



## Creating a Workforce Development Culture To Reduce Reincarceration



In the mid-1990s, offender reentry gained visibility as an important public policy issue. At that time, organizations such as the U.S. Department of Education (ED), the National Institute of Corrections (NIC), and the National Institute of Justice began exploring offender workforce development strategies as an avenue for promoting the successful reintegration of offenders into communities. These strategies stem from the idea that offender employment builds communities, increases the economic self-sufficiency of families, strengthens fragile families, and provides structure and support for those seeking to remain crime free.

In 2003, ED's Life Skills for State and Local Prisoners Program awarded a 3-year, \$1 million research/demonstration grant to support Vermont's Workforce Development Program. Correctional administrators in Vermont aimed to reduce recidivism by 25 percent for offenders with poor work histories and moderate to high risk of reoffending by using a strengths-based approach to teach fundamental life skills throughout education, work, and living units.

## Message From the Director

The National Institute of Corrections and the U.S. Department of Education's Office of Vocational and Adult Education have compiled information on Vermont's Workforce Development Program, a research-based correctional strategy that teaches social and work-related skills to offenders as a means to reduce recidivism. This innovative, strengths-based program, which extends throughout the correctional facilities' education, work, and living-unit settings, achieved 20-percent and 37-percent reductions in recidivism for male and female program participants, respectively, during the evaluation period. In addition, within the correctional institutions the program helped foster a single organizational culture of shared purpose, values, and language, which carried across professional disciplines and between staff and participants.

This program stands as an example of how one state has chosen to address offenders who have the greatest needs—those with the highest risk of reoffending and those who have the worst work histories. The Vermont Department of Corrections' (DOC's) Workforce Development Program, the Community High School of Vermont, and DOC staff should be commended for understanding the need to focus on offender workforce development, which clearly plays a central role in the successful reentry of offenders to our communities.

**Morris L. Thigpen**  
**Director**  
**National Institute of Corrections**  
**U.S. Department of Justice**

**Cover Photo:** Correctional Foreman Milton Woodard assists an offender in the upholstery shop of Vermont's Northern State Correctional Facility.

**Credits:** Melissa C. Houston is the author of this bulletin. Photos are courtesy of Dana Lesperance.

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This strengths-based program approach is built on participants' understanding and use of the "Habits of Mind," which are 16 aspects of behavioral intelligence, or life skills, that foster effective problem solving. In addition to reducing recidivism by 25 percent and reinforcing participants' acquisition of the Habits of Mind, the Workforce Development Program targeted a 90-percent employment rate within 1 month of release and sought to make changes in the organizational culture at each of three program sites.

*Participation in Vermont's Workforce Development Program led to a significant reduction in reincarceration, especially for female inmates. In addition, program participants gained valuable life skills while incarcerated and were more likely to be employed within 1 month of release than were inmates in the comparison sample.*

The Workforce Development Program works within the "triad of influence," which is the combination of participants' housing, work, and school environments (see exhibit 1).

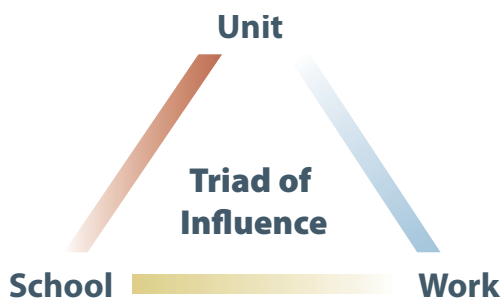
Participants attend special classes in school (Habits of Mind) and then practice what they have learned in those classes in their housing units and correctional industries workplaces. This means that participants can practice the cognitive strategies they learn in class throughout the day, not just during their time in school.

"Frankly, we do know what doesn't work," says John Gorczyk, program administrator. "Based on high recidivism rates, punishment and traditional institutional practices are not effective. This program is built on strengths and positive reinforcement. It's ironic because we've all known for years of the importance of using positive reinforcement over negative reinforcement, and when I actually saw the impact and how simple the process was, it was absolutely beautiful" (Huff 2007).

## Creating a Unique Culture

Certain universal elements define cultures, which develop when two or more people relate to each other. These elements include having a shared purpose, values, language, and systems for education and governance. A prison culture is often marked by characteristics

## Exhibit 1. The Triad of Influence



not typically found outside of corrections. Within the inmate population the culture is covert, and governance is often exercised through the threat of violence (Lucenti and Gorczyk 2005).

Even within a single correctional facility, different cultures exist. An offender will leave the education building with its set of behavioral expectations and enter a housing unit that has a completely different set of expected behaviors. The tensions among these different cultures also impact staff; conflicts between security officers and program staff in correctional facilities are a classic problem. Correctional officers claim that programs get in their way and compromise security, whereas program staff complain that officers do not hesitate to pull inmates out of class and interrupt instruction with counts, searches, and lockdowns (Finn 1997).

*[Prison is] the worst place in the world to have any sort of healthy thinking. They tell you when you eat, they tell you when you can see people, they tell you everything. They control your life. [But the program] emphasizes what you are powerful over (Huff 2007).*

—Participant  
Vermont Workforce Development Program

In an ambitious move, Vermont set out to intentionally develop one overriding culture in its correctional facilities through the Workforce Development Program. Correctional officers, teachers, and shop supervisors work in unison to actively foster and support collegial, collaborative, respectful relationships among staff, and between staff and offenders, so that everyone receives the support and supervision they need to work and live in a facility in life-improving ways (Lucenti and Gorczyk 2005).



A furniture shop offender mentor (left) assists a new offender in the mill room at Vermont's Northern State Correctional Facility.

Three professional groups with three distinct missions as well as sets of professional principles and practices were represented in the program. The education professionals were the faculty of the Community High School of Vermont (CHSVT), which is a fully accredited, independent high school administratively housed in the Vermont Department of Corrections (DOC). Because CHSVT's mission is "to provide an accredited, coordinated, and personalized education that assists students in their academic, social, and vocational successes" (Community High School of Vermont 2009), there was considerable alignment with the mission of the Workforce Development Program.

This was not the case with the two other professional groups representing the workplace and the living units. Vermont Offender Work Programs (VOWP), an independent, fully self-supporting manufacturing business, traditionally defined its mission in a manner that emphasized profitability and therefore employed only long-term, well-behaved offenders with the best work histories. To become a full partner in the workforce development strategy, VOWP had to shift its focus to the offender (or worker) as the primary product and employ short-term "problem offenders" who had minimal or no work histories. The living units presented a challenge to the success of the Workforce Development Program. Transforming the traditional institutional culture to one in which authority establishes positive behavioral expectations through the frequent use of positive reinforcement remained difficult throughout the grant period.



Correctional Foreman Bruce Page supervises two offenders making road signs at Vermont's Southeast State Correctional Facility.

## The Program's Core: A Workforce Development Culture

Vermont created its unified culture by choosing to operate the Workforce Development Program from a strengths-based perspective, characterized in part by consistent interactions across disciplines among staff and program participants, and by the generous use of structured and specific positive reinforcement.

The Workforce Development Program's evaluator, John Holt, explains, "It's not a 'gotcha' program. You focus on the positives and what you can do to increase those positives. The data is proving that it works."

The design of the program is strongly rooted in the What Works<sup>1</sup> literature. According to Gorczyk, the issue is, "How do you do positive reinforcement if you haven't identified explicitly what it is that you want to positively

reinforce? If you just keep saying 'nice job,' and you're not explicit about what the person did that was good, it starts to lose its meaning. The Habits of Mind gave us specific cognitive behaviors that we can positively reinforce."

## Habits of Mind

The Habits of Mind curriculum is based on a series of four books written by educators Arthur Costa and Bena Kallick (2000) that describe an approach to teaching behaviors commonly expected in classrooms and other learning environments. The authors suggest that these desirable behaviors require a discipline of mind that with practice becomes a habitual way of working toward thoughtful, intelligent action, especially in uncertain and challenging situations. Costa and Kallick believe the Habits of Mind should be embedded in all curricula. The State of Vermont thought the Habits of Mind were important enough to contract with education professionals to develop a curriculum based on the books. After a field test and rewrite, the program administrators are pleased with the result.

Vermont's Habits of Mind course (Community High School of Vermont 2009) aims to:

- Support successful community reintegration.
- Improve employability.
- Improve job retention.
- Enhance, by offender choice, a reconnection to society.
- Build a sense of empowerment through the application of new skills.
- Improve collaboration both in the facility and in the community.

The 24-hour course explores 16 Habits of Mind, which support thoughtful and intelligent action by teaching specific soft skills that can help people take action when there is no easily identifiable solution to a problem.

*It's a pretty simple theory. The better somebody thinks, the more chance they'll make a better decision. It's not really much more complicated than that.*

—Stuart Gladding, Superintendent  
Northern State Correctional Facility  
Newport, VT

<sup>1</sup>For more information about What Works, visit the clearinghouse's Web page, <http://ies.ed.gov/ncee/wwc>.

*[Participants who learn the 16 Habits of Mind] tend to pick 5 or so that really resonate and they start living them. The telltale sign is that you'll hear them use the phrase, "my Habits of Mind." It's no longer the Habits of Mind; it's my Habits of Mind.*

*Speaking from a security officer's perspective, the program gives us a common language to use with offenders to address both positive and negative behavior. You can use the Habits of Mind to focus the discussion so it is meaningful and something productive comes out of it.*

—Dana Lesperance  
Vocational Education & Workforce  
Development Chief  
Community High School of Vermont

The Habits of Mind curriculum consists of the following topics and activities:

- Introduction to the Habits of Mind and Habits Portfolio.
- Thinking about thinking.
- Remaining open to continuous learning.
- Thinking flexibly.
- Persisting.
- Finding humor.
- Striving for accuracy.
- Listening with understanding and empathy.
- Gathering data through all the senses.
- Thinking and communicating with clarity and precision.
- Thinking interdependently.
- Creating, imagining, and innovating.
- Responding with wonderment and awe.
- Applying past knowledge to new situations.
- Questioning and posing problems.
- Managing impulsivity.
- Taking responsible risks.
- Putting it all together.
- Class project.

Many of the lessons include optional teaching activities to accommodate a variety of learning styles, ages, genders, abilities, and reading grade levels.

The Habits of Mind course gives participants the opportunity to experience immediate and direct benefits

by supplementing its academic component with a lab that allows participants to apply what they learn. For example, the first lab assignment is an assessment that asks participants to identify their top 25 strengths. At the end of the lab, participants plan for their futures by setting goals and developing transition plans.

## Workplace Application

Participants learn about the Habits of Mind in the classroom and in the lab, and they are encouraged to apply their skills in the living units and in the workplace. Production foremen who oversee prison worksites and the correctional officers who staff the living units also receive significant training and reinforcement in the Habits of Mind. During regularly scheduled workplace application groups, shop foremen ask program participants to reflect on the past week.

In a surprisingly relaxed and comfortable environment for a prison, participants give examples of how they or someone else used one of the Habits of Mind on the job. "I used the Habit of Mind of persisting by not giving up when I couldn't get the measurements right on the chair I was making," said one participant. Another participant observed, "I applied past knowledge to a new situation when I was trying to figure out how to get this order out on time."

In one instance, an industry site had been experiencing quality and production problems before the program's implementation. As the program progressed, a complete turnaround in production and quality occurred. Program administrators believe the emphasis on positive reinforcement, coupled with the use of the Habits of Mind, provided an avenue for total quality management and continuous improvement in the work setting.

In addition, the ability to practice thinking about how they use their Habits of Mind follows participants after release:

*During my first meeting with my probation officer, I assured her that I did not have to work. I have good support from my husband, and he makes enough to feed and house both of us. Under my secure exterior was fear in applying for jobs and being rejected. I did not want to explain where I had been and what I had been doing for the past two and a half years. I soon realized that my personality would not allow me to remain idle. I could*

*easily fall into the pitfalls of boredom, which would be very counterproductive to my recovery from addiction. The first Habit of Mind that I used was taking a responsible risk. I began to apply for jobs despite my fear of rejection. Other Habits of Mind that came into play were applying past knowledge to new situations (knowing myself and also knowing how to apply for jobs), thinking about thinking (noticing that I was making decisions out of fear), and thinking flexibly (being open to different types of work that might fit my situation).*

—Graduate  
Vermont Workforce Development Program

## Evidence of Effectiveness

*I'm just trying to fix my life. I've stayed out for 6 months now, which is huge. [I was sober, with only one slip.] I went back and I used, but I was up front with my probation officer about it. [We discussed how to prevent it from happening again. As I see it, the slip was balanced by the positive things I am doing.] Keeping a job, seeing my kid on a regular basis, keeping my own apartment, paying my bills on time—all of that together isn't to be left at the side.*

—Graduate  
Vermont Workforce Development Program

The Vermont Workforce Development Program proved to be effective in helping participants acquire the Habits of Mind, fostering a positive organizational culture, increasing employment rates, and reducing reincarceration rates. [Data analysis and narrative in this section are drawn from Holt (2007)].

**Habits of Mind.** Ninety-three percent of the male participants showed an increase in the acquisition of the Habits of Mind, whereas only 73 percent of the comparison group showed such an increase; for female inmates, the numbers were 96 percent and 63 percent, respectively. A relatively high number of comparison group members also showed increased acquisition of the Habits of Mind because many of these inmates were exposed to the Habits of Mind through association with participants in the Workforce Development Program group.

**Culture.** Self-reports from correctional professionals engaged in the Workforce Development Program indicated that the program had the desired effect of

promoting a positive organizational culture; however, the more formal aspects of culture (such as basic personnel practices, operations, and the allocation of resources) did not change as anticipated.

The changes that occurred did so with some difficulty. DOC staff and some of the industries staff struggled with the more interactive role that was required of them; however, they reported a significant increase in their job satisfaction. When asked how much their jobs have improved based on participation in the program, staff provided the following responses:

- Fifty percent reported greater job satisfaction.
- Forty-six percent reported being more effective at their jobs.
- Forty-two percent reported having a more positive attitude toward their jobs.

With respect to communication, staff gave the following responses:

- Seventy-one percent reported a greater ability to communicate with inmates.
- Thirty-three percent reported a greater ability to communicate with other staff.
- Thirty-three percent reported a greater ability to communicate with administration officials.

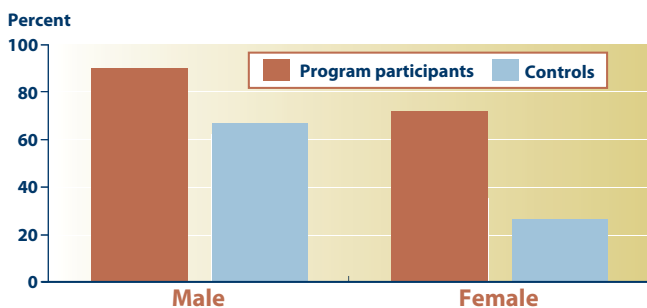
Based on outcome data and other indicators, Gorczyk believes that Vermont has achieved success in creating a workforce development culture in its correctional institutions:

We actually had industries staff and education faculty participating fully with the DOC staff on security/custody and classification decisions. Management's decision to reallocate resources to support the training of additional staff also supports this conclusion. Most importantly, the Department of Corrections administration is slowly becoming aware of the fact that the Workforce Development Program is actually not a program at all. It's a different way of doing business that is slowly finding its way into other parts of the DOC operation.

**Employment.** Ninety-one percent of the men in the experimental group obtained employment within 30 days of release, versus 64 percent of the control group (see exhibit 2). Using 6 months in the labor force as the measure of employment retention, the analysis found that 95 percent of the men who obtained employment

retained it, versus 64 percent for the control group. Sixty-eight percent of the women in the experimental group obtained employment within 30 days of release, versus 30 percent of the control group; job retention for the female participants was 92 percent, versus 75 percent for the control group.

**Exhibit 2. Employment Following Release**



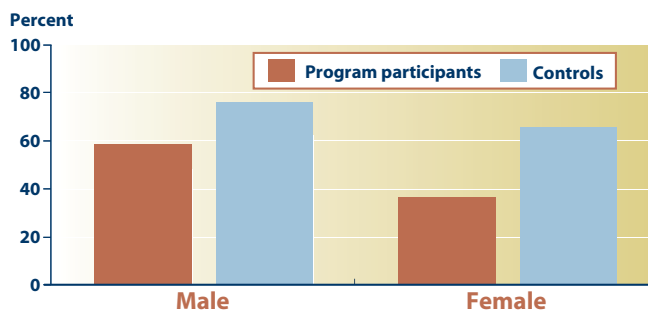
**Reincarceration.** During the grant period (March 2004 through September 2007), the program served 355 participants—191 women and 164 men who participated in 1 or more program services. Of those, 123 women and 46 men participated in all program services; this group was used to evaluate the effects of participation on reincarceration rates.

Within both genders, the comparison groups and experimental groups were high-risk offenders as measured by the Level of Service Inventory–Revised (LSI–R), with an average score of 26 for both groups.<sup>2</sup> For the 46 men who completed the program there was a 20-percent reduction in reincarceration after 6 months of release; 59 percent of the male participants were reincarcerated as compared with 74 percent of the comparison sample. For the 123 women who completed the program there was a 37-percent reduction in reincarceration after 6 months of release; 38 percent of the female participants were reincarcerated as compared with 63 percent of the comparison sample.

John Holt notes, “For the females, the results are far superior to those found in previous studies. A 37-percent reduction in recidivism is simply remarkable.” (See exhibit 3 for data on male and female experimental groups versus control groups.)

<sup>2</sup>The LSI–R is an assessment and screening tool for adult offenders (16 and older) that identifies which factors (e.g., a criminal history, alcohol/drug problems) in the offenders’ backgrounds and current situations put them at greatest risk of reoffense.

**Exhibit 3. Reincarceration**



Program administrator John Gorczyk agrees that the program achieved remarkable results with the female population:

Program staff has speculated that we may have found a fortuitous blending of the principles of evidence-based practice with those of gender responsiveness.

The program was specifically designed to be responsive to the principles of evidence-based practices. And as the program unfolded, we began to realize that strengths-based supportive supervision, coupled with the strong relational aspects of the program as expressed in the work experience and more particularly the workplace application groups, was very reflective of some of the emerging principles and practices associated with gender-responsive treatment of female offenders.

### Replicating the Program

Resources are available for jurisdictions that wish to replicate Vermont’s Workforce Development Program. The CHSVT curriculum, which is based on the Habits of Mind and the strengths-based supervision manual, can be downloaded from [www.chsvt.org/wdp.html](http://www.chsvt.org/wdp.html).

According to Gorczyk, the following guidelines are key to the successful replication of Vermont’s program, which administrators believe is within the grasp of any jurisdiction:

- Hire the best people available to administer the program at each facility.
- Encourage local control as quickly as possible.
- Provide consistent and ongoing support.
- Include an objective review of progress and effectiveness to ensure program integrity.

In replicating the program, Gorczyk recommends that each site have its own project manager. He encourages administrators to give those sites the autonomy to implement the program in a way that meets their individual needs and at the same time allows them to maintain fidelity to the program model. “I define fidelity here as adhering to the principles and practices identified by the What Works literature,” he explains. “Folks at the local level need to have a sense of empowerment and ownership. There is a lot to be said for thinking flexibly and interdependently.”

According to Gorczyk, Vermont’s Workforce Development Program should not be limited to a particular type of institution. “No matter where you are, or how long you are there, the elements of culture are going to become operational, either at a covert or overt level, implicit or explicit,” he says. “You might as well decide to define the positive cultural elements and expectation up front rather than allowing them with some passivity to develop on their own.”

## Future of the Program

When the initial grant period ended in September 2007, the State of Vermont had to make a decision. The program could end, or each institution could take responsibility to keep it going. At one institution, supervisory and line staff stepped up to the plate by developing a local manual that carried the program forward after the grant period ended.

Stuart Gladding, Superintendent of Northern State Correctional Facility in Newport, VT, observes:

It’s a great program in that not only do people learn a cognitive skill, but they get an opportunity for interactive practice. That’s what makes it effective. And it allowed us to develop a fairly decent internal communication system between service providers, our work foremen, and security staff where information got shared on a bunch of different levels. And that helps in terms of dealing with inmate behavior. Inmates learn about what their weaknesses are and make conscious choices to do something to intervene.

To date, the Workforce Development Program is being sustained at all three initial grant sites, and two additional facilities are integrating the principles and practices into their regular operations. All new

uniform staff receive 4 hours of training in the principles of strengths-based supervision during basic training, and a proposal to extend the training to probation and parole staff is under consideration.

“This was an opportunity to do something that I had been asking other people to do for the last 20 years,” Gorczyk says. “Corrections is the most valuable job you can have because you’re dealing with both individual liberty interests and public safety. The Workforce Development Program is a way of doing corrections that is reflective of what we know to be what works. We’ve used good methodology, documented it, evaluated it, and demonstrated that it can be done.”

## Program Costs

The Vermont Workforce Development Program was established through a \$1 million federal research and demonstration grant from the U.S. Department of Education, Office of Vocational and Adult Education; the State of Vermont contributed an additional \$60,000. Total expenditures from March 2004 through September 2007 were \$1,082,500. The annual breakdown of expenditures is as follows: year 1, \$188,600; year 2, \$350,500; year 3, \$325,700; and year 4, \$217,700. Exhibit 4 shows how these funds were spent during the grant period.

Funding from ED’s Office of Vocational and Adult Education provided the Vermont Department of Corrections the opportunity to plan, develop, manage, and evaluate the program until the grant period ended in September 2007. Vermont’s Workforce Development Program has since been able to sustain and expand the program through an annual award of \$100,000 from the Vermont State Legislature. The Vermont Department of Corrections has also established the position of Offender Workforce & Employment Chief to supervise the maintenance of this program in the initial sites and its expansion to other correctional facilities whose mission includes workforce development.

**Exhibit 4. Expenditures for Vermont Workforce Development Program: 2004–07**

Budget Item	Amount (\$)	Percent
Salary and benefits (four positions)	681,975	63.0
Curriculum development	241,397	22.3
Staff training	75,775	7.0
Incidental operating costs	83,353	7.7



## Related Resources

Vermont's Workforce Development Program is only one example of NIC's comprehensive commitment to improving employment programs for offenders. NIC's Transition and Offender Workforce Development (T/OWD) Division is the primary source of training tailored specifically for those who provide employment services for people with criminal records. NIC has developed products, programs, and services that meet the diverse needs of offender employment service providers. These resources are available at no cost by contacting the NIC Information Center (800-877-1461; asknic@nicic.gov). In addition, many resources may be viewed, downloaded, and/or ordered from the NIC website; go to [www.nicic.gov](http://www.nicic.gov), click on "Library," and enter the title or NIC Accession Number of the resource you wish to access. E-learning training can be accessed at <http://nic.learn.com>.

### Publications

***Gender-Responsive Strategies: Research, Practice, and Guiding Principles for Women Offenders* (2003: NIC Accession Number 018017).** This report indicates that gender-responsive practice can improve outcomes for female offenders by considering their histories, behaviors, and life circumstances. It concludes by offering guiding principles and strategies for improving the system's response to female offenders. The intended audience ranges from decisionmakers at the legislative, agency, and system levels to those who manage or serve offenders on a daily basis.

***Administrative Guide: Offender Workforce Development Specialist Partnership Training Program* (2007: NIC Accession Number 022173).** This publication provides an overview of NIC's train-the-trainer program for offender employment service providers. This training is offered by invitation only to 12-person teams from state and/or local jurisdictions for the purpose of developing the local capacity to provide offender workforce development training that meets all training requirements for trainee certification as a Global Career Development Facilitator.

***Cognitive-Behavioral Treatment: A Review and Discussion for Corrections Professionals* (2007: NIC Accession Number 021657).** This publication is intended to inform corrections and probation/parole

professionals about the availability and benefits of cognitive-behavioral treatment services geared to the specific risks and needs of offender populations.

***Motivating Offenders to Change: A Guide for Probation and Parole* (2007: NIC Accession Number 022253).** In this guide, the authors lay out the foundations of motivational interviewing and give examples of how it can be implemented. Information is presented in a common-sense style that is easy to understand. The guide serves as a valuable prerequisite and aid to training in the use of this effective technique for facilitating positive offender change.

***Topics in Community Corrections, Annual Issue 2007: Promising Strategies in Transition from Prison* (2007: NIC Accession Number 022777).** This issue of *Topics in Community Corrections* is an outcome of knowledge sharing about the Transition from Prison to the Community (TPC) model. Several of the articles give a direct, hands-on account of the issues and challenges confronting agencies as they seek to make a significant difference in the ability of ex-offenders to stay out of the criminal justice system.

***TPC Reentry Handbook: Implementing the NIC Transition from Prison to the Community Model* (2008: NIC Accession Number 022669).** This handbook is a resource for a broad range of stakeholders involved in improving transition and reentry practices. The handbook presents the TPC model and summarizes the experiences and accomplishments of the eight states that have helped develop, improve, and bring the model to life. The handbook also presents the TPC implementation strategy that developed from the eight participating states.

***Career Resource Centers: An Emerging Strategy for Improving Offender Employment Outcomes* (forthcoming: NIC Accession Number 023066).** This is the second in a series of T/OWD bulletins. It will feature descriptions of a jail, prerelease center, and prison facilities that have established career resource centers to bridge the employment services provided by corrections with the One-Stop career system in surrounding communities. Additional resources are provided on the publication's companion DVD.



An offender adjusts his printing press while printing for the Vermont Department of Motor Vehicles.

## **CD/DVD-ROMs**

***Career Resource Centers* (2005: NIC Accession Number 020931).** This software package contains resources that can be used as a foundation for the development of career resource centers in prisons, jails, or community corrections offices. Resources include career information videos, the O\*Net Interest Inventory, *Occupational Outlook Handbook*, *Career Guide to Industries*, and a self-paced and/or group-facilitated curriculum for training volunteers and/or offenders to help individuals with criminal records transition back into the labor market.

***OES: Building Bridges* (2006: NIC Accession Number 021698).** This curriculum, endorsed by the National Career Development Association, is a multi-DVD/CD set that presents an entry-level training program for offender employment specialists. The set includes more than 5 hours of video incorporated into a 3-day curriculum.

***Simulated Online/Kiosk Job Application* (2008: NIC Accession Number 022996).** This CD-based simulation training program is designed to help offenders prepare for computerized job applicant screening systems. It provides basic information about computerized employment applications, a printable worksheet that can be used to prepare the offenders for using these systems, and a full-length interactive application with context-sensitive help.

## **Satellite/Internet Broadcasts**

***Building Futures: Offender Job Retention Distance Learning Training* (2002: NIC Accession Number 017699 or 018596).** This 32-hour, distance-learning satellite/Internet broadcast program explains the skills, strategies, and resources necessary to address job retention issues and increase employment success for individuals with criminal records. Curriculum materials are available on CD-ROM.

***Thinking for a Change: An Integrated Approach to Changing Offender Behavior* (2002: NIC Accession Number 018311).** This 32-hour broadcast program presents an advanced-level course that trains facilitators to deliver the Thinking for a Change program to groups of offenders. Thinking for a Change integrates cognitive approaches for changing behavior by restructuring offenders' thinking and teaching prosocial cognitive skills.

***A Model for Social Justice: Collaboration Between Faith-Based and Community Organizations and Corrections* (2007: NIC Accession Number 022542).** This 3-hour distance-learning satellite/Internet broadcast program examines the myths, realities, and benefits of collaboration between corrections and faith-based and community organizations.

***Building Tomorrow's Workforce: An Effective Reentry Strategy* (2008: NIC Accession Number 023255).** This 3-hour distance-learning satellite/Internet broadcast program includes a diverse panel of corrections and workforce development professionals, including correctional administrators, policymakers, employers, community agency representatives, and correctional industries professionals.

***Women and Work: Gender Responsivity and Workforce Development (2008: NIC Accession Number 023218).***

This 8-hour distance-learning satellite/Internet broadcast program reviews the policies and practices that impact women and their reentry efforts and various assessment tools that support employment attainment and retention.

***Programs Offered by NIC's E-Learning Center***

The resources listed below can be accessed at <http://nic.learn.com>.

***Workforce Development and Women Offenders (2006: NIC Accession Number 022371).***

This program is for service providers interested in workforce development issues specific to women offenders. It describes the typical characteristics and external barriers that affect the employability of women offenders along with effective interventions. This training program is available as a CD-ROM through the NIC Information Center (800-877-1461; asknic@nicic.gov).

***Evidence-Based Practices for Supervisors (2008).***

This program is designed for service providers whose daily responsibilities require direct interaction with offenders and whose agencies have made a commitment to implement evidence-based practices (EBP). The program highlights EBP principles as well as the planning, implementation, and monitoring of EBP for supervisors.

***Podcast***

***George Keiser of NIC Discusses the Relationship***

***Between EBP and Employment (2009).*** This podcast provides an overview in lay language of the relationship between evidence-based practice (EBP) and employment. The podcast is available at [www.nicic.gov/owd](http://www.nicic.gov/owd).

***T/OWD Website***

The T/OWD website offers a wealth of information about NIC's products, programs, and services developed to assist professionals who provide direct services to offenders and ex-offenders. The website can be accessed at [www.nicic.gov/owd](http://www.nicic.gov/owd).

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**U.S. Department of Justice**  
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