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ABSTRACT

The proceedings of a conference to consolidate the partnership between the correctional system and the community college system are presented. The conference objectives were: (1) to generate potential solutions to the identified needs, (2) to suggest strategies for implementation, and (3) to identify probable funding resources. The participants met in four workshops: I. Expanded educational opportunities for residents and staff within adult correctional institutions; II. and III. Supportive services for ex-offenders on campus and in community-based corrections programs; and IV. Coordination of programs and services. The reports of the workshop comprise the proceedings. Appendixes provide the conference schedule, suggestions for workshop chairmen, identified needs for each of the workshops, ranks of need priorities tally sheet, a solution matrix, potential for implementation tally sheet, and the welcoming statement. (DB)

2007-835

The Role of
Community Colleges
in
Corrections:

An Emerging Partnership



STATE OF WASHINGTON
state BOARD for community college education

ACKNOWLEDGEMENTS

The efforts of many concerned individuals contributed to the success of the Yakima conference.

Special acknowledgement and thanks are due to Dr. Henry Milander, conference chairman; Ellis Stout, conference co-sponsor; and the workshop chairmen: Steve VanAusdle, Marv Vasher, Don Bunch, and David Vail.

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Last, and assuredly not least, an appreciative thank you must be given to the conference participants whose diligent and cooperative efforts resulted in the proceedings reported in this document.

SVN

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Part I

Context

EDUCATIONAL-HABILITATION PROJECT

The Educational-Habilitation Project was conducted by the State Board for Community College Education from August 1, 1972, through July 31, 1973. The two objectives of the project were (1) the formulation of a comprehensive plan for educational-habilitation, and (2) the design and implementation of a Corrections Clearinghouse for Educational, Training and Job Opportunities. In addition the project served to facilitate the interfacing of the community college system with the correctional system in Washington state.

As a facilitator, the project accomplished the following outcomes: (1) provided assistance in designing and implementing in-service training for correctional staff, (2) provided residents with the opportunity to earn college credit through an experimental pilot project to test the use of College Level Examination Program (CLEP) exams in the four adult correctional institutions, and (3) designed and obtained funding for a Career Counseling program for residents at the Washington Corrections Center and at the Olympic College Resident Release project. However, the major accomplishment of the project may well have been its contribution to the articulation of an increasingly responsible role for education, particularly the community college system, within corrections.

The project planning process was based on the philosophy that the most effective planning (defined in terms of realistic implementation) begins at the grassroots level. Accordingly, a series of local meetings to discuss planning and coordinating efforts for educational-habilitation were held in eight communities throughout the state. The meetings resulted in the identification of the following need areas to which the community college system and the correctional system could jointly respond:

1. The need for supportive services for ex-offenders in the community,
2. The need for expanded educational opportunities within the correctional institutions, and
3. The need for coordination of programs and services.

CONFERENCE OBJECTIVES

One of the goals of the Educational-Habilitation Project was to function as a coordinator of resources for corrections programs. One of the major accomplishments resulting from this goal was improved communications between components of the "corrections team." Improved communication facilitated recognition of mutual problems and an increased spirit of cooperation. Both were evident at the state conference, *The Role of Community Colleges in Corrections: An Emerging Partnership*, where participants worked together to design potential solutions and determine

strategies for implementation.

The conference, co-sponsored by the Educational-Rehabilitation Project of the State Board for Community College Education and the Office of Adult Probation and Parole of the Department of Social and Health Services, was designed to consolidate an emerging partnership between the correctional system and the community college system. The purpose of the conference was to design solutions which would respond to the needs in correctional programs that had been identified in the community meetings held to discuss planning and coordination for educational-rehabilitation. The conference objectives were: (1) to generate potential solutions to the identified needs, (2) to suggest strategies for implementation, and (3) to identify probable funding resources.

CONFERENCE FORMAT

The participants were divided into four workshop groups. Each workshop had an appointed chairman and an identified need area to address in designing potential solutions. The workshops were as follows:

- Workshop I -Expanded educational opportunities for residents and staff within adult correctional institutions.
Chairman: Steven L. VanAusdle
Director of Occupational and Continuing Education
Walla Walla Community College
- Workshop II -Supportive services for ex-offenders on campus and in community-based corrections programs.*
Chairman: Marv Vasher
Dean of Instruction
Whatcom Community College
- and
- Workshop III Chairman: Don Bunch
Supervisor
Yakima Work/Training Release Facility
- Workshop IV Coordination of programs and services.
Chairman: David Vail
Acting Supervisor
Longview Work/Training Release Facility

Since the goal of the conference was to move beyond the discussion of needs to the identification of solutions, it was necessary to design a conference format which would encourage participants to achieve this formidable task within a short

*The breadth of this topic and the interest of the participants warranted more than one workshop group effort.

time period. The Delbecq method, which is essentially a problem identification model, was adapted for use as a solution generating model.

The participants in each workshop group were supplied with a list of needs that had been identified in the community meetings and during project activities throughout the year. The participants were told that the list was not exhaustive and were encouraged to add to it. The amended list of needs was briefly discussed, one item at a time, the purpose being to clarify, elaborate, or dispute items. At the conclusion of the discussion, each participant independently chose the ten most critical need statements and recorded each separately on the top of a 5X8 card. He was then asked to rank the ten items in order of priority of need by writing a value of "10" on the card with the most important item, "9" on the second, etc. All weighted values were recorded and totaled on the Priorities Tally Sheet.

After each group had rank-ordered the need statements, they began with the need which received the highest priority rating and proceeded to identify and list all potential solutions. A Solution Matrix was utilized to assist the participants to focus on designing realistic solutions, emphasizing the possibility of implementation. For each solution generated, the participants were requested to identify an agency or group with primary responsibility; supporting agencies or groups; strategies for implementation; a primary funding source; and supplemental or interim funding sources.

Appendix B is a set of conference materials which includes the following forms: (1) Suggestions for workshop chairmen, (2) Identified needs for each workshop group, (3) Priorities Tally Sheet, (4) Solution Matrix, and (5) Potential for Implementation Tally Sheet.

Part II

Proceedings

Although the workshops functioned independently, recurrent elements emerged as priority items. There was a general consensus regarding the continuing and increasing need for coordination of corrections programs, both within the institutions and in the community. Relative to improved coordination was the need for an effective communications management system. In addition, three workshops rated training in "survival skills" as a high priority item. Participants agreed that such training should begin within the institution and continue on campuses and in community-based corrections programs, and would include budget and money management, communications skills, and understanding of human adjustment.

Other items of need emphasized in the four workshops included:

1. "Balanced" educational programs to include basic adult education, high school completion, vocational training, college academic, and enrichment courses;
2. Career counseling programs to include an analysis of individual career goals, an assessment of current competencies, and development of an individualized career planning profile for each resident;
3. Development of a contingency fund to provide short-term loans to ex-offenders when they first arrive on campus and in the community;
4. Short and long-range planning for total educational programs, which would be a cooperative effort between the correctional institution and the community college and would be accompanied by a recommended action plan;
5. Increased coordination between agencies providing services to correctional institutions and to community-based corrections programs, to work towards inter-agency goal alignment, a mechanism for inter-agency problem solving, and the development of uniform policies and procedures within the correctional system.

The recommended solutions are organized according to workshop reports. First, a summary of each workshop's recommendations, as reported by the chairman during the synthesis session of the conference, is presented. Following the summary report are the detailed recommendations as recorded on the Solution Matrices.

REPORT: WORKSHOP I

EXPANDED EDUCATIONAL OPPORTUNITIES FOR RESIDENTS
AND STAFF WITHIN ADULT CORRECTIONAL INSTITUTIONS

Steven L. VanAusdle
Director of Occupational and Continuing Education
Walla Walla Community College

Participants of Workshop I began by discussing the conditions that exist within institutions which determine the ability to develop and implement viable educational programs. Discussion then centered on the relationship between educational programs within institutions and those in community-based facilities. Discussion centered around the question, "What is the Future of Educational Programs Within Institutions?" We've seen a movement toward community-based facilities based on the assumption that a more efficient and effective job of habilitating the offender can take place there. Basically, the group felt we were moving in the right direction in corrections by establishing community-based facilities and that they could be responsive. We saw an example of such a facility here in Yakima yesterday. However the group concluded that community-based facilities would not entirely replace institutions, that both would prevail in the corrections system. Based on the assumption that offenders would be incarcerated in institutions in the foreseeable planning future, as well as in community-based facilities, the group concluded that the objectives of this workshop were relevant and proceeded.

Previous speakers from other workshops have indicated the importance of communication within and among state agencies involved in the corrections process. Our group echoes the need for a mechanism to insure communication of information and ideas within the system. A Corrections Clearinghouse should be valuable in this respect. However, a concern was that as we work together as state agencies we not make our decisions with the perspective of preserving the system, but rather in a perspective of being "student" or "resident oriented." That is we should use a systems approach at planning around the needs of the students. For example, a resident who has started an educational program within an institution and then transfers to a community-based facility should be able to do so with minimum interruption in his total educational plan. Cooperative planning, development, and evaluation of programs should minimize problems. Feedback from follow-up of students who exit from institutional programs to community-based programs and then to society should be valuable in developing new programs and improving existing ones.

Another common concern of participants in the workshop pertained to the relationship and priorities of various functions

that institutions perform. Are the goals of the educational system in concert with the goals of the penal system? Is there a difference between treatment and education? What are the goals of the correctional system in terms of custody and operating the institutions as opposed to habilitating individuals? Do we use a system-oriented or a resident-oriented approach in finding answers to the above questions?

Participants also identified other constraints they anticipated would continue to exist and influence educational programs within institutions. It was recognized that most of the educational programs could not be classified as a panacea nor would such a condition exist in the immediate future. Dollars have and probably will continue to be the limiting factor. Planning should recognize that resources are limited but should also show potential benefits assuming additional finances were available. It was felt that the planning process designed during the workshop could accomplish the above and also lead to better utilization of many resources that are already in existence. Aside from dollars being a constraint, the group felt that public opinion was also limiting the development of innovative approaches to the habilitating process. This constraint will be explored in more depth later in my presentation.

As in other workshops, the main goal of our workshop was to prioritize identified needs and suggest solutions. Many of the needs that were presented for discussion were modified and additional needs were identified. Consensus was reached relative to the prioritization of these needs.

The need of highest priority was the *implementation of short and long-range planning in cooperation with the institutions*. This cooperative planning should be preceded by a suggested plan of action developed by individuals responsible for educational programs within the institutions. It was recognized that planning was being done at the state level. However, it was felt that it was vital to the programs that individuals that are responsible for implementing these programs be involved. That it, it was felt that the real results that would have lasting impact would come from planning efforts at the local level. We felt that administering staffs of institutions especially need to be involved and sensitized to some of the problems the operational personnel, especially instructors, are facing in their day-to-day duties. It was also pointed out that the planners need to be very sensitive to the needs of administrations of institutions. In other words, part of our time needs to be spent looking ahead rather than day-to-day decision making concerning present operations.

The need receiving the second priority was the development of a *balanced educational programs within the institutions*. We indicated earlier that one of the questions was the definition of education as opposed to treatment. It was concluded that

treatment and education relate so closely to each other that they could not be separated. Not only did the workshop participants see the need for balanced curriculum but also supportive services which in the long run will probably determine the success or failure of the educational opportunities available. Support services would include such activities as counseling and guidance capability, related training activities, placement capability, and follow-up capability. It was the consensus that someone related to the educational program should have the responsibility of developing an educational plan for each incarcerated individual. Such a plan would reflect the educational needs of the students and the conditions which will ultimately determine whether or not the student will be able to take advantage of what education he receives. It was recognized that one of the bottlenecks in terms of the community college system is the state budget model. The community college system is funded based on cost studies of delivering education on campuses. In many cases on campuses we are not committing, nor do we need to commit, the levels of supportive services that are absolutely necessary in a correctional institution. Briefly, the potential solution might be to identify explicitly what we can't do with dollars available through the planning process as described before, then go to the legislature and say, the community college system has these resources to provide the following services; however, these are the additional needs, itemize them, and this is what it will cost you if these needs are to be fulfilled. The planning process should show what services can be provided at several budget levels so the limited educational services available are a result of the budget level as determined by the legislature and not the community college system or the institution itself.

Staff development was a third area where we felt a commitment needed to be made. Our solution here was to identify one of the workshop participants who will chair an ad hoc advisory committee to be called together this coming fall. This committee will be composed of individuals representative of all institutions and community-based facilities and their main objective will be to plan a staff development program. It was recognized that resources would likely be available, for example, the Northwest Regional Lab has a staff development training program called AMIDS. Some of the four-year colleges have also indicated an interest.

Continued development and support of institutional programs as well as community-based programs was also identified as a paramount need. The recent move has been toward community-based facilities and that is where the federal dollars seem to be going. The group encouraged the development of these programs but not at the expense of needed institutional programs. The idea that community-based facilities and programs would supplant institutional facilities and programs was considered to be premature at this point in time. Action will be taken to further deal with this issue. There will be a committee formed representative

of all the institutions which will address itself to this concern and issue a position paper. Other agencies and members from community-based facilities will be encouraged to get involved in the development of the document. The committee will be activated in October.

The need for an *improved communication system within correctional institutions and among correctional institutions and other state agencies* was considered the fifth major need area. It was felt that there was more communication at the state level, but that the linkage did not tie directly to the resources that are represented here who spend every day working with incarcerated individuals. It was felt that a communications and information system should be constructed from the grassroots up. That is, people within the institutions working with the residents need not only be able to communicate amongst themselves but will also need to be informed and have the ability to respond to decisions being made at the state level.

Another need our group identified was to *raise the profile of educational programs within institutions*. It was felt that there has been a lot of sensationalism in newspapers regarding what has happened and is happening in institutions today. The fact that a lot of the positive activities happening have not been given visibility before the public may be a partial explanation for some of the problems we are facing today. It was felt there certainly is need for developing solutions to overcome this problem. A public relations campaign could be designed at the state and local levels directed at the general public. It was also felt that those individuals directly involved in an institutional program should spend more time in communicating with other community college administrators and board of trustees concerning the results of their programs and the problems they are encountering.

We recognize the need for *training in motivation techniques for both instructors and staff within correctional institutions*. We felt the higher profile and real commitment, not a token effort, made to the educational program should help motivate instructional staff and residents.

A further need was a need for *coordination at the system level*. We wonder is this workshop the beginning of the end or the end of the beginning. When we finish, an overall recommendation in this respect certainly would be in order.

In reviewing the concerns as I have discussed them with you, a basic need surfaces. This is the need for an overall prime mover to carry forward the efforts that have been created and developed up to this point, and that resulted in this session. We support the Coordinating Council in assuming the Corrections Clearinghouse. We felt a complementary solution was to develop an association of professional members working in and with

institutions and community-based facilities. We can interact and involve all levels, state and local. We didn't have time really to formulate a lot of plans in this respect, but felt the needs for such an association existed. We hope to challenge Susan to explore the matter further and maybe get some feedback from members other than those who participated in our session. Furthermore, we felt strongly that someone from the State Board for Community College Education staff should be encouraged to work closely with representatives of the Department of Social and Health Services and Susan over this next month to make sure that this effort is sustained. We also recommend that an individual, possibly a participant here or someone in the system, should be appointed to coordinate an advisory committee that would continue the work with some of the state agencies to carry these efforts forward. This could be accomplished in cooperation with the Coordinating Council if they assume the Clearinghouse. We also felt the job that has been done thus far in sensitizing the public and state agencies, the community colleges, and the people within correctional institutions has been carried out very well.

In conclusion we really feel there is a need for continuation of and even greater emphasis on the coordinated and cooperative efforts we have begun toward firmly establishing our "partnership."

SOLUTION MATRIX: WORKSHOP I

**EXPANDED EDUCATIONAL OPPORTUNITIES FOR RESIDENTS
AND STAFF WITHIN ADULT CORRECTIONAL INSTITUTIONS**

Priorities with potential solutions and recommendations for implementation:

Short and long-range program planning.

Potential solutions:

Creation of local and state corrections planning committees, emphasis on collaborative efforts between correctional institutions and community colleges.

Agency or group with primary responsibility:

Correctional institutions, selected community colleges.

Supporting agencies and groups:

The Department of Social and Health Services, State Board for Community College Education, Coordinating Council for Occupational Education.

Strategies for implementation:

Have the Educational-Habilitation Project sponsor a meeting to address the topic of continuation of the coordinating functions by one agency or a committee specifically developed for this purpose. Invited participants to such a meeting would include the following representatives: Department of Social and Health Services, State Board for Community College Education, Coordinating Council for Occupational Education, Department of Employment Security, Division of Vocational Rehabilitation, Labor Apprenticeship Board, Washington Law and Justice Committee, and other relevant agencies.

"Balanced" educational programs which include adult basic education, high school completion, vocational, college academic, and enrichment courses.

Potential solutions:

One agency be responsible for total educational and training programs.

Agency or group with primary responsibility:

Selected community colleges.

Supporting agencies and groups:

Division of Vocational Rehabilitation, Department of Employment Security, Coordinating Council for Occupational Education, mental health agencies, work and training release centers, law enforcement agencies.

Strategies for implementation:

Conduct individual needs assessments, design and implement training programs for institutional staffs, develop continuing evaluation procedures, and utilize planning committees appointed by the Educational-Habilitation Project.

Recommended date of implementation:

September, 1973.

Primary funding sources:

Washington state community colleges, Department of Social and Health Services.

Supplemental or interim funding sources:

Department of Employment Security via Manpower Development and Training Act monies, Law and Justice Planning Office, Division of Vocational Rehabilitation, mental health grants.

Staff development programs and training in motivation techniques for residents and staff.

Potential solutions:

Public awareness campaign which would include the educating of institutional staff, staff training programs, upgrading of qualifications for both custody and habilitation staff, and additional community programming.

Agency or group with primary responsibility:

Department of Social and Health Services and the correctional institutions.

Supporting agencies and groups:

State Board for Community College Education, local community colleges and universities, Washington Council on Crime and Delinquency, and the Division of Vocational Rehabilitation.

Strategies for implementation:

Expand inmate speaking trips, solicit positive press coverage of activities, design and implement a survey to determine the extent of staff training and the quality of same, provide incentives for institutional staff to continue their education through the Law Enforcement Educational Program, increase correctional education for criminal justice system personnel to include policemen, judges and businessmen.

Recommended date of implementation:

Prior to August 1, 1973.

Primary funding source:

Unknown as yet.

Realistic potential for implementation:

Probable.

Coordination between corrections and college programs.

Potential solutions:

Assignment of planning responsibility which would include staging and timing of planning, establishment of local corrections planning committees.

Agency or group with primary responsibility:

Adult Corrections, Adult Probation and Parole, State Board for Community College Education, selected community colleges, correctional planners from the Department of Social and Health Services, Law and Justice Planning Office.

Strategies for implementation:

Establish some linkage to ensure that the plan outlined above will be the immediate responsibility of a committee convened prior to the termination of the Educational-Habilitation Project.

Recommended date of implementation:

Immediately.

Primary funding source:

Possibly the Law and Justice Planning Office with the State Board for Community College Education as the secondary funding source.

Continued development and support of institutional programs as well as community-based programs.

Potential solutions:

Ad hoc committee to represent educational programs within institutions.

Improve communications within the institutions.

Raise the profile of educational programs within the institutions.

Potential solutions:

Increased interaction and involvement with institutional staff and resident populations: counselors, instructors, correctional officers, other treatment staff, sponsors, and resident groups.

Agency or group with primary responsibility:

Institutional education directors, correctional institution's education staff.

Strategies for implementation:

Implement an educational managers committee comprised of the education director, and representatives from the education staff and institutional personnel below the supervisory level.

Recommended date of implementation:

Immediately.

Realistic potential for implementation:

Probable.

Career planning programs which include career counseling and provide information on occupational clusters and job opportunities.

Potential solutions:

Improved counseling and career guidance available to residents of the correctional institutions.

Agency or group with primary responsibility:

Selected community colleges.

Supporting agencies and groups:

Correctional institutions, work release facilities, Division of Vocational Rehabilitation, Employment Security Department (SWEEP).

Strategies for implementation:

Make specialists in vocational guidance available to institutions and training release centers, appoint Jack Knapp from the SWEEP organization to head a committee.

Recommended date of implementation:

January, 1974.

Primary funding source:

Legislature through the community college appropriations.

Supplemental or interim funding source:

Law and Justice, Department of Employment Security, Division of Vocational Rehabilitation.

REPORT: WORKSHOP II

SUPPORTIVE SERVICES FOR EX-OFFENDERS ON CAMPUSES
AND IN COMMUNITY-BASED CORRECTIONS PROGRAMS

Marvin L. Vasher
Dean of Instruction
Whatcom Community College

In ranking needs by priorities, the five major areas of need were identified: (1) training in "survival skills," (2) development of contingency funds, (3) job placement and employment counseling, (4) drug and alcohol treatment programs, and (5) utilization of ex-offenders in community programs.

The first need area, training in "survival skills," includes budget and money management, human adjustment and communications skills. We felt that was probably most important based on the system we used. We identified some potential solutions such as selecting necessary resource people, giving more privileges and responsibilities for personal finances to the releasees, and having the Department of Social and Health Services set up "survival skill teams" that might travel around to the various programs with packages to develop the required survival skills. In addition, we suggested hiring ex-offenders to make up that team. The responsibility for implementing these solutions rests, according to group consensus, with the local Probation and Parole supervisor. Supporting agencies and groups would be the Department of Employment Security, the community colleges and the all community ex-offender organizations. For the strategy for implementation, we zeroed in on the development of a "survival skills team."

The next item we discussed was the need for a contingency fund. Some of the potential solutions included financing from the community where the releasee is going; having a prepaid salary for a job that has been promised, such as a week's pay in advance; and direct funding. We thought that perhaps the agencies that are requesting grants might write a contingency fund into that grant. In that case, the agency with responsibility would be the contracting agency. Supporting groups would include student groups and community colleges.

The third priority need was job placement assistance and employment counseling. The potential solutions suggested were as follows: immediate and continuing individualized education, the Department of Employment Security having charge of the releasee's "gate money" or stipend upon his release, utilization of existing employment counseling, and use of student interest as the most important factor for job counseling rather than test scores. We felt the Department of Employment Security was

the agency with primary responsibility for implementing these solutions. Supporting agencies would be community colleges and ex-offender support groups. The strategy for implementation involved hiring a specialized staff within the Department of Employment Security for counseling ex-offenders. An educational campaign to support this need could be undertaken by such groups as the Prisoner Coalitions with the specific purpose being to familiarize local Employment Security offices with the problems that are involved in developing employment opportunities for ex-offenders. Our other strategy was increasing the cooperation between the Employment Security offices and other job placement centers.

The fourth priority need was *improved drug and alcohol treatment programs*. The potential solution was to create an increased recognition of the problem. Other solutions included utilizing existing agencies, creating new programs, and improving the present drug and alcohol detection devices. Agencies or groups with primary responsibility were the local directors of the existing drug and alcohol programs. Supporting them would be Probation and Parole offices and medical schools.

The last item we discussed was the utilization of *ex-offenders as resources in community programs*. The lack of sensitivity and the discrimination that the ex-offenders face in trying to locate employment was discussed at great length. It was a very enlightening session for me. Some of the solutions we discussed to remedy this situation were involving ex-offenders in program planning, hiring ex-offenders in key positions, employing ex-offenders as counselors in the community colleges, and using ex-offenders in public relations work.

SOLUTION MATRIX: WORKSHOP II

**SUPPORTIVE SERVICES FOR EX-OFFENDERS ON CAMPUSES
AND IN COMMUNITY-BASED CORRECTIONS PROGRAMS**

Priorities with potential solutions and recommendations for implementation:

Courses in "survival skills" which includes budget and money management, communication skills and understanding of human adjustment.

Potential solutions:

Identification of necessary resource people, permitting more privileges and responsibilities for releasees in the area of finances, direct the Department of Social and Health Services to organize "survival skill teams" to be staffed by ex-offenders.

Agency or group with primary responsibility:

The local probation and parole supervisor.

Supporting agencies and groups:

Department of Employment Security, community colleges, community ex-offender organizations, crisis clinics.

Strategies for implementation:

Develop "survival skill teams," coordinate and utilize agencies and support groups.

Recommended date of implementation:

June 29, 1973 through October 1, 1973 - or as immediately as possible.

Primary funding source:

Department of Social and Health Services.

Supplemental or interim funding sources:

Department of Health, Education and Welfare, Department of Labor.

Contingency fund to provide loans to ex-offenders when they first arrive on the campus or in the community.

Potential solutions:

Financing from the community where the releasee is going, a prepaid salary from a job that has been promised, direct funding.

Agency or group with primary responsibility:

The contracting agency that writes a contingency fund into a grant proposal.

Supporting agencies and groups:

Student groups, community colleges, the Bridge Project at Washington State Penitentiary.

Recommended date of implementation:

Immediately.

Primary funding source:

The contracting agency, the Law Enforcement Assistance Administration, the Pioneer Cooperative Affiliation in Seattle, the Economic Opportunity Program (Office of Minority Affairs at the University of Washington).

Job placement and counseling.

Potential solutions:

Immediate and continuing individualized education; Department of Employment Security having charge of a releasee's "gate money" or stipend; utilization of existing employment counseling; use of student interest as the most important educational factor for job counseling, rather than test scores.

Agency or group with primary responsibility:

Department of Employment Security.

Supporting agencies and groups:

Community colleges, ex-offender groups.

Strategies for implementation:

Develop a specialized staff within the Department of Employment Security for counseling ex-offenders, design an educational campaign to familiarize local Employment Security offices with problems that are involved in developing employment opportunities for ex-offenders, increase cooperation between local Employment Security offices and other job placement centers.

Recommended date of implementation:

Immediately.

Primary funding source:

Department of Labor.

Supplemental or interim funding sources:

Probation and Parole, local institutions.

Drug and alcohol treatment programs.

Potential solutions:

Creating an increased recognition of the problem, utilizing existing agencies, creating new programs, improved drug and alcohol detection devices.

Agency or group with primary responsibility:

Local directors of the existing drug and alcohol programs.

Supporting agencies and groups:

Probation and Parole offices, medical schools.

Strategies for implementation:

Utilize the Drug Commission, expand use of

urinalysis and skin tests.
Recommended date of implementation:
Immediately.
Primary funding source:
No primary or supplemental sources identified.

Utilization of ex-offenders as resources in community programs.

Potential solutions:

Involving ex-offenders in program planning,
hiring ex-offenders in key positions, employing
ex-offenders as counselors in community colleges,
utilizing ex-offenders in public relations work.

Agency or group with primary responsibility:

Contracting agencies, Probation and Parole.

Supporting agencies and groups:

Department of Employment Security, Department
of Personnel, Prisoner Coalition groups.

Strategies for implementation:

Hire ex-offenders, provide for selective
certification, work with the Department of
Personnel to have job qualifications rewritten
to stipulate credentials and/or experience, give
priority to ex-offenders for corrections employment.

Recommended date of implementation:

Immediately.

Primary funding source:

Contracting agencies.

REPORT: WORKSHOP III

SUPPORTIVE SERVICES FOR EX-OFFENDERS ON CAMPUSES
AND IN COMMUNITY-BASED CORRECTIONS PROGRAMS

Karen Jones
Assistant Planner
Yakima Law and Justice Planning Office

Intially, our group identified and prioritized needs which resulted in four basic areas of concern: (1) The need for career counseling, (2) The need for training in "survival skills," (3) The need for a contingency fund, and (4) The need for job placement assistance.

The first priority was the need for career counseling. We felt this is something that should begin as soon as an individual is incarcerated and should follow through after release in order to help the individual integrate into the community. Some of the solutions we discussed included having outreach workers from different community colleges go into the county jails and correctional institutions to present an orientation to the various programs available in the community colleges. The career counseling program should include individual counseling and testing, goals analysis seminars, information on career clusters and employment prospects. We emphasized that these services need to begin within the institution and be continued after release.

The second priority dealt with "survival skills" training. We felt that a need existed for courses in basic skills such as money management, consumer awareness, communication skills and human adjustment. Again, "survival skills" training should begin while a person is incarcerated and continue after release into the community. Ex-offenders could be hired as resource persons in such a program. They would be able to establish good rapport with incarcerated individuals while serving as para-professional counselors to provide realistic information about how to cope with problems encountered in the community. We were talking in terms of salaried positions for the ex-offender counselors. In addition, Prison Coalition groups on the campuses could provide individual counseling and supportive services.

Another strategy for implementing training in "survival skills" was the establishment of an experimental college approach, patterned after the experimental college at the University of Washington. This approach would provide "mini-workshops," not ordinarily taught on campuses, at a minimal cost. These courses would be taught by volunteers, skilled in particular areas. Although not professional educators, the instructors would be competent in their areas of expertise.

Our group felt that the agent primarily responsible for implementing solutions to the two needs outlined above should be the community colleges. The responsibility rests with them to seek support for para-professional counselors to serve as outreach workers within the institutions. They would also be responsible for the follow-through program on campus after an individual was released. Supportive services would be provided by the Employment Security offices and the Department of Social and Health Services. The work release and community college staffs could jointly plan and implement career counseling and survival skills training in the community.

The third priority item was the need for a *contingency fund*. When a person is released from an institution he often suffers from lack of sufficient cash. Even if he gets a job immediately after release, it is maybe a month before he gets his first paycheck which can create severe problems. We supported the development of a contingency fund for short-term loans and identified two methods of implementation. One was to utilize the existing financial aid offices on community college campuses since some schools have a contingency fund which allows for short-term loans to students. The other was to create a special contingency fund using donations from private groups such as service organizations, United Good Neighbors, or anyone that would donate to such a fund.

The fourth priority was the need for *job placement assistance*. A major problem facing an individual upon release is locating employment. We felt that in addition to identifying jobs, we would identify potential employers. We would utilize community college trade advisory committees, local Chamber of Commerce groups, local labor councils and individual employers in order to develop a "Resource Bank of Employers."

In discussing the implementation and administration of our solutions, we decided a local coordinator was absolutely necessary. Perhaps the services of ACTION volunteers, VISTA volunteers and college students could be utilized, but a coordinator would be needed to administer the program. There should be one contact person who would be responsible for implementation and accountable to a local corrections planning and coordinating committee for improving communications and increasing coordination of services. It was felt that possibly the coordinator could be funded by a Law and Justice grant.

We were concerned with the probability of implementation of our "solutions." We felt the solutions we proposed were all possible, and in some cases highly probable. The use of outreach workers and ex-offenders to provide career counseling, campus orientation, and survival skills training was felt to be highly probable and very desirable. The establishment of a contingency fund, and substantial improvements in employment opportunities were viewed as more difficult to accomplish. As I have pointed out, a local coordinator was felt to be a necessity and would greatly increase the probability of implementation of these programs.

SOLUTION MATRIX: WORKSHOP III

**SUPPORTIVE SERVICES FOR EX-OFFENDERS ON CAMPUSES
AND IN COMMUNITY-BASED CORRECTIONS PROGRAMS**

Priorities with potential solutions and recommendations for implementation:

Career Counseling program.

Potential solutions:

Providing ex-offenders with all career counseling services presently available to other students, college orientation program conducted in the institutions by outreach workers from the community colleges, beginning career planning process in the correctional institutions.

Agency or group with primary responsibility:

Individual community colleges.

Supporting agencies and groups:

Department of Employment Security, Department of Social and Health Services.

Strategies for implementation:

Provide goals analysis seminars and information on career clusters and employment prospects, hire ex-offenders as para-professional counselors, designate individual on college counseling staff as correctional coordinator, provide financial support for Prisoners' Coalitions on campuses.

Primary funding source:

The colleges through state financial assistance.

Realistic potential for implementation:

Highly probable.

Courses in "survival skills" which include budget and money management, consumer education, communication skills and understanding of human adjustment.

Potential solutions:

Mini-workshops staffed by teams of professionals and ex-offenders, experimental college courses.

Agency or group with primary responsibility:

Community colleges.

Supporting agencies and groups:

Ex-offender organizations, Department of Social and Health Services.

Strategies for implementation:

Hire ex-offenders as para-professionals, utilize an "experimental college" approach in developing mini-workshops, work release and community college staffs jointly plan and implement training programs.

Primary funding source:

Community colleges through special budget allocation.

Supplemental or interim funding sources:

Law and Justice grants.

Realistic potential for implementation:

Probable.

Contingency funds to provide loans to ex-offenders when they first arrive on campus.

Potential solutions:

Developing special contingency funds.

Agency or group with primary responsibility:

A coordinator funded through Law and Justice or the Department of Social and Health Services.

Supporting agencies and groups:

The community colleges that presently have a contingency fund.

Strategies for implementation:

Coordinator for local corrections planning committee solicits private groups and organizations, such as the Chamber of Commerce, local businesses, National Alliance of Businessmen.

Job placement assistance.

Potential solutions:

providing referral assistance and follow-up counseling, creating a "Resource Bank of Employers" which would include a list of employers who are willing to hire ex-offenders.

Agency or group with primary responsibility:

Coordinator for the local corrections planning committee.

Supporting agencies and groups:

Department of Social and Health Services, Probation and Parole; Department of Employment Security; community colleges.

Strategies for implementation:

Design a community public relations campaign, utilize public service messages, utilize ACTION volunteers, contact city governmental agencies, make presentations to central labor councils and Chamber of Commerce groups, provide printed resource lists to concerned agencies and private groups, utilize community college trade advisory boards.

Primary funding source:

Special grants, human relations division of city governments.

Realistic potential for implementation:

Probable.

REPORT: WORKSHOP IV

COORDINATION OF PROGRAMS AND SERVICES

David Vall
Acting Supervisor
Longview Work/Training Release Facility

Initially, we went through our needs and put them in numerical order. The two needs we specifically dealt with were (1) Mechanisms for coordinating inter-agency services and goals, and (2) Uniform policies and procedures within the correctional system. The former includes coordination between agencies providing services for correctional institutions and ex-offenders and mechanisms for inter-agency problem solving and goal alignment. In spending the majority of our time dealing with and resolving these two primary needs, we felt that we had covered the rest of our agenda.

In discussing mechanisms for coordinating inter-agency services and goals, we focused on the Corrections Clearinghouse. It was felt that a fully functioning Clearinghouse would resolve many of the other problems we had dealt with in the workshop. There were a number of expanded goals set for the Clearinghouse, one of which was making program information available to residents on a much broader scale via a direct mailing of the Clearinghouse News Memorandum to all of the inmates of the institutions.

Another mechanism to achieve inter-agency coordination was to establish corrections planning teams to deal with the entire area of corrections. We felt that this was necessary because of the advent of revenue sharing and probation subsidy. It was left open as to whether this would be done on a regional or local level. The method of operation would have to be decided by the people who established the planning teams.

One of the other mechanisms outside of the Corrections Clearinghouse, although it has a direct relation, is to encourage the formation of Prisoner Coalition groups on community college campuses and other job and training situations. The Coalition groups provide supportive services to ex-offenders. The Clearinghouse could provide them with assistance in gaining access into the institutions, in receiving greater cooperation from the community colleges, and as a means of communication with other state agencies.

The fourth mechanism we discussed was hiring a permanent career counseling staff in the institutions. This would involve hiring more individuals like Mike Gray, who is the Career Planning Coordinator at the Corrections Center in Shelton.

The Career Planning Coordinator would identify individuals interested in given programs, provide them with information as to where the programs are available, and refer them to the Corrections Clearinghouse for planning assistance. The Clearinghouse would set up temporary training release situations which would involve coordination between college counseling and admissions staffs and Employment Security counseling staffs. The groundwork for this has already been laid by the Clearinghouse, but it must be tied into a neater package than is presently operating.

Because the four mechanisms for coordinating inter-agency services and goals centered directly around the Corrections Clearinghouse, we were fortunate to have Con Chamberlain, who represented the Coordinating Council for Occupational Education, in our workshop. Con stated that the Coordinating Council is already planning to assume responsibility for the Clearinghouse and that perhaps many of our proposed solutions could be funded through a Manpower grant. Therefore, the agency with primary responsibility for implementing our potential solutions would be the Coordinating Council for Occupational Education. Supporting agencies and groups would be the Office of Adult Probation and Parole, the Department of Employment Security and the community colleges. The strategies for implementation of the mechanisms are to give the Coordinating Council all the support we can.

Our other major emphasis centered around *uniform policies and procedures within the correctional system*. The first item we discussed was the need for a uniform policy on temporary training release situations for MDTA individual referrals. The model that we used was the one developed at Longview, whereby an individual will be released from the institution for a week to a given area for the purpose of testing and counseling by both college and local Employment Security counselors. The testing would be used to indicate areas of interest, both personal and vocational. This model provides each applicant with a personally designed program. Although the resident is returned to the institution for a period of approximately two weeks or until the applications are processed, when he returns to the facility he should be very motivated as he has a handpicked program going for him.

In order to achieve this, certain policies and procedures will have to be changed. On the part of Probation and Parole, we already have what is called temporary work/training release, whereby a resident can come to the facility for five days, which I feel is sufficient. The correctional institutional counselors would identify individuals they feel qualify for a MDTA individual referral program and receive from them an indication as to the type of program and the area they would like to go. Actually, as far as the institutional counselor is concerned, it makes his job much easier and I think would take some pressure off of him.

Of course, then we get to the local Employment Security office and the major responsibility is laid upon them. They will now be submitting the MT-3 to the state office. They will be involved in testing and coordinating their efforts with the counselors' efforts in the various college programs. We also found that it is going to take a stronger commitment from the colleges and their counseling staff. However, on a program like this I can't foresee any of the colleges having to hire additional staff to accomplish this.

Another policy or procedure directly related to the one outlined above is the use of career counselors mentioned earlier. We felt that career counselors actually in the institutions would make the system much more efficient. We need more people trained as career planning coordinators in every institution. In addition, we felt that the Division of Vocational Rehabilitation counselors already in institutions should coordinate their efforts with that of the Clearinghouse to make the task much easier on both.

Another procedure we recommend is to begin institutional career orientation programs. There is a need for classes to explore the various vocational fields and present the necessary job finding abilities. These are not to my knowledge presently offered. This is a procedure which should precede those I previously outlined as it would assist individuals to think about what they wanted to do and what technical skills and related abilities were necessary to do it.

We agreed that involving the business community was a vital procedure because we can go through all the foregoing steps in getting a resident out on training and getting him oriented toward a job, but if the job is not there, he will probably be back in the system starting at Point A again. So, that seems to be one of the most important elements in determining success or failure of all our efforts. To achieve business community involvement, we focused on the model that was set up for the task force for jobs for veterans. This model came out of the Governor's office and the Department of Employment Security and was developed throughout the state with the assistance of the mayors in all the local communities. We thought this basic model could be used to do something similar for ex-offenders through the Clearinghouse as a part of its functions.

Another means of enlisting business community involvement in corrections would be through the formation of a state advisory committee. For example, an advisory committee was recently formed in Seattle for a private educational institution working in corrections. That advisory committee involves bank presidents, real estate company presidents, educators, high school principals, lawyers and judges. Once again, the Corrections Clearinghouse could serve as the focal point in this effort.

When you come down the line, it can be seen that the evaluation of the program, or program effectiveness, is built in. If you have people working in the institution such as career counselors, and at the local level you have more involvement with local employment offices, colleges, counselors and employers, there is nothing to the evaluation. What you will be doing is looking at success or failure, and I'm sure that you are going to see much greater success. That will be your total evaluation. The key is involvement. Get that and success is built in.

SOLUTION MATRIX: WORKSHOP IV

COORDINATION OF PROGRAMS AND SERVICES

Priorities with potential solutions and recommendations for implementation:

Coordination between agencies providing services to correctional institutions and ex-offenders, which would include inter-agency problem solving mechanisms.

Potential solutions:

Enlarging the Corrections Clearinghouse program availability and hiring a permanent operational staff.

Agency or group with primary responsibility:

Coordinating Council for Occupational Education.

Supporting agencies and groups:

Office of Adult Probation and Parole, Department of Employment Security, correctional institutions.

Strategies for implementation:

Hire additional operational staff, continue and expand present services of the Corrections Clearinghouse, appoint state advisory committee and local task forces for employment opportunities for ex-offenders.

Recommended date of implementation:

August 1, 1973.

Primary funding source:

Manpower grant to the Coordinating Council for Occupational Education.

Supplemental or interim funding sources:

The Law and Justice Planning Office.

Coordination of institutional and work release programs to provide for continuity of the resident educational plans.

Potential solutions:

Installation of career planning coordinators in every correctional institution, developing a program to familiarize college counselors with the unique needs of ex-offenders on the campuses, standardizing the work/training release procedures for career planning.

Agency or group with primary responsibility:

The Corrections Clearinghouse.

Supporting agencies and groups:

Community colleges, Prisoner Coalition groups, Department of Employment Security, Office of Adult Probation and Parole, counselors in institutions.

Primary funding source:

The Coordinating Council for Occupational
Education.

*Information about available services and resources including an
update system.*

Potential solutions:

Directing mailing of the Corrections Clearinghouse
News Memorandum to all residents in the correc-
tional institutions; making accessible vocational
training program information for all residents;
making available Employment Security occupational
information, including predicted trends in employ-
ment fields.

Agency or group with primary responsibility:

The Corrections Clearinghouse.

Primary funding source:

Manpower Development and Training Act monies.

Part III

**Summary
and
Recommendations**

The conference was considered by most participants to be a rewarding and productive endeavor. It convened representatives of the correctional system, the community college system, ex-offender organizations, employment services, manpower programs, and Law and Justice Planning offices, from around the state to explore the role of community colleges in corrections. The participants attempted to design potential solutions to identified need areas; moreover, this difficult task was addressed in a spirit of cooperation. The initial attempts to develop coordinated program efforts were appreciated; while the need for increased coordination of program planning and service delivery was recognized.

The conference recommendations can be summarized in two ways: A "resident-oriented" educational-habilitation process, and an inter-agency planning mechanism for corrections.

EDUCATIONAL-HABILITATION PROCESS

A "resident-oriented" educational-habilitation process is represented in Figure 1. In this process each adult offender sentenced from Superior Court to a correctional institution would have the opportunity to participate in a career planning process. The resident could enroll in career planning labs (1) to receive testing and supportive counseling in identifying his occupational interest areas. He would also obtain information on necessary skills, related abilities, and job opportunities for various career clusters. Through participating in goals analysis seminars (2) and related counseling, he would select an initial career goal and design a career planning profile (3). Using behavioral and self-assessment techniques, the resident would determine his present competencies (4). The difference between his goals (3) and his behavioral assessment (4) would provide the basis for designing an individualized educational plan (5).

In order for the educational-habilitation process to function, various components must be present in the correctional system. Each correctional institution must have a career planning coordinator or other career counseling specialist, who would work closely with the instructors and institutional counselors, as well as with the residents, in designing individualized educational-habilitation plans. Furthermore, the plans must contain provisions for further education, training, or training-related employment in the community.

In addition, the institutions must provide balanced educational programs utilizing individualized instructional techniques. A total educational program includes all those services necessary to meet the educational needs of the residents, which include adult basic education, high school completion, post-secondary

academic and vocational training, enrichment courses and supportive counseling services.

During the educational-habilitation process, residents would also receive "survival skills" training (6) conducted by professional and ex-offender teams, which includes training in budget and money management, communication skills, human adjustment and interpersonal relations. Drug and alcoholism counseling (7) would be available as appropriate.

One of the key elements in the educational-habilitation process will be referrals to community programs for continuation of the individualized habilitation plan. One of the system components which will facilitate appropriate referrals is the Corrections Clearinghouse for Educational, Training and Job Opportunities. The Clearinghouse has developed a system to provide assistance to residents needing training release and educational plans. The Coordinating Council for Occupational Education will be assuming responsibility for the Clearinghouse and intends to expand services to include residents formulating parole plans and probationers referred by Superior Courts as an alternative to incarceration in the institution.

With the expansion of community-based corrections programs, the entire educational-habilitation process can occur in the community. An individual convicted of a felony could be referred by the court directly to the community-based program (9). The career counseling process could provide probationers with the same services as described for residents in the institutions, as well as give residents referred from the institutions an opportunity to revise goals during their transition to community life.

Each participant in the community-based program would have an individualized habilitation plan (10), which would include further education or training (11) or training related employment. Other elements of the individualized educational-habilitation plan could include tutoring (12), participation in "survival skills" mini-workshops (15) and alcoholism, drug, or family counseling (16). Furthermore, all residents would have the opportunity to receive employment counseling (13), and job placement assistance and follow-up counseling (14).

Successful operation of the educational-habilitation process will be dependent upon the development of mechanisms for inter-agency planning and coordination. The system must begin planning around the needs of the resident; so that a resident who has begun an educational-habilitation program within an institution can transfer to a community-based program with minimum interruption in the total plan.

EDUCATIONAL-HABILITATION PROCESS

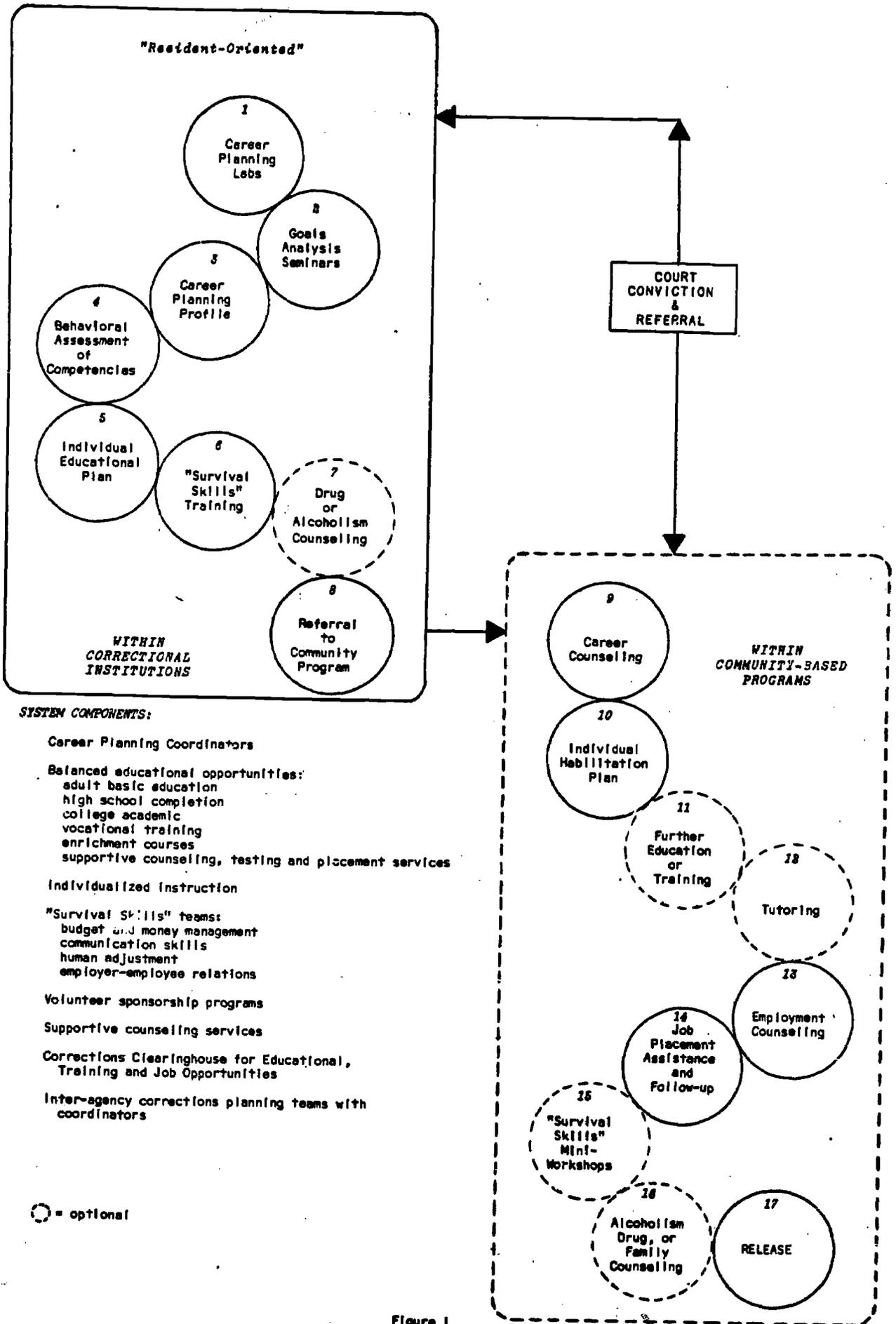


Figure 1

PLANNING MECHANISM FOR EDUCATIONAL-HABILITATION

The crucial component in implementing the educational habilitation process will be a mechanism for attaining goals and coordinating interagency services and programs. Figure 2 is a schematic representation of a proposed planning process for educational-habilitation.

Local corrections planning teams would be formed to include representatives from the corrections system, the community college system, Employment Security offices, Division of Vocational Rehabilitation offices, Law and Justice Planning offices, manpower area planning committees, business and labor groups, and ex-offender organizations. In fact, the participants at the Yakima conference provide a nucleus for establishment of the local planning teams.

The local planning teams would be responsible for (1) short-range planning and coordination to make the best use of available resources; (2) recommendations to a state planning team on long-range planning decisions, policy changes, and fiscal implications; (3) designing and conducting cost impact studies; and (4) designing and conducting program evaluations and providing feedback of the results to the participant agencies and the state planning team. The local planning team would meet quarterly, with task force groups convening as necessary. Each planning team would have a salaried coordinator and clerical staff to serve as the "prime mover" at the local level.

The local planning teams would report to the state corrections planning team at their quarterly meetings. The state planning team will be responsible for inter-agency planning and coordination in corrections at the state level. Membership would include representatives from the following agencies: Department of Social and Health Services, State Board for Community College Education, Coordinating Council for Occupational Education, Employment Security Department, and Community Development as well as representatives from local planning teams, who would serve on a rotating basis.

The state planning team would be responsible for (1) long-range program planning and fiscal implications; (2) recommendations to the respective agencies on policy changes; (3) preparation of joint legislative requests; (4) conducting a continuous resource appraisal; and (5) providing feedback to the local planning teams. A coordinator for educational-habilitation for the Department of Social and Health Services would provide staff assistance to the state planning teams, and would also serve as a communication link with the local teams through the local coordinators. In addition, the director of the Corrections Clearinghouse, operated by the Coordinating Council for Occupational Education, would provide assistance to the planning team in implementing inter-agency programs and services. Furthermore, he would

**PLANNING MECHANISM
FOR
EDUCATIONAL-HABILITATION**

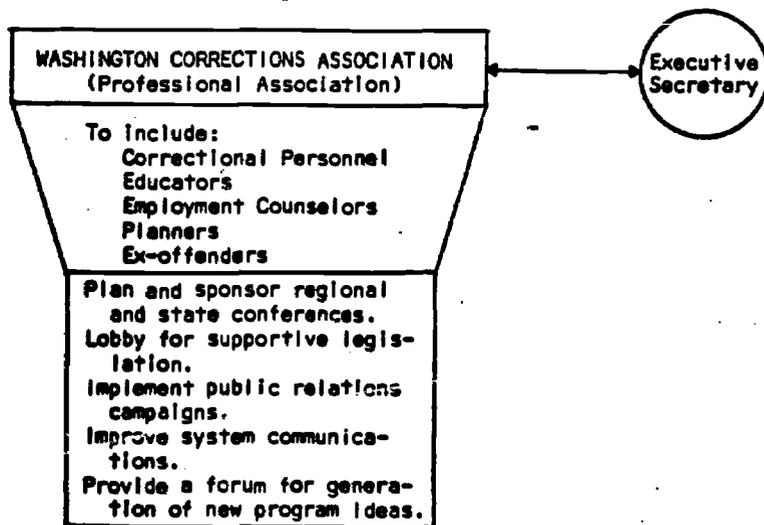
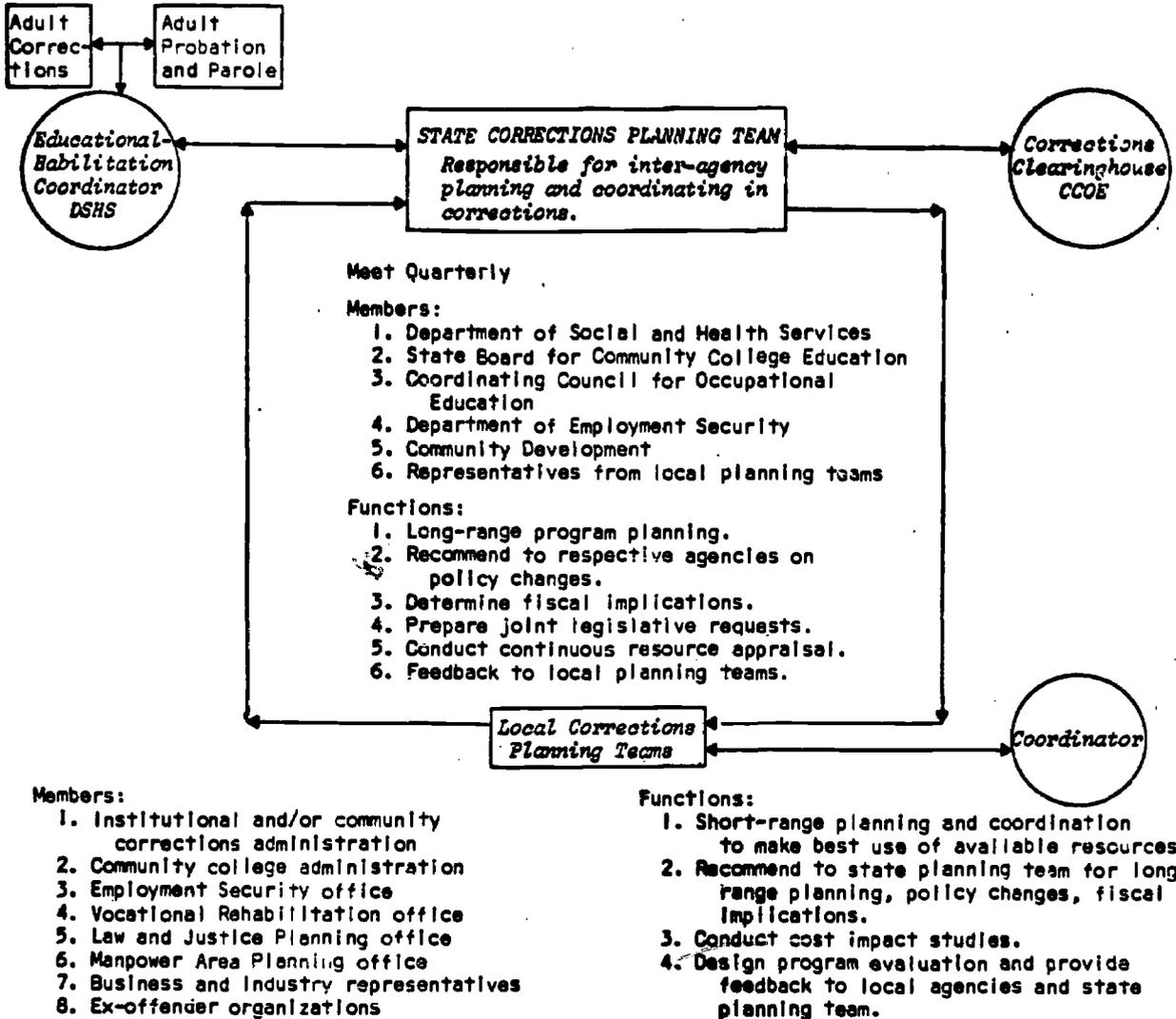


Figure 2

coordinate the Clearinghouse functions with the state and local educational-habilitation coordinators.

Additionally, in order to provide individuals working in corrections with an opportunity to interact at all levels, we recommend the establishment of a professional correctional association. Membership would include correctional personnel, educators, employment counselors, planners, and ex-offenders. Members would pay dues in order to support an executive secretary who would be directly responsible to the membership for the association activities. The association could plan and sponsor regional and state conferences in order to improve system communications; lobby for supportive legislation; plan and implement public relations campaigns; and generally provide a forum for the generation and sharing of new program ideas.

CONCLUSION

In summary, the Yakima conference served to consolidate an emerging partnership between the correctional system and community college system in Washington state. A quote from a letter to the Educational-Habilitation Project Director reflects the general feeling of all the participants as to the conference outcomes,

I would like to add that I was very pleased with the conference. I felt that it was one of the most productive meetings I have attended. Rather than rehashing situations which everyone agrees are problems, the conference addressed itself to the designing of solutions and then implementation of these solutions. I think we came out of our ivory towers and attempted to work in the real world.

It is our hope that the conference represents one of a series of continuing, collaborative efforts between corrections and community colleges.

Appendices

A CONFERENCE TO EXPLORE
THE ROLE OF COMMUNITY COLLEGES IN CORRECTIONS:
AN EMERGING PARTNERSHIP

Friday
June 29, 1973
Yakima Valley College

8:30 - 9:00 a.m.

Registration

9:00 - 9:45 a.m.

Opening Session
Anthon Hall, Room 172

Dr. William Russell
Acting President
Yakima Valley College

Mr. Ellis Stout
Chief
Adult Probation and Parole

Dr. Henry Milander
President
Olympic College

9:45 - 10:30 a.m.

Review of Needs
Susan V. Nelle
Project Director
Educational-Habilitation Project

10:30 - 12:00

Workshop Sessions

Workshop 1: Expanded educational
opportunities for residents within
adult correctional institutions.
Chairman: Steve Van Ausdel
Associate Dean, Occupational
& Continuing Education
Walla Walla Community College

Room 270

AGENDA
Friday
June 29, 1973
Yakima Valley College

Page 2

Workshop II: Supportive services for
ex-offenders on campuses and in
community-based corrections programs.

Chairman: Marv Vasher
Dean of Instruction
Whatcom Community College

Room 271

Workshop III: Supportive services for
ex-offenders on campuses and in
community-based corrections programs.

Chairman: Don Bunch
Supervisor
Yakima Work Release Facility

Room 275

Workshop IV: Coordination of Programs
and Services.

Chairman: David Vail
Acting Supervisor
Longview Work Release Facility

Room 276

12:00 - 1:00

LUNCH
Cafeteria

1:00 - 3:00

Workshop Sessions

3:00 - 4:30

Synthesis Session
Anthon Hall, Room 172

4:30 - 5:00

Summary

SUGGESTIONS FOR WORKSHOP CHAIRMEN

1. Brief discussion of needs
Read through list of identified needs. Ask participants to add any needs that have not been included in the list. Briefly discuss the list one item at a time, the purpose being to clarify, elaborate, or dispute items.
2. Rank ordering of items
Each participant independently chooses the 10 most critical need statements and records each separately on the top of a 5X8 card. Each participant then ranks the 10 items in order of importance by writing value of "10" on the card with the most important item, "9" on the second, etc. He then records his weighted values on the tally sheet.
3. Identification of Solutions
Begin with need which received the highest priority rating, identify and list all potential solutions. For each solution, proceed to identify agency or group with primary responsibility, supporting agencies or groups, strategies for implementation, primary funding source, supplemental and interim funding sources. Briefly discuss obstacles to implementation, but it is not necessary to list them. When you feel discussion is completed, ask each participant to rate the solution as to the realistic potential for implementation using the following rating scale:
 - Impossible - 0
 - Highly Improbable - 1
 - Improbable - 2
 - Probable - 3
 - Highly Probable - 4
 - Certain - 5Record the ratings on the Potential for Implementation tally form and obtain the mean rating for your group.

EXPANDED EDUCATIONAL OPPORTUNITIES FOR
RESIDENTS AND STAFF WITHIN ADULT
CORRECTIONAL INSTITUTIONS

Workshop I

Identified Needs

- A. "Balanced" educational programs which include adult basic education, high school completion, vocational, college academic, and enrichment courses.
- B. Career planning programs which include career counseling and provide information on occupational clusters and job opportunities.
- C. Classes in "survival skills" which include budget and money management, communication skills, understanding of adjustment.
- D. Coordination between corrections and college programs.
- E. Motivation techniques for residents and staff.
- F. Individualized study programs and opportunity to earn credits for non-traditional learning experiences.
- G. Utilization of residents as educational resources.
- H. Multi-phasic testing programs to provide current assessments of residents' competencies and educational needs.
- I. Long-range program and fiscal planning.
- J. Continuity of programs.
- K. Improved communication within the institutions.
- L. Staff development programs.
- M.
- N.
- O.
- P.
- Q.
- R.
- S.

SUPPORTIVE SERVICES FOR EX-OFFENDERS ON
CAMPUSES AND IN COMMUNITY-BASED CORRECTIONS
PROGRAMS.

Workshops II and III

Identified Needs

- A. Career counseling program.
- B. Tutorial services.
- C. Public relations program with employers.
- D. Contingency fund to provide loans to ex-offenders when they first arrive on campus.
- E. Volunteers to serve as "campus resource agents" and approved sponsors for residents on training release.
- F. Job placement and employment counseling.
- G. Staff development programs.
- H. Courses in "survival skills" which include budget and money management, communication skills, understanding of human adjustment.
- J. Education program for community to foster better understanding of the unique needs of ex-offenders.
- K. Utilization of ex-offenders as resources in community programs.
- L. Orientation program on campus opportunities for ex-offenders.
- M. Coordination of testing programs.
- N.
- O.
- P.
- Q.
- R.
- S.
- T.
- U.

COORDINATION OF PROGRAMS AND SERVICES

Workshop IV

Identified Needs

- A. Coordination of institutional and work release programs to provide for continuity of the residents' educational plans.
- B. Information about available services and resources including an update system.
- C. Coordination between agencies providing services to correctional institutions and ex-offenders.
- D. Coordination between public and private sectors.
- E. Involvement of the business community in corrections programs.
- F. Mechanism for inter-agency problem solving.
- G. Continuous evaluation of existing programs.
- H. Follow-up studies of program effectiveness.
- I. Communications network.
- J. Coordination of long-range program and fiscal planning efforts.
- K. Uniform policies and procedures within the corrections system.
- L. Inter-agency goals alignment.
- M.
- N.
- O.
- P.
- Q.
- R.
- S.
- T.
- U.
- V.

SOLUTION MATRIX

Need	Priority Rating	Potential Solutions	Agency or Group With Primary Responsibility	Supporting Agencies And Groups	Strategies for Implementation
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Realistic
Potential Rating

Supplemental
Funding Source

Primary
Funding Source

WELCOMING STATEMENT

Ellis F. Stout
Chief
Adult Probation and Parole

Welcome to what I consider to be a significant conference. This is the first statewide conference of its kind we've had. There have been a number of smaller meetings around the state, but this is the first time all these groups have been pulled together in one place.

This, as you know, wraps up Susan Nelle's efforts to bring the community college system and the correctional system together into a coordinated effort. And, by and large, I think this has been done. Everybody knows that Susan will be leaving at the end of July, but thanks to her and Gordy Graham and Carl Miller and a lot of other people, we have some pretty good communications established now between the community college system and the correctional programs, particularly Probation and Parole. Obviously there is a lot to do yet, but we've come a long way in the last couple of years, maybe in the last few months.

My first formal contact with the community college system was about two years ago. We met in Greg Barlow's office with some corrections staff, Greg Barlow, people from Employment Security, the Coordinating Council and various others. We were trying to figure out a way to mount an MDTA program for training release and the attraction was \$360,000 of federal money that had just become available. But it was really a wild meeting because no one there understood what each other's programs were about, and didn't understand the procedures and the red tape. We did stumble through that meeting and several others and over the course of a couple of months, managed to put a package together and got about 25 state prisoners out on vocational training programs. Many of them were placed in the community college system.

That is how I first became aware that these resources actually did exist. I think that particular phase of the partnership we are talking about has been established, and hopefully it will continue to develop as we move long. We have just scratched the surface; however I think the kinds of programs and resources that the community college system has to offer will make them a true component in the community-based corrections concept. I expect that we will be working very closely together, coordinated or not, in the future.

That is why I think this conference is especially significant; it is the end of the exploratory stage and the start of a cohesive, working relationship. Maybe we can get a good share of that accomplished today, or at least started.

OPENING REMARKS

Dr. Henry M. Milander
President
Olympic College

We are here today to define the concept of an emerging partnership between community colleges and corrections. I would like to say a few things about one partner, the community college system, and about Olympic College in particular since I'm most familiar with that setting.

One of the major thrusts of the community college system during this current biennium, is a thrust on the disadvantaged. When you start reading through what is captured in that disadvantaged thrust, we are talking about minorities, about corrections and about veterans. In addition to that, we continually hear about, read about and see in action, community-based corrections programs. So, it seems to me that there is quite a natural tie-in between people in corrections and people in the community college system, because we are community oriented by title. The name community itself seems obviously more important than the word college in our title. And, if the corrections movement is towards community-based programs, then it seems logical that the comprehensive community colleges can and should be in the act and should be a partner in getting a job done in the community.

I've been told that Olympic College is doing the most of any of the community colleges in the system in the area of corrections. Now, there are 22 community college districts in the state of Washington. There are 27 colleges, because some of the districts are multiple college districts. That is a good number of institutions spread across the state, and we are housed today at one of them, Yakima Valley College.

We at Olympic are involved in quite a number of things and I'll try to give some sequence of events as to how we are involved and perhaps why we got to be involved. About four or five years ago, there was a need to set up a Barber's training program at the Washington Corrections Center in Shelton. It seemed that the Shelton school district was not interested in implementing that particular program; so, Olympic College got involved at that point and an instructor was employed. I suspect that was probably the first arm or finger from Olympic College into the corrections area.

Within the last two years, we have been involved with training release programs. We have a resident's hall, which accommodates 212 people, housing training release residents in addition to the so-called regular students, if there are such things as regular students. In the resident's hall we've had

about five training releasees in any given quarter, and the program has been reasonably successful. I keep hearing that we may have about ten training release residents this fall. The residents have come from Shelton, Monroe, and Walla Walla.

In addition to that, just a little over a year ago, Olympic College entered into discussion with the Department of Social and Health Services regarding assuming the educational programs at Garrett Heyns Education Center at the Washington Corrections Center in Shelton. Shelton is part and parcel of our district as it is in Mason County, and Olympic, by statute, is designed to serve Kitsap and Mason counties. So we entered into a contract with the Department of Social and Health Services to offer the total educational program at the Garrett Heyns Education Center. Approximately one fifth of my professional faculty and staff are located within the confines of the Corrections Center. We're offering adult basic education, high school completion, and post-secondary academic and vocational training courses.

Those are some of the kinds of activities that Olympic College is involved with in the corrections area. I guess it doesn't sound like much, but I keep being told we are doing the most. There is obviously a lot more that could be done and should be done. If we are doing the most of those kinds of things, it would seem to me that the system as a whole, and the individual districts in that system, ought to get on the band wagon and get a job done. Some of them are, and a number of them are represented here today.

One of the things that we are hoping to do today is come up with some recommendations that can be passed on to various offices in the state that will continue to do something about this thing called "an emerging partnership" between corrections and the community colleges. The offices to which recommendations will be submitted are the Department of Social and Health Services, Office of Adult Corrections and Office of Adult Probation and Parole; the community college system and the community college board office; the Coordinating Council for Occupational Education; and the Task Force for Probation Subsidy.

Lastly before I turn this over to the person who was instrumental in putting this program together, I would like to thank all of you who took some time out of your busy schedules for getting here today and/or last evening simply because I feel, just as Ellis feels, that there is a challenge and a need in this particular area of corrections and community college liaison and partnership. The people here today are the ones who have been working at that and trying to get some things accomplished within the last few years. We are hopeful that we have built a strong base, and that we can move from that base into

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