



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

*Dr. R. Scott Ralls, President*

March 9, 2011

The Honorable Thom Tillis  
Speaker of the House  
North Carolina General Assembly  
2304 State Legislative Building  
Raleigh, NC 27601

The Honorable Phil Berger  
President Pro Tempore  
North Carolina General Assembly  
2008 State Legislative Building  
Raleigh, NC 27601

Dear Speaker Tillis and Senator Berger:

In accordance with Session Law 2010-31, Senate Bill 897, Section 8.3(c), the North Carolina Community College System Office and the North Carolina Department of Correction hereby submit strategies for implementing recommendations related to the Prisoner Education Program (PEP).

Please let us know if you have additional questions or need additional information. We look forward to discussing this with you further, as opportunity allows.

Sincerely,

R. Scott Ralls  
President  
NC Community College System

Alvin W. Keller, Jr.  
Secretary  
NC Department of Correction

cc: Denise Weeks, House Principal Clerk  
Janet Pruitt, Senate Principal Clerk  
Andrea Poole, Fiscal Research  
Doug Holbrook, Fiscal Research  
Legislative Library (2)



North Carolina  
Community College System and Department of Correction

# Prisoner Education Program

**Joint Follow-up Report**  
to the 2010 Legislative Continuation Review

## **Strategies for Implementing Recommendations**

Session Law 2010-31, Section 8.3.(c)



**R. Scott Ralls**  
President  
NC Community College System

**Alvin W. Keller, Jr.**  
Secretary  
NC Department of Correction



Date Submitted: March 1, 2011

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## Introduction

The NC Community College System (NCCCS) and the NC Department of Correction (DOC) have a long-standing partnership to provide basic education and occupational skills training to inmates housed in DOC Division of Prisons (DOP) facilities.

Through Session Law 2009-451, Section 6.6 E, the Legislature mandated a Continuation Review of the Prisoner Education Program (PEP). In 2010, the General Assembly directed the Department of Correction and Community College System to submit a report outlining strategies for implementing recommendations contained in the Continuation Review.

The specifics of this latest directive, set out in Session Law 2010-31, Section 8.3.(c), are outlined below:

### **Section 8.3.(c)**

The Department of Correction and the Community Colleges System Office shall report to the 2011 General Assembly on:

- (1) The implementation of the new funding structure and requirements.
- (2) Strategies for implementing their recommendations to:
  - a. Enhance measurable goals, objectives, and outcomes.
  - b. Enhance and standardize data collection.
  - c. Strengthen the continuum of programming from entry to exit, based on assessment of skills and needs.
  - d. Give individuals the opportunity to use specific skills through work assignments that meet system needs.
  - e. Tailor programs to specific inmate needs.
  - f. Increase Cognitive Behavioral Interventions (CBI) courses.
  - g. Develop an offender-specific human resources development course.
  - h. Explore additional funding sources.
  - i. Explore federal grant for wiring courses.
- (3) Strategies for reasonably limiting the number of courses an individual takes while in prison.

This Joint Follow-up Report contains a brief overview of the Prisoner Education Program (page 3), a summary chart of the joint strategies (page 4), and a detailed response to the legislative directives outlined above (pages 5-22).

## Overview

The Prisoner Education Program (PEP) is a statewide collaboration between the state's prisons and community colleges that dates back to 1973 when inmate tuition and fee waivers were authorized by Senate Bill 394, Chapter 768. The partnership was officially authorized in 1987 when the NC Community College System (then called the Department of Community Colleges) received a legislative mandate to work with the Department of Correction to develop a comprehensive education plan for adult inmates. This legislation resulted in the following:

- The development of a comprehensive plan called the *Cooperative Agreement Between the North Carolina Community College System and the North Carolina Department of Correction on the Programming of Correctional Education*;
- The establishment of an Interagency Committee on Correctional Education, jointly chaired by senior managers from NCCCS and DOC; and
- The designation of a liaison from each agency to help manage state-level issues and policies.

As outlined in the *Cooperative Agreement*, correctional education is defined as follows:

Correctional education provided through the North Carolina Community College System shall be for the purpose of providing basic skills, occupational extension training, and curriculum programs that enable offenders to enhance and maintain their personal growth and development in order that they function effectively in prison and/or in the community.  
(*Cooperative Agreement*, p. 4)

The majority of PEP programming is in the areas of Basic Skills (literacy), GED completion, construction trades, employability skills, agriculture/natural resources, and business technology. Inmates in the PEP also participate in specialized programming, such as Cognitive Behavioral Interventions (CBI), Department of Labor Apprenticeships, and Career Readiness Certification (CRC). In addition, the PEP provides pre-employment training for Correction Enterprises, inmate construction crews, and prison work assignments such as cosmetology/barbering, food service, and custodial cleaning, leading to cost savings for the State.

More than 40,000 inmates are housed in NC state prisons, and approximately 95% of these inmates will be released back into the community. Many will need education and job skills training to function productively in society upon release. The purpose of the PEP is to provide such education and training. At any given time, approximately 10% of the inmate population participates in PEP programming, a percentage which has remained constant over the past ten years.

In an effort to determine whether the PEP positively affects offender outcomes, the Department of Correction conducted the *DOC Outcomes Study* as part of the 2010 Continuation Review. DOC looked specifically at NC offenders released from prison in FY 2005-06 and evaluated two measures: 1) whether completion of PEP courses affected the return-to-prison rate; and 2) whether completion of PEP courses affected employment and wages. The analysis showed that completion of PEP courses does help reduce recidivism and does have a positive effect on employment outcomes.

The strategies outlined in this Joint Follow-up Report are designed to build on the documented successes of the PEP. A summary of these joint strategies follows.

## Summary of Joint Strategies

Below is an overview of the 18 strategies, including greater standardization of data and increased accountability measures, jointly developed by the Department of Correction and NC Community College System in response to legislative mandates found in Session Law 2010-31, Section 8.3.(c).

Legislative Directives	Joint Strategies
<ul style="list-style-type: none"> <li>Implement new funding structure and requirements</li> </ul>	Strategy 1: Align Programming with Funding Requirements
<ul style="list-style-type: none"> <li>Enhance measurable goals, objectives, and outcomes</li> </ul>	Strategy 2: Formalize the Role of Six Statewide Planning and Evaluation Workgroups Strategy 3: Develop a Program Planning, Management and Operational Manual Strategy 4: Standardize Core Components of Staff Training Strategy 5: Develop a Three-Tiered Program Evaluation Process
<ul style="list-style-type: none"> <li>Enhance and standardize data collection</li> </ul>	Strategy 6: Develop Standardized Data Templates
<ul style="list-style-type: none"> <li>Strengthen the continuum of programming from entry to exit, based on assessment of skills and needs</li> </ul>	Strategy 7: Implement Components of Dynamic Case Planning
<ul style="list-style-type: none"> <li>Give individuals the opportunity to use specific skills through work assignments that meet system needs</li> </ul>	Strategy 8: Review Program Assignment Policies Strategy 9: Increase Apprenticeship Programs
<ul style="list-style-type: none"> <li>Tailor programs to specific inmate needs</li> </ul>	Strategy 10: Target Programming to Address Criminogenic Risk Factors Strategy 11: Assign Offenders to Programs Based on Assessed Needs
<ul style="list-style-type: none"> <li>Increase Cognitive Behavioral Interventions (CBI) courses</li> </ul>	Strategy 12: Finalize and Implement the CBI Expansion Plan
<ul style="list-style-type: none"> <li>Develop an offender-specific human resources development course</li> </ul>	Strategy 13: Finalize and Implement an Offender-Specific HRD Course
<ul style="list-style-type: none"> <li>Explore additional funding sources</li> </ul>	Strategy 14: Maintain Funding Resource Lists Strategy 15: Investigate Business and Industry Partnerships
<ul style="list-style-type: none"> <li>Explore federal grant for wiring courses</li> </ul>	Strategy 16: Secure Continued Funding for Wiring Courses
<ul style="list-style-type: none"> <li>Review strategies for reasonably limiting the number of courses an individual takes while in prison</li> </ul>	Strategy 17: Review DOC Program-Assignment Policies Strategy 18: Create a Process to Monitor PEP Assignments

Section 8.3.(c) (1)

**Implement new funding structure and requirements**

**Strategy 1: Align Programming with Funding Requirements**

The Appropriations Act of 2009 appropriated \$32.9 million in non-recurring funds to support prison education for FY 2009-10, while the Department of Correction and the Community Colleges System Office jointly conducted a Continuation Review of prisoner education. As a result of this review and subsequent Legislative mandates, the following has occurred:

- **The General Assembly restored \$21 million of the \$32.9 million in FY 2010-11.** Further, it decided to eliminate funding for all instruction provided to inmates of local jails and federal prisons, as well as funding for instruction in State prisons leading to Associate of Arts, Associate of Science, or Associate of General Education degrees. Of the funds that were restored, the General Assembly directed that the funds be used to first restore funding for Basic Skills; the remaining funds may be used for continuing education and curriculum courses related to jobs skills training.
- **Since colleges' formula budgets are driven by the colleges' budget FTE, colleges' FY 2010-11 budget FTE figures were adjusted consistent with the provisions included in S.L. 2010-31 related to prison education.** As a result of these provisions, colleges' allotted budget FTE figures were adjusted to deduct any FTEs related to activities for which funding was eliminated. After fully funding colleges for Basic Skills FTE served in State prisons, remaining funding was only sufficient to cover 60% of the curriculum and continuing education FTE served in these institutions. As a result, colleges' allotted budget FTE figures have also been adjusted to deduct the 40% of curriculum and continuing education FTEs that were not funded.
- **Colleges were directed to work with the State correctional facilities in their service areas to determine specific programming that could be supported with the restored funds.** Colleges were provided a list of programmatic priorities identified by DOC and were advised that all prison education programming must be consistent with these priorities. The DOC priorities, outlined in the *Continuation Review*, focused on courses/programs that support Correctional Enterprises, Prison Construction, Prison Operations, and other targeted programs (to include HRD) that provide economic benefits to the State and/or transition-related skills for inmates. The priorities are also consistent with the Legislative mandate that "course offerings approved for State prison inmates must be tied to clearly identified job skills, transition needs, or both." [See Session Law 2010-31, Section 8.3.(d) that revised G.S. 115D-5(c).]
- **The State Board of Community Colleges and the Department of Correction use these priorities when making course/program approval decisions for prison education.** NCCCS and DOC will continue to review related policies and procedures to ensure that all are updated to align with these current priorities.

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Section 8.3. (c) (2) (a)

Strategies for implementing their recommendations to:

**Enhance measurable goals, objectives, and outcomes**

**Strategy 2: Formalize the Role of Six Statewide Planning and Evaluation Workgroups**

The following workgroups provided valuable input for the Continuation Review of the PEP and/or guidance for this Follow-up Report. The members' subject-matter expertise was critical to the identification of PEP strengths and challenges and to the creation of resulting recommendations. As such, NCCCS and DOC have identified these groups as the appropriate leadership/advisory committees to manage the implementation strategies outlined in this report and to provide overall guidance for PEP management. The names of the workgroups, their general responsibilities/areas of expertise, and their meeting schedules are listed below:

Workgroup Name	Responsibilities/ Subject Matter Expertise	Annual Meeting Schedule
Interagency Committee on Correctional Education	<ul style="list-style-type: none"> <li>• NCCCS/DOC Agency Updates</li> <li>• State-Level PEP Management</li> <li>• Staff Training</li> </ul>	May and November
Executive Leadership Group	<ul style="list-style-type: none"> <li>• Legislative Policy Implications</li> <li>• State-level Funding Issues</li> <li>• DOC Priority Programming List</li> <li>• Funding Resources</li> </ul>	As needed
Strategic Planning Group	<ul style="list-style-type: none"> <li>• Evidence-based Practices</li> <li>• Assessment and Placement Tools</li> <li>• Transition Planning</li> <li>• Service Delivery/Programming</li> </ul>	January, April, July, and October
Agency Liaisons	<ul style="list-style-type: none"> <li>• Program Management Guidelines</li> <li>• Local Service Delivery/Programming Issues</li> <li>• Staff to Interagency Committee</li> </ul>	Weekly
Data Accountability Workgroup	<ul style="list-style-type: none"> <li>• Data Accountability Issues</li> <li>• Student Outcome Metrics</li> <li>• Program Performance Metrics</li> <li>• Templates for Annual Statistical Data</li> </ul>	February and September
DOP Business and Industry Advisory Committee	<ul style="list-style-type: none"> <li>• Course Skills Content</li> <li>• Post-Release Workforce Issues</li> </ul>	April and October

**Strategy 3: Develop a Program Planning, Management and Operational Manual**

Currently, the PEP has a *Cooperative Agreement* between the NCCCS and DOC that outlines general program-management responsibilities and processes. The Continuation Review revealed the need for a more extensive program planning, management, and operational manual to provide local colleges and prisons with specific and detailed reference information and instructions on the management of PEP programming and data. Once completed, this manual would take the place of the *Cooperative Agreement* and will include, at a minimum, the following core sections:

- Program Overview
- Local Planning Process
- Approval Process
- Enrollment Management Practices
- Program Coding (NCCCS and OPUS)
- NCCCS Reporting FTE
- Relevant General Statutes and Administrative Code
- DOC Case Planning
- Staff Development

The expected date of completion is June 30, 2011.

**Strategy 4: Standardize Core Components of Staff Training**

DOC and NCCCS officials recognize staff training as a key component to the optimal management of PEP programming, as well as to the implementation of recommendations from the Continuation Review and strategies in this Joint Follow-up Report.

Both agencies commit to developing standardized, core components for use in local staff development. These training components will not replace local orientation and training resources, but will supplement these efforts. Staff training should be assumed to be an aspect of every strategy in this report.



**Strategy 5: Develop a Three-Tiered Program Evaluation Process**

The PEP is based on local college and prison partnerships that are governed by state policy but are managed locally. While the strength of these local partnerships makes the PEP successful, the 2010 Continuation Review identified a need to better document local and statewide PEP goals, objectives, and outcomes in a more structured way.

To ensure structure and consistency, DOC and NCCCS will jointly develop a three-tiered PEP Evaluation Process that includes formal planning and evaluation checkpoints at the local level at the end of each term and annually, and a comprehensive state-level review every three years. Details are described below:

Tier	Title and Description	Frequency
I (Local)	<b>End-of-Term Self-study Checklist</b> A template will be developed for voluntary use at the local level. Checklist items will include, but will not be limited to, the following: Verify FTE reporting, Verify OPUS coding, Confirm Credentials Awarded, Confirm NCCCS Scheduling and DOC Program Assignments, Verify Instructional Resources, Confirm Staffing Needs, Course Change Notification, etc.	End of Each NCCCS Reporting Term
II (Local)	<b>Annual Joint Local Program Plan</b> A template will be developed, and reports will be submitted to both state agencies. Information will be used to develop state-level annual reports. Topics will include, but not limited to, the following: Programming Offered, Student Outcomes, Program Performance Outcomes, and SWOT Program Analysis (strengths, weakness, opportunities, threats).	Annually Due on March 31
III (State)	<b>Comprehensive State-Level Program Review</b> A template will be developed for use at the state level. Topics will include, but not limited to, the following: Trend Analysis (student and program performance outcomes), Programming Decision-Making Analysis (close down programs, realign content, and/or add new programming), Program Cost, DOC Outcome Study, and Partnership Roles/Responsibilities.	First Review June 2012; Afterwards Every Three Years

The local planning and evaluation checklists and templates will be developed for distribution to colleges and prisons by September 30, 2011 and implemented by Spring Term 2011. The local joint planning process will be piloted in 2012. The first state-level comprehensive review will be completed by June 2012 and every three years thereafter.

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Section 8.3. (c) (2) (b)

Strategies for implementing their recommendations to:

### **Enhance and standardize data collection**

#### **Strategy 6: Develop Standardized Data Templates**

NCCCS and DOC officials recognize that data accuracy and consistency are essential for proper PEP documentation, reporting, and management. Prior to the Continuation Review, a joint DOC/NCCCS Data Accountability Workgroup was convened to address the following topics related to data accountability:

- Define what data elements are needed and for what purpose(s);
- Create an inventory of available data reports/sources from each agency, including explanation of terms used to describe data elements;
- Identify gaps, if any, in what is needed and what is available;
- Identify any issues/inaccuracies associated with available reports;
- Propose strategies for increasing accuracy and consistency; and
- Propose a joint data collection and reporting protocol.

The workgroup developed a list of documents, tables, and reports that were commonly published and/or requested by various groups such as the Legislature, media, research universities, other states, etc. A short list of some of these documents follows to emphasize the importance of accurate and consistent PEP data:

Agency	Title and Description of Documents that Use PEP Data
Community College	<ul style="list-style-type: none"><li>• NCCCS Statistical Reports</li><li>• "A Matter of Facts" Fact Book</li><li>• Prisoner Education Program Annual Report (new)</li></ul>
Department of Correction	<ul style="list-style-type: none"><li>• Research Bulletin</li><li>• DOC webpage (offender population daily update)</li><li>• Educational Services Annual Report (web)</li><li>• Research and Planning web-based Statistical Abstract Query and other Documents</li></ul>
The NC Sentencing and Policy Advisory Commission's	<ul style="list-style-type: none"><li>• Recidivism Report</li></ul>

Based on the recommendations of this workgroup, DOC and NCCCS officials commit to the development of Prisoner Education Program *Data Templates* as joint resources to enhance and standardize data collection. Templates will be updated on an annual basis and will be compiled into a reference document for NCCCS and DOC officials to use when providing information and data on the PEP program. The data will be used for statistical analysis and may only be used for summative information. A list of sample template titles follows.

Data templates will include, but will not be limited to, the following:

### **Data Analysis Templates**

- Program Location by College, Facility, and Programming
- Annual Priority Programming List
- Matrix Classification System
- Claimed and Assessed Education Level at Admission
- Inmate Program Assignments
- Inmate Work Assignments
- Demographics of Inmates Assigned to Education
- PEP Programming Categories
- NCCCS Curriculum Program Offerings
- NCCCS Continuing Education Course Offerings
- NCCCS Human Resources Development Course Offerings
- NCCCS Basic Skills Program Offerings
- Programming by Agency Codes (crosswalk of NCCCS and DOC codes)
- Educational Credentials Awarded, including number of GEDs
- Industry Recognized Credentials Awarded
- Work Assignment Placements Linked to Training Completion
- PEP Program Participation Rates
- Total Hours of Instruction
- FTE by Prisoner Education Program Categories
- Estimated Cost to the State (FTE) of Prison Education
- NCCCS PEP Staff Survey

Section 8.3. (c) (2) (c)

Strategies for implementing their recommendations to:

**Strengthen the continuum of programming from entry to exit,  
based on the assessment of skills and needs**

**Strategy 7: Implement Components of Dynamic Case Planning**

Currently when an offender is admitted to DOC, they enter a diagnostic facility where they complete a battery of assessments related to academic achievement level, IQ, and intellectual functioning (in addition to mental health, medical, and other non-education related assessments). Case analysts also gather information on education level obtained and prior work experience and all of this information is the basis for the inmate's case plan and where specific referrals for appropriate education, training, and work programs are developed.

Each offender is provided a Case Manager at the facility to which they are assigned. The Case Manager works with the offender to coordinate and facilitate the delivery of programs and services during the period of incarceration and the initial stages of their return to the community. An action plan is developed by which the offender's progress is monitored. The Case Manager offers guidance and support throughout the incarceration period. The services provided are designed to promote the greatest opportunity for positive change and aid in making a successful transition back to the community.

This case planning process is static rather than dynamic; that is, it does not include specific ongoing skills assessment or protocols for reassessment and modification as an offender completes programs and makes progress towards their treatment and re-entry planning goals. Best practices in correctional education include case plans based on a dynamic assessment and planning process. DOC proposes the following strategies to strengthen the Dynamic Case Planning Model, which is the foundation for a continuum of programming based on needs assessment:

- **Pilot a New Assessment Process.** DOC has developed and implemented a new risk and needs assessment in the Division of Community Corrections. A similar instrument is being developed for the Division of Prisons to help identify and address criminogenic needs of offenders ("criminogenic" being specific needs that must be addressed in order to habilitate criminal offenders and achieve lower recidivism rates.) DOC, in collaboration with the Employment Security Commission, will pilot the assessment process that includes a new skills assessment inventory. The purpose of the pilot will be to identify and solve logistical issues related to the administration of the assessment tool. Once complete, the process will move to the evaluation of the assessment itself and the feasibility of expanding its use system wide.
- **Enhance Case Planning to Allow for Reassessment, Modification, and Sharing of Information.** In support of dynamic case planning, DOP will incorporate the reassessment process and allow for changes to be made to the case plan as the offender progresses through programs, activities, or treatment. This type of case plan may be modified as needed to keep pace with the needs of the offender. In addition, the needs and outcomes of the dynamic case plan can be shared with relevant community partners so that the process begun by DOP can be continued by the community partners for a seamless reentry process.

- **Re-emphasize the Importance of the Transition Document Envelope.** DOP will develop a process that ensures each offender's Transition Document Envelope (TDE) is complete upon release. The TDE is an official folder that contains identification documents, certificates/diplomas of accomplishment, and resources related to the county of release, all of which are intended to assist inmates in a seamless re-entry to the community upon release. The process will include training of case managers and inmates to explain the importance of TDE contents.

Section 8.3. (c) (2) (d)

Strategies for implementing their recommendations to:

**Give individuals the opportunity to use specific skills through work assignments that meet system needs**

**Strategy 8: Review Program Assignment Policies**

Currently DOP has several policies that relate to offender education and work assignments. These policies must address a complex array of requirements related to public safety, offender rehabilitation, department operations, rehabilitation, and victims' rights.

DOP Program Services will conduct a review of these policies that pertain to education and work assignments. The goal will be to develop a way to assess and maximize the use of incarcerated offenders' skills through work assignments. These assignments will enhance the operations of DOP, benefit the surrounding communities, add to the skill level of the offender, and comply with the priorities given in the 2010 Continuation Review.

**Strategy 9: Increase Apprenticeship Programs**

DOC currently provides offenders with Department of Labor (DOL) apprenticeship opportunities aligned with Correction Enterprises, the Inmate Construction Program, Food Service Technology programs, and Veterinary Assistance programs.

DOC will develop a plan to expand apprenticeship opportunities in areas such as laundry management, horticulture, chemical product manufacturing, and industrial maintenance, with NCCCS providing much of the related skills training/pre-employment training. Expanded apprenticeships will increase employment opportunities, as well as continue to keep DOP efficient through the availability of a trained offender workforce.

Section 8.3. (c) (2) (e)

Strategies for implementing their recommendations to:

### **Tailor programs to specific inmate needs**

#### **Strategy 10: Target Programming to Address Criminogenic Risk Factors**

In order to determine offender risk, DOP uses the Offender Traits Inventory (OTI), an assessment tool that predicts an offender's likelihood of re-arrest. These and other tools assist DOP in determining types of programming needed to address risk factors of the offender population in NC prisons.

DOP will review facility assignment policies to ensure that facility and programming assignments for inmates meet the treatment and therapy needs of the offenders, based on these assessed risk factors (criminogenic needs).

#### **Strategy 11: Assign Offenders to Programs Based on Assessed Needs**

DOP will continue to assess offenders' needs in the life areas listed below and will increase programming and education shown to address these needs and to increase inmates' likelihood of success upon release.

More specifically, DOP will complete the criminogenic needs assessment (see Strategy 7 on page 11). Upon completion, DOP will determine through the pilot process the best time to offer the assessment and develop appropriate programs to address the offenders' criminogenic needs. Facility assignment will coincide with program offerings that address these needs.

A list of life areas assessed, with corresponding recommendations related to dynamic case planning, follows:

- **Behavior** – review disciplinary record including number and type of infractions; identify any patterns of behavior, distinguish between aggressive vs. non-aggressive infractions, consider previous incarcerations and/or probation/parole terms, determine need for additional screening and assessment.
- **Employability** – review job assignments including type, vocational training participation/completion; work release jobs; Correction Enterprise, Inmate Construction, PIE participation/experience/performance; ask offender's job preference and career goals, determine need for additional screening and assessment.
- **Alcohol & Other Drugs** – review dependency history, especially recommendations at discharge, continuing care referral, summary of services, assessment at discharge, and personal care goal, determine need for additional screening and assessment.
- **Education** – review program assignments including academic education participation/completion, certificates, completions and performance evaluations, diagnostic test scores such as WRAT, IQ, TABE, ESLOA (Spanish only); determine need for additional screening and assessment.

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- **Family** – review existing information regarding spouse/children, check for support orders, ask offender about nature of familial relationships (positive/negative/neutral), determine need for additional screening and assessment, especially family counseling, parenting skills, and reunification planning.
- **Life Skills** – review program assignments for participation, completion, performance in CBI, GRIP, HRD, Anger Management, Character Education, Napoleon Hill, Think Smart, JobStart, Reentry Life Plan, other programs related to relapse prevention, problem solving, coping skills, and pre-release planning, determine need for additional screening and assessment.
- **Physical/Medical** – review PULHEATDMR, acuity level, activity grade, aftercare planning, determine need for additional screening and assessment.
- **Mental Health** – review Common Record flags for screening, assessment, diagnosis, treatment, discharge/aftercare, contact appropriate staff to determine need for additional screening and assessment.
- **Financial** – review benefit eligibility including SSI, VR, VA, restitution obligations, support orders, trust fund account, work release account (if applicable) establish current/future financial situation including outstanding obligations, determine need for additional screening and assessment.
- **Housing** – review home plan address and location, verify of suitability, determine need for family counseling, parenting skills, and reunification planning (as necessary).
- **Transportation** – contact DMV for license eligibility, fines, fees, ask offender about primary mode of transportation upon release.
- **Legal Status** – review pending charges, detainers, warrants, fines, fees.
- **Sex Offenders** – review registration requirements, DNA testing, and all life areas listed above.
- **Victims** - review victim notification information, restraining orders, protection orders, contact appropriate Victim Services staff to determine need for additional safeguards for the victim(s).



Section 8.3. (c) (2) (f)

Strategies for implementing their recommendations to:

### **Increase Cognitive Behavioral Interventions (CBI) courses**

#### **Strategy 12: Finalize and Implement the CBI Expansion Plan**

Cognitive Behavioral Interventions (CBI) is based on the principle that thinking controls overt actions. Through CBI programs, offenders learn new skills and new ways of thinking that can lead to changes in their behavior and actions, ultimately affecting their criminal conduct. CBI programs use a combination of approaches to increase an offender's awareness of self and others. This awareness, coupled with the teaching of social skills, assists offenders in restructuring their thought process and teaches cognitive skills to assist in basic decision making and problem solving.

The goal of CBI is to assist DOC in reducing recidivism through use of specific interventions shown to work with offenders. In 1987, Robert Ross and Paul Gendreau published *Revivification of Rehabilitation: Evidence from the 1980's* that analyzed and discussed the characteristics of effective programs that reduce recidivism. According to this research, a common characteristic among successful programs is the inclusion of a component that has an impact on the offender's cognition or thinking.

DOC has integrated CBI into many of its programs and services since the late 1990's, with impetus coming from a 1998 CBI Grant Project supported by the Governor's Crime Commission, and technical assistance provided by the National Institute of Corrections (NIC) in 1999-2000 to train CBI trainers. Several CBI curricula are currently used in a variety of formats throughout the prison system.

DOC will increase CBI courses through a structured partnership with the Community College System's Human Resources Development (HRD) program. Phase I of the expansion is a pilot program detailed below:

- Ten pilot sites have been chosen based on custody level, DOC priority level, and expressed commitment of prison and college personnel.
- Pilot sites will use the *Thinking for a Change* (TFAC) curriculum available free of charge to DOC through the National Institute of Corrections (NIC) as long as it is being used with offenders.
- DOC Division of Prisons will hire TFAC Master Trainers to provide training for DOP and NCCCS staff.
- Inmates will be assessed using identified assessment instruments, and assessment data will be provided to the DOC Division of Research and Planning for evaluation.
- The Division of Prisons will create a process for conducting a follow-up evaluation to determine if the program has a positive effect on recidivism rates, and the program will be expanded based on the results of the evaluation.

Section 8.3. (c) (2) (g)

Strategies for implementing their recommendations to:

**Develop an offender-specific human resources development course**

**Strategy 13: Finalize and Implement an Offender-Specific HRD Course**

The PEP provides inmates with training in job-seeking and job-keeping skills through Human Resources Development (HRD) courses. Traditional HRD topics include employability skills, introduction to computers, employability motivation and retention, and economic literacy. In addition, HRD courses in DOP facilities are often coupled with occupational skills training to prepare inmates to be successful employees in prison work assignments.

In recent years, DOC and NCCCS officials have recognized the need to create an offender-specific HRD course to address the challenges inmates face as they transition from prison to the community and the workforce. Individual colleges do provide offender-specific information to inmates in selected HRD courses, but there has not been a state standard or statewide implementation plan specific to such release preparation. To address this, a joint NCCCS/DOC workgroup was formed to create course content and to work out implementation challenges.

Course modules have been created to address a variety of inmate-specific transition needs, including the need to obtain identification and/or a driver's license, the need to have a resume that constructively documents work and education experiences prior to and during incarceration, and the need to know the location of service providers in specific counties of release. The six standardized course modules follow.

<p>Module 1:</p> <p><b>Assessment of Individual's Assets/Limitations</b></p> <ul style="list-style-type: none"> <li>• Employment Skills Identification</li> <li>• Self-Assessment Techniques</li> <li>• Work Values</li> <li>• Career Readiness Certification</li> </ul>	<p>Module 4:</p> <p><b>Development of Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Interviewing Skills</li> <li>• Writing Skills</li> </ul>
<p>Module 2:</p> <p><b>Development of a Positive Self Concept</b></p> <ul style="list-style-type: none"> <li>• Resolution of Self-Defeating Behaviors</li> <li>• Development of Positive Support Systems</li> <li>• Continuous Self-Improvement Planning</li> <li>• Mental Preparation for Job Search/Further Training</li> </ul>	<p>Module 5:</p> <p><b>Development of Problem-Solving Skills</b></p> <ul style="list-style-type: none"> <li>• Housing, Transportation, and Family Responsibilities</li> <li>• Fines, Restitution, and Personal Identification Documents</li> </ul>
<p>Module 3:</p> <p><b>Development of Employability Skills</b></p> <ul style="list-style-type: none"> <li>• Short and Long Term Goal Planning and Achievement</li> <li>• Job Search Strategies and Techniques</li> <li>• Job Retention Strategies</li> <li>• Appropriate Job Resignation/Termination Behaviors</li> <li>• Labor Market Information- Research and Interpretation</li> <li>• Community Resources in County of Release</li> </ul>	<p>Module 6:</p> <p><b>Awareness of Information Technology in the Workplace</b></p> <ul style="list-style-type: none"> <li>• Computer Usage for Employment</li> <li>• Assess and Plan for Technology Training Needs</li> </ul>

## NCCCS/DOC Prisoner Education Program (PEP) Joint Follow-up Report

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The workgroup is finalizing course content and is preparing to pilot the new course in Spring 2011. This targeted HRD course will integrate classroom content with DOC's dynamic case planning model. The format is specifically designed to ensure that the inmate, the inmate's DOC case manager, and the NCCCS classroom instructor work as a team.

Classroom activities, which will include finalizing resumes, conducting preliminary job searches, and creating post-release housing plans, will be specific to each inmate. All relevant documents and plans will be added to each inmate's Case Plan and Transition Document Envelope.

Details of the inmate-specific HRD course include the following:

- The course will focus on the Transition Document Envelope (what it is, its purpose and usefulness in successful transition, and how to best utilize its contents).
- The individual inmate will be responsible for gathering information specific to his/her own return to the community and to the workforce.
- Classroom projects will be specific to each offender's release plan.
- Each inmate will be provided with the name of a community college point of contact specific to their county of release.
- Community partners will be contacted, when available, to plan for supportive services.
- Inmates will receive supplemental, offender-specific curriculum materials that will serve as a guidebook upon release.
- The NCCCS classroom instructor and DOC case manager will work as a team to support each inmate's post-release planning.

Section 8.3. (c) (2) (h)

Strategies for implementing their recommendations to:

**Explore additional funding sources**

**Strategy 14: Maintain Funding Resource Lists**

DOC has a long history of seeking funding from outside sources, primarily through federal grants. Currently, DOC oversees 24 grants totaling approximately \$12 million for equipment purchases, staff training, and offender reentry processes. In addition, DOP Educational Services currently administers the Incarcerated Individual Program Grant, Exceptional Student Grant, and the Title One Grant.

DOC will continue to explore local and national grant solicitations that may be open to addressing barriers offenders face in transition to society, especially as it relates to educational and vocational training. DOC will continue to pursue opportunities as a qualified grantee or establish a collaborative relationship with a community organization to form a partnership to meet grantee eligibility requirements.

DOC and NCCCS recognize the importance of consistently and methodically seeking outside funding to support education and training programs for inmates. Both agencies commit to structuring this process by creating and maintaining the following funding resource lists:

- **Grant Sources List.** The Interagency Committee on Correctional Education will maintain a list of possible grant sources and will task appropriate personnel with pursuing grants for which either agency or system may be eligible and/or communicating these opportunities to local colleges or agencies, as appropriate. This will provide an official mechanism for maintaining and communicating information currently maintained in multiple offices.
- **Grants Personnel List.** The Interagency Committee will maintain a contact list of personnel in each agency who have grant writing or resource procurement as part of their job responsibilities. The purpose of this contact list is to ensure increased and methodical communication with these staff to apprise them of prison education and re-entry program needs, and to routinely solicit information and recommendations from them about possible grant opportunities.
- **Annual Grants Inventory.** The Interagency Committee will maintain an annual inventory of grants received by either agency in support of prison education and re-entry initiatives. Both agencies currently have specific grants-management processes, but this list will combine information into one reference list.

The Community College System Office manages grants to support specialized training at local community colleges, but these grants are not tracked in relation to prison education specifically. In addition, local colleges may obtain grants that partially or fully fund programming for the offender population, but this information is not maintained at the state level. These strategies will allow for systematic access to grants-related information for prison education.

**Strategy 15: Investigate Business and Industry Partnerships**

Both agencies recognize the potential for increased partnerships with business and industry to support prison education and re-entry initiatives. Such partnerships can provide job-training opportunities, instructional supplies or other in-kind donations for occupational classrooms, or other benefits.

Specifically, DOC will continue to host biannual Business and Industry Advisory Committee meetings and will study means to enhance the Prison Industry Enhancement Certification Program (PIECP or PIE). The Business and Industry Advisory Committee examines labor market trends, educational offerings and other factors in order to ensure DOC is preparing offenders to meet current and future labor demands. The PIE program provides new and expanding businesses with a dependable inmate labor pool and production space/capacity inside the prison. PIE establishes self-sustaining industries that equip offenders with specific skills in high-demand fields such as green construction. PIE programs may also be tied to Department of Labor apprenticeships.

More information on the PIE program is available at <http://www.correctionenterprises.com/pie>.

Section 8.3. (c) (2) (i)

Strategies for implementing their recommendations to:

**Explore federal grant for wiring courses**

**Strategy 16: Secure Continued Funding for Wiring Courses**

The Department of Correction is able to conduct Certified Communication classes in low voltage wiring applications through June 2011 through funding provided by a Governor's Crime Commission Grant . To date, more than 100 offenders at three facilities have received industry-recognized certification in three or four low-voltage wiring fields.

Funds to sustain these classes after June 2011 have been identified from the federal Incarcerated Individual Program (IIP) Grant. The IIP Grant will continue to support the classes through 2013.

DOC will explore grant-funding options for the wiring program to sustain the classes when federal IIP Grant funds are no longer available. The 2011 Second Chance Act Technology Careers Training Demonstration Projects for Incarcerated Individuals and Juveniles Competitive Grant has been released, and DOP will explore the possibilities of applying for funds from this grant opportunity.

Section 8.3. (c) (3)

**Review strategies for reasonably limiting the number of courses an individual takes while in prison**

**Strategy 17: Review DOC Program-Assignment Policies**

DOC's program-assignment policies will be reviewed to ensure inclusion of standardized criteria and documentation for placement of inmates in PEP education and training programs, with particular emphasis on documenting the rationale for placing an inmate in more than one PEP assignment.

**Strategy 18: Create a Process to Monitor PEP Assignments**

DOC will create a process that allows managers to monitor the number of PEP programs to which individual inmates are assigned. This will allow managers to determine if there is an issue with numerous PEP program assignments and to create policies and procedures to ensure strategic program placement.