for your file.

Employability Status Report

For:_____(Participant's Name)_____

EDUCATION:

TRAINING:

VOCATIONAL ASSESSMENT:

WORK HISTORY:

PERSONAL STRENGTHS:

LIABILITIES:

JOB PLAN:

OTHER NEEDS:

REINTEGRATION
PROJECT

PROFILE OF 10 WOMEN, 30 MEN WITH COMPLETED CMCs

Age Range:

> 18-51
> Women: most in early 30's
> Men: most in their 20's

Sentence Range:

> 1 yr. 1 mo to 21 yrs. 5 mos. (majority 1-3 yrs.)

IQ Range:

> 81-120 (majority 90-110)

Reading Level:

> 6.2 - 12.9 (about 30% at 12.9)

Math Level:

> 5.7 - 12.9 (about 20% at 12.9)

Education:

> 80% of women have GED or High School Diploma
> 50% of men have GED or High School Diploma

Substance Abuse Pattern:

> 80% of women
> 65% of men

Prior Felonies:

> 30% of women
> 90% of men

Mino---- Representation (all enrollees):

> women: 1 of 11 or 10%
> men: 10 of 36 or 27% (now 7 of 33 or 21%)

(Enrollment of 51 as of 12/31/92)

Age Range:

    18-51
    Women: most in early 30's
    Men: most in their 20's

Sentence Range:

    1 yr. 1 mo to 21 yrs. 5 mos. (majority 1-3 yrs.)

IQ Range:

    81-120 (majority 90-110)

Reading Level:

    6.2 - 12.9 (about 30% at 12.9)

Math Level:

    5.7 - 12.9 (about 20% at 12.9)

Education:

    58% of women have GED or High School Diploma
    50% of men have GED or High School Diploma

Substance Abuse Pattern:

    89% of women / 65% of men

Prior Felonies:

    47% of women / 90% of men

Minority Representation (all enrollees):

    women: 5 of 19 or 26%
    men: 10 of 36 or 27% (now 7 of 33 or 21%)

June 7, 1993

TO: Work Release Review Committee

FROM: James Walker, Reintegration Project

SUBJECT: Inmate Recommendation

This memo is written to recommend Dawn _____, DOC# _____, for placement at Helen B. Ratcliff Work Training Release upon her determination of eligibility. Dawn is currently a participant in the Reintegration Project at Washington Corrections Center for Women.

As you may be aware, the Reintegration Project focuses on education, training, traditional institution programming, and work experience within a case management model. Great emphasis is put on successful transition back into the community.

Each of our program participants is challenged to negotiate an Individual Development Plan which identifies priorities and appropriate action steps to achieve goals and objectives.

Dawn is working very hard and making excellent progress in the classroom and doing equally well in her other institutional programming. Her current work assignment is with our maintenance department which affords the opportunity to gain non traditional work skills that will help her to be more employable upon release.

Dawn also has a number of viable job skills which she has gained through training and work experience including light manufacturing, outdoor work (has worked on DNR crews), and entry level clerical. On top of this she has work maturity skills and is sensitive to the issue of workplace diversity.

I have known and observed Dawn over several months and interact with her on an almost daily basis. I believe that she would be a positive addition at Helen B. Ratcliff and make a successful adjustment and transition.

Thank you for your consideration in this matter. If you have any questions or concerns, please call me at SCAN 735-4252.

COMPONENTS OF AN INTEGRATED PROGRAM

Assessment

Case Management

- Learning Plan (programming)
- Transition Plan

Traditional Education (ABE, GED)

Workplace Math, Reading and Writing

Employer Expectations/Workplace Basics

Work

Integration Seminars

Pre-Release Program.

Reintegration Project

Integration Objectives

- Include educators in Individual Development Plans;

- Include educators in work performance feedback that can be affected by academic assistance;

- Incorporate workplace math and literacy materials/exercises into academic classes, including Class I specific training as needed;

- Incorporate workplace maturity/behavior into vocational classes, and;

- Standardize and emphasize employment component of pre-release.

TRADITIONAL VS WORKPLACE EDUCATION

Verb Tense

Traditional: I suddenly realized that I _____ my wallet.
                                            forget

Workplace: I suddenly realized that I _____ my ID badge.
                                            forget

Math

Traditional: You are traveling at 55 mph; your aunt's house
                is 110 miles away, how long will it take you to
                get there?

Workplace: Your boss wants you to make a delivery 110
                miles away. He asks how long you think it will
                take. What do you consider before giving an
                answer?

Writing

Traditional: Write a paragraph that summarizes a short
                story.

Workplace: Write a paragraph that summarizes what a
                particular company does (use brochures, etc.).

Speech

Traditional: Prepare and deliver a 5 min. presentation on
                how to do something.

Workplace: Prepare and deliver a 5 min. presentation on
                how to do a particular job.

CERTIFYING JOB COMPETENCIES

Interprets and Communicates Information (Job: Dietary Manager)

Translate industry standards into the daily staff functions required in order to ensure compliance with the standards. To perform this task, the dietary manager reads and interprets industry standards for his or her staff; prepares written standards; communicates these standards to the staff by such means as posting them; and monitors staff performance to ensure compliance with the standards.

Allocates Time (Job: Licensed Practical Nurse)

Plan daily schedule according to received assignments. To perform this task, the licensed practical nurse receives a report on the number of patients he or she will be responsible for during the day; plans the order of patient visits according to the LPN's time frames and activities of the day; allows time for each patient according to the care needed, and for performance of needed paperwork.

Writing (Job Licensed Practical Nurse)

Record the patient's activity and other observations on a variety of forms. To perform this task, the licensed practical nurse observes the patient's behaviors and characteristics; interprets readings and activities in order to make an assessment of the cause; and uses a variety of forms to document final decisions about activities and observations on a variety of forms.

Uses Computers to Process Information (Job: Waiter/Waitress)

Use the computer to process a food order. To perform this task, the waiter/waitress receives an order from the customers and proceeds to the computer, enters into the computer the code number. the number of the table. and the number of people; enters the order into the computer (each dish has its own key on the computer); and pushes SEND to process the order to the kitchen.

Allocates Money (Job: Beauty Shop Owner)

Determine cash on hand to establish what is available for such items as supplies and advertising. To perform this task, the beauty shop owner balances the checkbook at the end of the week; determines the following week's expenses; and allocates available funds for various purposes.

Tests Administered to Reintegration Project Participants

Tests of Adult Basic Education (TABE)

The TABE are norm-referenced tests designed to measure achievement in reading, mathematics, language, and spelling. The Washington Department of Corrections routinely administers the TABE to newly committed offenders.

Reintegration Project staff used TABE Reading and Mathematics scores as an initial screening device to ensure inmates enrolled in the project possessed the necessary aptitudes to succeed in the project's educational components.

BETA II

The BETA is a performance based IQ test which is routinely administered to newly committed offenders in the Washington State Corrections system. The test is designed to measure general intellectual ability of persons who are relatively illiterate, or non-English speaking, or suspected of having other language difficulties. It is also used as a nonverbal measure of IQ for members of the general population.

Reintegration Project staff used BETA scores to supplement other screening results.

Comprehensive Adult Student Assessment System (CASAS)

The CASAS Life Skills Pre-Employment tests assess a person's ability to apply basic skills in employment or training related situations. These achievement tests provide for monitoring of a person's progress over a given period of instructional time.

These tests could be used in place of the TABE.

COPS, CAPS, COPES

This series of tests measures an individual's interests (COPS), abilities (CAPS), and values (COPES). Reintegration Project staff administered these tests following the inmates' enrollment into the project. Test results were used to increase inmates' awareness of their abilities, stimulate their interest in exploring career options, and facilite the development of their Individual Development Plans.

Project Orientation

Description:

A two hour introduction to the Reintegration Project, including but not limited to: project goals, expectations, and scope of responsibilities.

Course Competencies

Upon completion of the orientation, the student should be able to demonstrate an understanding of:

1. Major project components;

2. The scope of instructor/student responsibilities within the project;

3. Project goals, objectives, and timeframes; and

4. Recurrent project themes.

Course Outline:

a. Introductions/Icebreaker Activity
b. Overview of Project Design
c. Instructor/Student Responsibilities and Expectations
d. Recurrent Themes
e. Introduction to Case Management Classification and Individual Development Plans
f. Introduction to Job Application and Retention Processes; Thinking Globally about Jobs
g. Introduction to Class 1 as a "real" job; Hiring Policies and Employer Expectations
h. Overview of other Institution Programs; Academic and Vocational Education, Social Adjustment, Pre-release, etc.
i. Scheduling, Timeframes, and other Housekeeping Details

Teaching Methods:

Lecture, group discussion, video

Handouts and Instructional Materials:

Reintegration Project Design	Program Services and Expectations
Offender Handout	Recurrent Themes
Participant Agreement	Jobs in the Year 2000
Behavior Expectations	Calendars, pens, pencils, folders
Attendance Policy	

Learning to Learn

Description

Knowing how to learn is a fundamental skill that can unlock future success. Equipped with this skill, individuals can achieve competency in other basic workplace skills. "Learning to Learn" is a ten hour exploration of learning styles, and their adaptability to various work settings and situations.

Competencies

To successfully complete this module, students will demonstrate the ability to:

1. Identify their preferred learning styles;

2. Recognize and appreciate different learning styles; and

3. Adapt their learning styles to various work settings and situations.

Course Outline

a. Self Discovery - What Kind of Student are You?
b. Creative Thinking - Seeing the World Differently
c. Communication - How to Give and Receive Information Effectively
d. Individual Learning Styles and Compatible Work Environments
e. How Motivation Effects Learning
f. Conditions Which Promote Learning
g. Time Management and Study Habits

Teaching Methods

Group discussion, interactive learning activities, video, and lecture

Resource Materials

True Colors Self Assessment; True Colors, Inc.
Learning Styles by Color; National Corrective Training Institute
Learning Style Identification Exercise
Video-"Joshua in a Box" or a similar video designed to promote creative
    thinking
Communication Techniques - How to Clarify your Understanding with
    Feedback
Learning Conditions - Twelve Conditions Conducive to Learning
Learning How to Learn, Applied Theory for Adults;
    Robert M. Smith

Employer Economics

Description:

Employer Economics is an introduction to the Class 1 business operating within the institution. Participants will develop a rudimentary understanding of what it takes to operate the business, what issues are of concern to the business, and why various decisions are made by the business. (Approximately 1 hour in length.)

Activities:

1. Presentation by representative of Class 1 business; suggested topics include:

   - Type of business - sole proprietorship, partnership, corporation?

   - Number of employees, types of jobs, seasonal or year round?

   - What it means to operate a business within an institution?

   - Major competitors and issues driving business decisions,

   - Human resource concerns.

2. Follow presentation with a discussion of issues raised.

3. Do Business Decision-Making Exercise. Discuss conclusions.

Resource Materials:

Exploring Business; Management Decision-Making Exercise, Foundation for Private Enterprise Education Fund, Business Week.

Reading, Writing, and Math for Workplace Success

Description

The workplace of the past was one where individuals with limited academic achievements could succeed. There were plenty of jobs where illiteracy and innumeracy could be hidden or ignored. This in no longer the case. Today's workers must not only possess good reading, writing, and math skills, but they must have the ability to use those skills effectively on the job.

Competencies

To successfully complete the reading module. students will demonstrate the ability to:

1. Use problem solving strategies to improve their reading;
2. Read and understand a variety of business documents, forms, and graphics;
3. Read information accurately and completely;
4. Identify what is important to read for a given task; and
5. Take appropriate action based on what they read.

To successfully complete the writing module. students will demonstrate the ability to:

1. Use problem solving strategies to improve their writing;
2. Write business documents using a variety of forms;
3. Record information accurately and completely;
4. Pass on information to coworkers. supervisors, and customers;
5. Respond in writing to questions and requests from coworkers, supervisors, and customers;
6. Report information to coworkers and supervisors; and
7. Request information and services from coworkers, supervisors, and other companies.

To successfully complete the mathematics module, students will demonstrate the ability to:

1. Use problem solving strategies to solve math problems;
2. Find amounts by adding, subtracting, multiplying and dividing;
3. Compare partial and total amounts;
4. Verify information; and
5. Analyze and interpret calculations.

Course Outline

Reading

a. How effective problem solvers think about reading
b. Reading to find information
c. Reading to follow directions
d. Reading to check information
e. Reading to draw conclusions

Writing

a. How effective problem solvers think about writing
b. Passing on information
c. Responding to questions and requests
d. Making requests
e. Reporting information

Mathematics

a. How effective problem solvers think about math
b. Expressing relationships
c. Verifying numbers
d. Analyzing and interpreting numbers

Teaching Methods

Individualized instruction

Resource Materials

Reading for Workplace Success. General Business; Rosemarie J. Park,
Rebecca L. Olson, Neild Oldham. Paradigm Publishing International, 1991.

Writing for Workplace Success. General Business; Gary N. McLean, Art Lyons.
Paradigm Publishing International. 1991.

Math for Workplace Success. General Business; Lloyd D. Brooks.
Paradigm Publishing International, 1991.

Services delivered at Washington Corrections Center for Women

<u>Coordination with WCCW Administration and Staff</u>

- Reintegration Project Review

  Periodically provide Institutional staff an overview of Reintegration Project goals and
  objectives. Have met with Institution Management Team, Correctional Program Managers,
  Unit Supervisors, Classification Counselors, Education, and Custody staff to assure
  coordination.

- Networking with Community Based Organizations

  As a means to enhance the relationship of the institution to community service providers, have
  introduced institution staff to a number of agencies to assist employment, training, housing, and
  supportive services for offenders.

  Represent the institution on the Washington Council for Female Offenders (WaCFO), an
  organization which assists inmates in making successful transition back into the community.
  Assist in the development of forums to make resources available to the inmate population. Do
  publicity, call-outs, arrange space, and assure visitor clearance.

  Have acted as the key contact person in this institution for Treatment Alternatives to Street
  Crime (TASC) special initiatives. Reintegration participants were primary focus but the
  availability of TASC extended to any eligible inmate.

- Institutional Industry Efforts

  Assist the institution in identifying appropriate Class 1 Industry prospects for mutually
  beneficial partnerships.

  Present Reintegration overview for prospective Class 1 partners.

  Meet with and participate on the WCCW Industries Committee.

  Have linked the Correctional Industries Division with the Targeted Jobs Tax Credit program
  through the Employment Security Department as an added incentive for business partnerships.

- Institution Advisory Committee

  Helped develop WCCW Advisory Committee to provide community involvement in the
  development and implementation of programs at WCCW. Sub-committee member.

- Pre-Apprenticeship Committee

  Work with administration and staff to develop work/training opportunities for the inmate

population. Contact employers and Organized Labor to strengthen ties with the labor market and unions. Attempting to add an approved apprenticeship program to current institutional offerings.

Act as the key contact for the Apprenticeship and Non-traditional Employment for Women (ANEW) program. Do publicity, arrange ANEW forums, prepare call outs, and do follow-up on applicants who are appropriate for ANEW enrollment. Write support letters as a collaborative effort.

- Project Social Responsibility

The Reintegration Project will be part of the Social Responsibility Orientation overview for all incoming inmates at WCCW. Included in the weekly orientation will be a 90 minute session on "Workplace Ethics" presented by the Reintegration Transition Manager. Program starts late Summer 1993.

Developed a 90 minute "Ethics" lesson plan to present at Social Responsibility Orientation. Lesson plan will enable other presenters to conduct class in the Transition Manager's absence.

Class 1 Industry Coordination

- Tie to Class 1 Employment

Participation in the Reintegration Project has become a criteria for employment at the primary Class 1 industry at WCCW (Pioneer Industries). Consideration is now being given to making a "Reintegration" curriculum a part of all inmate work programs.

- Customized Curriculum

Provide the "Employer Expectations" short course for persons employed by Pioneer Industries who were otherwise not enrolled in the Reintegration Project.

- Applicant Screening

Worked with PAMAR Inc. to provide appropriate work referrals for Project enrollees. Solicited feedback on employee progress to determine the need for follow-up on workplace maturity or job performance issues.

Pre-screen applications prior to submission to employer to assure pertinent information is included.

- Employer Dialogue

Work in conjunction with Pioneer Ind. and institution staff to review disciplinary and/or performance issues with participants and provide remedial counseling or class work.

Assist institution in targeting appropriate candidates for Class 1 employment through discussions with Classification Counselors. Reintegration Project screening, and work on Institutional committees.

Education Linkage

- Coordination

Coordinate Reintegration Project enrollments with Education Counselor to assure participants have optimum access to identified educational needs.

Meet with Education Director to discuss progress and explore ways to integrate Reintegration concept into mainstream curriculum.

Meet with teachers and instructors on an informal basis to share new information regarding work readiness training, non-traditional employment for women, pre-apprenticeship opportunities, or other common education and vocational issues.

Have participated on employee selection panels.

- Maximizing Resources

Review and share curricular materials, classroom space and video equipment. Also utilize Life Skills instructor as a guest speaker in Reintegration classes (reciprocate by being a guest speaker for the Life Skills class).

- Feedback

Check participant progress with teachers. Receive minutes from (and attend when possible) Quarterly teachers meetings. Meet on an informal basis with teachers and vocational instructors.

- Contractual Relationship

The use of WCCW education staff to teach the Reintegration curriculum has been formalized by a contractual agreement.

The Job ✦ Tec curriculum as well as the Workplace Math, Reading, and Writing are being taught in three 2 hour per day segments on Mondays, Wednesdays, and Thursdays.

Custody Staff Relationships

- Cooperative Efforts

The Reintegration Project staff is focused on maintaining cooperative relationships with the WCCW custody staff to insure the smooth operation of program activities.

Issues such as inmate movement, visitor clearance, facility tours, and the basic security needs

of the Reintegration programs have been addressed with a minimum amount of paperwork and pre-arranged details.

In an effort to extend courtesy to the custody staff, the Reintegration Project has made the personal computer available for report writing when other resources are unavailable.

Participant Services

- Assessment

  Identification of participant job skills, interests, and aptitudes through comprehensive interviewing and testing.

  Use of "True Colors" personality assessment to determine individual style and better understand the differences of others.

  Negotiate and develop an individual plan to achieve goals related to employment, training, behavior, substance abuse, life skills enhancement, or other identified needs.

- Learning to Learn

  Exploration of "Learning Styles" using personal assessments, group discussion, definitions of terms, and/or additional exercises which challenge students to see things from another person's point of view.

- Employer Expectations Job ◆ Tec

  Provide pre-employment training to equip participants with job finding and job keeping skills. Curriculum emphasizes positive attitude and behavior, good interpersonal relationships, and completing tasks effectively. Use "group facilitation" as opposed to "stand-up lecture" style teaching to increase student participation in the learning process.

- Employer Expectations Short Course

  Provide a 12 hour short course to persons working in, or who have been interviewed and approved to work in, Class 1 industry. Such persons would have been eligible to participate in full Reintegration programming but elected the Class 1 work experience given its immediate availability.

  The focus of the Employer Expectation Short Course is on communications skills, goal setting, workplace diversity, conflict resolution, and improved decision making.

  Feedback is solicited from Class 1 employers regarding individual behavior or performance issues to allow for remedial intervention using Employer Expectation curriculum.

- Workplace Basics/Math, Reading, and Writing

  As part of the Reintegration curriculum, workplace math, reading, and writing are offered as a

means to improve employability and job performance. Additionally, a substantial amount of class time is devoted to cultural diversity, customer service, and employer economics.

- Reintegration Seminars

  In order to identify and enhance participant job content skills, transferable skills, and self management skills, Reintegration seminars are conducted.

- Institutional Program Linkage

  Enhance the linkage with education, vocational, substance abuse, and work programs by advocating for priority enrollments based on identified needs and Reintegration Project enrollment.

- Case Management Activities

  On-going case management counseling for Project enrollees. Do the Case Management Classification interview, Individual Development Plan, and work with Classification Counselors on participants release plan.

  Using Individual Development Plans. identify barriers to goals, form action plans, and periodically review progress. Make changes to plans to compensate for unforseen problems.

  Refer participants to appropriate institutional programs or resources.

- Transition

  Prior to release, review Reintegration course objectives with participants to ascertain clarity of plans.

  Contact work Training Releases, Community Corrections, employers, social service agencies, schools. or others who can assist offenders in successful transition back into the community.

  Personally introduce participants to service providers when possible.

  Make appropriate referrals to employment contractors for job placement and support services.

  Maintain contact with participants after release to continue transition services.

  Make resource materials available regarding housing, health care, vocational training, employment food banks, counseling, etc.

- Advocacy

  Write letters confirming participation and progress in the Reintegration Project.

  Give motivational support to participants to keep them focused on individual plans.

REINTEGRATION PROJECT

Services delivered at Twin Rivers Corrections Center

- **Emphasized Edmonds Community College (EdCC) offerings**, linked participants with academic advisors, obtained priority on waiting lists for class entry.

- **Expanded Pre-Release**, course included information and speakers from the Consumer Credit Bureau, Seattle Work Release, Everett Community Corrections Office, EdCC Financial Aid Officer, DSHS representative, and presentations, and understanding tax forms.

- **Intensified Release Planning/Individuals Development Plans**, use of case management classification structured interview, high frequency staff contacts/counseling.

- **Enhance linkage** with available institutional self-help programs, e.g., Stress/Anger Management, Lakeside Chemical Dependency Course, and Alternatives to Violence.

- **Preparation for applying**, interviewing, and testing with Exmark Corporation.

- **Pre-Employment class**, Job ◆ Tec, emphasizing attitudes, planning, goal setting, communication, personal strength identification, values -- behavior linkage, teamwork, labor market information and work force diversity.

- **Priority consideration** for Exmark hire.

- **Utilize Exmark employment** to reinforce skills taught in Pre-Employment class and use feedback from Exmark supervisors to identify strengths and deficits.

- **Resumes**, personal data sheets, job search techniques, and video taped interviews incorporated into release planning.

- **Follow-up transition services** include: Personal contracts in the community, formal contact with ex-offender employment contractors, linkage with Work Release Community Corrections Officer, early referral and registration with the Employment Security Departments, Job Net computerized job bank, and pre-arranged job interviews in hand upon release from TRCC.

- **Vocational** assessment testing.

- **Integration seminars/mini modules** in quality control, service excellence, business economics, blueprints, scheduling, inventory, computer skills, etc.

- **Learning style identification** and personality styles and differences in "colors."

- **By-pass the Rand Study**, which randomly makes 10% of all work release applicants ineligible, by-pass Pre-Release and Camp transfers for program continuity.

- **Consistent motivational support** to keep participants focused on their IDP inside the institution and orientation towards employment readiness upon transition to the community.

March 29, 1993

Grant Review Committee
Carl Perkins Alliance

This letter is written in support of the Apprenticeship and Nontraditional Employment for Women (ANEW) Program and their efforts to receive continued funding from the Carl Perkins Alliance.

The ANEW Program has been a valuable asset to Washington Corrections Center for Women and particularly to the Reintegration Project (a Federally funded transition project housed at WCCW) and has done much in providing information and training opportunities for female offenders.

Recently the ANEW Program was a part of a non-traditional employment forum at our institution and addressed a group of inmates looking for pre-apprenticeship training. The information ANEW presented was valuable and will be an important means for some to enhance their employability and earning potential.

Additionally, we have seen successful results in linking Institutional planning, Work Release, and ANEW Programming. Without question, the provision of a component to assist inmates in covering the cost of Work Release goes a long way towards enabling successful transition.

ANEW provides a unique service which benefits the community at large but is especially important to women at risk. We therefore support ANEW and encourage their continued funding.

Sincerely,

James Walker, Transition Manager
Washington Corrections Center for Women

I HEAR, AND I FORGET

I SEE, AND I REMEMBER

I DO, AND I UNDERSTAND