

ARIZONA DEPARTMENT OF CORRECTIONS
HANDBOOK FOR INMATE WORKER TRAINING

1988

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Preface

During 1987 the Arizona Department of Corrections developed a plan for linking inmate work and vocational training. The project was funded by the National Institute of Corrections and the project director was Stephen Gladish.

The plan has several features. It requires a cooperative effort by institutions, community colleges, and employers of inmates, such as Arizona Correctional Industries. The training available includes not only specific job skills, but such topics as the work ethic and interpersonal skills. Also available is a wide ranging assessment package which includes a measurement of "employability."

This handbook accompanies DMO 88- . Any questions concerning its contents should be directed to the Central Office Coordinator of Adult Education at Mail Code 102 or 255-3159.

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Coordinator of Adult Education
January 11, 1988

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Background

The Arizona Department of Corrections has both a variety of vocational training programs for inmates and a variety of manufacturing and agricultural industries in "Arizona Correctional Industries" (ACI). In addition, the Arizona Department of Administration (DOA) contains a Division of Prison Construction, which employs inmates to build correctional structures. Finally, throughout adult institutions there are hundreds of jobs performed by inmates as well.

This handbook is based on the assumption that the vast majority of all these inmate jobs would be better performed by inmates who are well trained.

Purpose

The purpose of this handbook is to enlarge on a Director's Management Order (DMO 88-). It also indicates what training is currently available, what assessment and curriculum have been developed, and what training might be developed in response to a specific stated need.

On the next page is a display of the 1987-88 training programs in Arizona's adult institutions. Most of the education providers are community colleges.

Within the category "Postsecondary Education-Occupational" there are many opportunities for tailor-made courses to prepare inmates as workers. Typically these courses last from three to fifteen weeks.

DRAFT

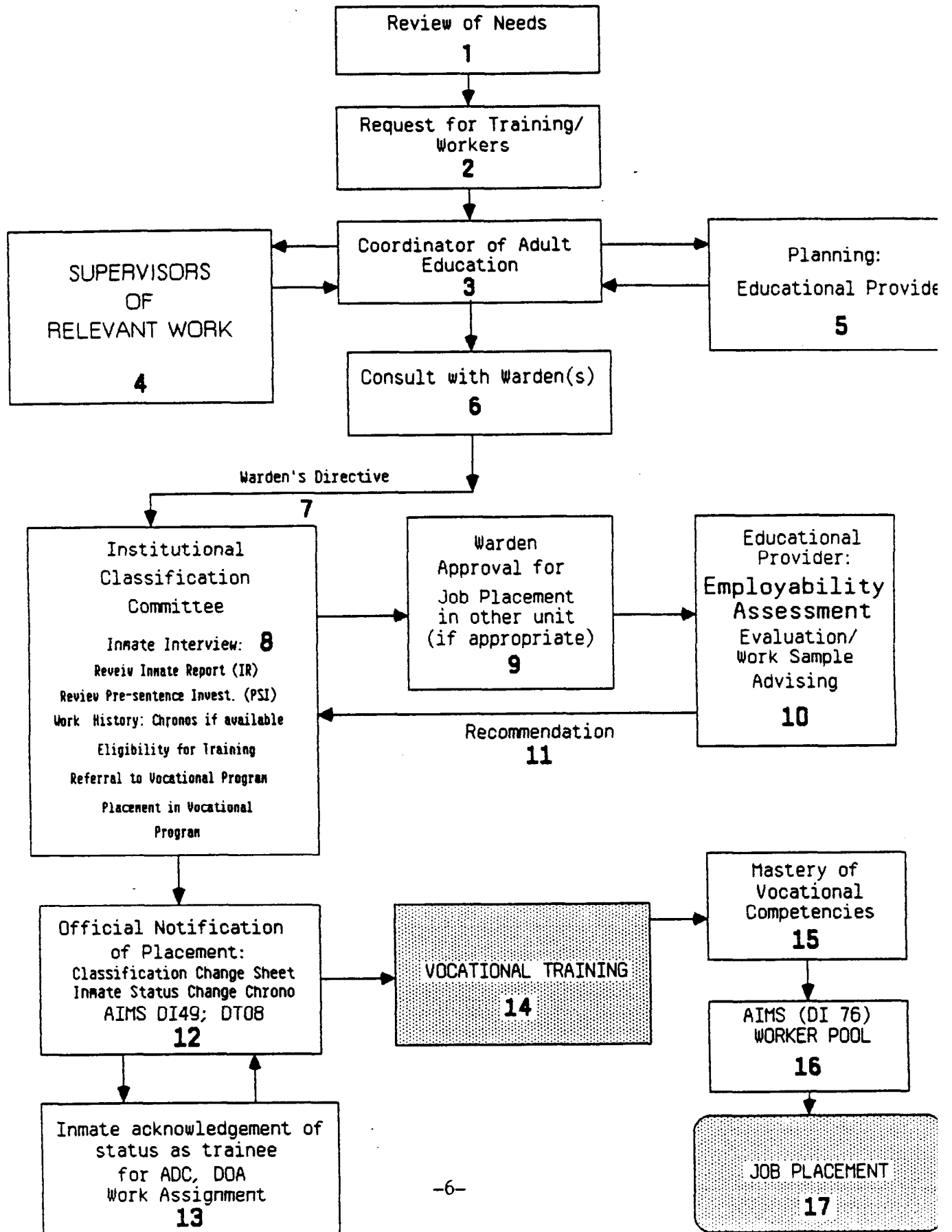
Director's Management Order 88-

- 1.0 PURPOSE: To formalize the procedure of approving mixed custody levels in the process of preparing inmates for vocational training and employment, and to formalize the relationship between vocational training and inmate employment.
- 2.0 THE ORDER: The following procedure will ensure the appropriate training of inmates as needed for employment.
 - 2.1 Wardens, deputy wardens, the ACI Assistant Director, and ACI administrators shall review their work assignments in order to determine which inmate workers are most likely to benefit from formal training.
 - 2.2 When trained inmates are available, they should always be considered first for jobs relevant to their training.
 - 2.3 Requests for inmate training shall be made to the Central Office Coordinator of Adult Education by the ACI Assistant Director, DOA Prison Construction, Division, or Wardens. Such requests shall specify the job, its location, and the level of skill.
 - 2.4 The Assistant Director for ACI shall consult with the Coordinator of Adult Education concerning plans for new production or changes in current sites so that current or planned training may be coordinated with ACI needs.
 - 2.5 The Coordinator of Adult Education shall consult with the Wardens responsible for both the work site and the training location in order to develop a plan to grant the training request.

- 2.6 When training or work sites are such that inmates of mixed unit populations or mixed custody levels are involved, Complex Wardens shall make special efforts to ensure safe and efficient movement of inmates to the work site.
- 2.6.1 Inmates who are classified into administrative segregation are not eligible for training.
- 2.6.2 All inmates shall be treated in accordance with the highest custody level present in order to maintain security.
- 2.7 Classification of inmates into special training assignments shall consider (1) the availability of the inmates for 12 months of training and work (including potential status change as a result of 180 day review), (2) special inmate risk factors relevant to the work site (3) the prerequisite basic skills for training, and (4) the inmate's institutional work history.
- 2.8 The Institutional Classification Committee, upon selecting appropriate inmates, shall inform all concerned by means of a Classification Change Sheet and an Inmate Status Change Chrono.
- 2.9 The ICC shall ensure that the above information is entered on AIMS DI 49 screen which will be coded "09" action (Special Assignment), with a reference to the DT 08 Comment Screen. DT 08 shall carry the ICC comment: "Inmate Reviewed: recommend placement in _____ vocational training program for purpose of _____
Date _____"

- 2.10 The inmate will sign an acknowledgement of his status as a trainee for an ADC work assignment, in DOA Prison Construction or institutional employment.
- 2.11 In order to document the completion of training and to maintain a worker 'pool, the DOT competency number(s) for the training will be recorded on AIMS Screen DI 76 by the institution where the training occurs. Each warden shall develop procedures for this data entry.
- 2.12 Arizona Correctional Industries, DOA Prison Construction program, and other requestors of the training shall always give employment preference to inmates trained as a result of the request as long as a vacant inmate position for which the training took place is available at the time training is completed.
- 2.13 Except for disciplinary reasons or special circumstances, the inmate shall not be removed from the training and work program. Special circumstances may include certified illness or unusual inmate family situations.
 - 2.13.1 The supervisor shall ensure the completion of monthly inmate work evaluations.

ARIZONA DEPARTMENT OF CORRECTIONS
 GENERIC MODEL FOR TRAINING



Model for Training

This description is shown graphically with a flow chart on the next page. Each number corresponds with the procedure outlined in DMO 88- , -which follows.

1. Warden: Deputy Warden: Director for Correctional Industries (ACI); ACI Administrators; and Department of Administration, Prison Construction Administrators will review their work assignments to determine which inmate workers are most likely to benefit from formal training. This training may include both job skills and general knowledge of employment and the work ethic.
2. Either a memo or Request for Training Form (Appendix D) is completed, detailing a job title, the purpose of training, the duration of training, the date the workers are needed, the educational elements required along with the training, and a brief job description. This Form is sent to the Coordinator for Adult Education, Mail Code 102.
3. The Coordinator of Adult Education receives and records the Request for Training.
4. The Coordinator of Adult Education consults with the Supervisor of the worker involved concerning plans for production, or changes in current sites, so that current or planned training may be coordinated with ACI needs.
5. The Coordinator of Adult Education consults with the appropriate Educational Provider in the Institution where the Program is being planned.
6. The Coordinator of Adult Education then consults with the appropriate Complex Warden and Deputy Wardens.

7. The Warden or his designee issues a Directive to the Institutional Classification Committee (ICC), as a special effort to ensure safe and efficient inmate supervision, especially when training or work sites are such that inmates of mixed unit populations or mixed custody levels are involved.

8. The Institutional Classification Committee (ICC) receives a directive concerning the need to assign inmates with a specific profile to training. They interview the appropriately selected inmates. They review the following:
 - a) The inmates file: especially the Inmate Report, with the results of the Intake Center Testing.

 - b) Pre-sentence Investigations, to determine pre-incarceration education, training, and work history.

 - c) The inmates institutional adjustment section to determine the number and type of write-ups and disciplinary actions.

 - d) Institutional Work History via the monthly chronos detailing responsibility, effort, and cooperation.

If there are no severe deficiencies, which would prohibit a given inmate from successful program completion, he is assigned.

ICC Chairperson fills out and signs Phase I of the Inmate Worker Referral. If the training or work is in a unit other from that of the inmate's residence, the ICC sends the form to the Deputy Warden of this unit for signature of approval or disapproval.

9. The Deputy Warden in the other unit may approve or disapprove the assignment and returns the form to the original unit's ICC.
10. The Educational Provider (either Arizona Department of Corrections educators or a Community College) conducts the Employability Assessment Program (Appendix A). It may administer the TABE (Tests of Adult Basic Education) or a similar test. Through this evaluation process the Educational Provider assesses the inmate strengths and deficiencies in pre-employment skills and interpersonal problem-solving skills (Appendix B). Included also may be assessment and instruction regarding knowledge of the work ethic (Appendix C).

It may administer COPSsystem (Comprehensive Occupational Preference System) or similar test, which identifies an individual's highest occupational interests or other appropriate measures.

The Educational Provider also reviews results of Arizona Department of Corrections testing/assessment (SVKT, IQ, WRAT), and may administer a Work Sample specific to vocational preference, to identify individual strengths and weaknesses in Individualized Vocational Education Plan (IVEP). The Provider advises the inmate, may refer him or her to the instructor for interview and final assessment for program placement. If the inmate passes the work sample, the ICC may wish to place him or her directly in a worker pool.

11. The Educational Provider makes a recommendation to the Institutional Classification Committee. She/he fills out and signs Phase III of the Inmate Worker Referral form and sends it back to the ICC.

12. The Institutional Classification Committee reviews the Educational Provider recommendation for a decision, and performs program placement into Vocational Training. Official notification of placement is recorded on the Classification Change Sheet, the Inmate Status Change Chrono, and on AIMS screens DI49 and DT08. (See DMO 88- .)

The CC Chairperson or Job -Screening Committee fills out and signs Phase IV of the Inmate Worker Referral form.

The Deputy Warden/Designee signs off on the Inmate Worker Referral Form, which is then placed in the Inmate Field File.

An initialed Routing slip may be attached to the Inmate Worker Referral Form to expedite the process. (See Appendix E)

13. The inmate signs an acknowledgment of his status as a trainee for a possible, but not promised, ADC, or DOA work assignment on the Inmate Status Change Chrono in the Comments section. The ICC Chairperson should prepare the following statement for the inmate's signature:

"I acknowledge that I am being trained for a special type of inmate work assignment. There is no guarantee I will be employed: and if I am, the location may be other than where the training occurs."

14. The inmate then begins Vocational Training. Generally, in two to nine months he completes the program on an open entry-open exit program with Outcome Based Education, Self-Paced Individualized Modules, and Criterion Reference Testing.
15. With Criterion Reference Testing he demonstrates mastery of vocational competencies, DOT codes, and certification requirements.

16. The inmate's mastery of competencies is identified on AIMS screen D17 under DOT codes for Vocational Competencies.
17. For placement in Arizona Correctional Industries, the Correctional Industries Program Manager and Shop Supervisor interview the inmate. For placement in DOA Prison Construction Programs, the DOA Prison Construction Manager and Job Site Supervisor interview the inmate. Other work supervisors will interview inmates as appropriate.

Appendix A

Inmate Employability Assessment

The following document indicates the issues in the assessment and the types of scores. A score of "1" is best and a score of "5" is worst. A score of "3" is the highest appropriate for successful employment.

An overview publication is available on request as are complete manuals for testing and remedial instruction.

STAFF CONDUCTING ASSESSMENT

TITLE

INSTITUTION/UNIT

BASIC SKILLS

1	2	3	4	5	*Reading
1	2	3	4	5	*Computation
1	2	3	4	5	*Writing
1	2	3	4	5	*Comprehends/Speaks English

EMPLOYABILITY

1	2	3	4	5	*Knowledge of the Work Ethic
1	2	3	4	5	*Knowledge of Personal Appearance and Hygiene
1	2	3	4	5	*Knowledge of Worker Supervision
1	2	3	4	5	*Knowledge of Job Seeking Procedures and the World of Work

ADVISING/COUNSELING ISSUES

1	2	3	4	5	Intelligence
1		3		5	Physical Ability to Work
1		3		5	Criminal History regarding employment
1	2	3	4	5	Interpersonal Problem Solving Skills
1				5	*Has received results of career assessment with explanation
1	2	3	4	5	Level of Vocational Training
1	2	3	4	5	Marketable Job Skills from experience
1	2	3	4	5	Academic credentials

SPECIAL ISSUES

1	2	3	4	5	Job Skills useful to ADC
1	2	3	4	5	Average Monthly Effort score for six months
1	2	3	4	5	Average Monthly Responsibility score for six months
1	2	3	4	5	Average Monthly Cooperation score for six months

* Elements which must be improved through instruction if score is above 3.

Assessment Survey

Interpersonal Problem Solving Skills

The twelfth item in the Employability Assessment, this survey is based on the work of Dr. Arnold Goldstein of Syracuse University. (see his Agression Replacement Training.

INTERPERSONAL PROBLEM SOLVING SKILLS

INMATE NAME/NUMBER _____

PERSON COMPLETING THIS SURVEY _____

TITLE _____

UNIT/INSTITUTION _____

Circle the most appropriate score.

ALWAYS SOMETIMES OFTEN SELDOM NEVER

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | Does the person request assistance when having difficulty? |
| 1 | 2 | 3 | 4 | 5 | Does the person pay attention to instructions, give his/her reactions, and carry out the instructions adequately? |
| 1 | 2 | 3 | 4 | 5 | Does the person try to understand other people's angry feelings? |
| 1 | 2 | 3 | 4 | 5 | Does the person figure out when permission is needed and ask the right person for permission? |
| 1 | 2 | 3 | 4 | 5 | When a course of action is disputed, does the person try to find a solution agreeable to both him/herself and others? |
| 1 | 2 | 3 | 4 | 5 | Does the person control his/her temper so that things do not get out of hand? |
| 1 | 2 | 3 | 4 | 5 | Does the person try to figure out the reasons for a failure and figure out ways to be successful in the future? |
| 1 | 2 | 3 | 4 | 5 | Does the person plan the appropriate starting point prior to beginning a task? |
| 1 | 2 | 3 | 4 | 5 | Does the person make choices after considering several possibilities? |
| 1 | 2 | 3 | 4 | 5 | Has the person shown a willingness to work with others who are ethnically or socially different from him/herself? |
| 1 | 2 | 3 | 4 | 5 | AVERAGE SCORE |

The Work Ethic Curriculum

Item five in the Employability Assessment is "Knowledge of the Work Ethic." A list of the curricular areas *in* the remediation manual follows. Inmates should be better workers if they demonstrate knowledge of these issues.

- 3.1 The concept that time equals money for both the employee and the employer.
- 3.2 The Importance. of planning ahead.
- 3.3 The difference between prison and free-world work ethics.
- 3.4 Getting to work on time.
- 3.5 Working a full 8 hours.
- 3.6 Taking appropriate breaks and lunch periods.
- 3.7 The relationship between speed of work and quality of work.
- 3.8 Similarity of working for private and public (government) agencies.
- 3.9 Maintaining and protecting company property.
- 3.10 What not to take home and why.
- 3.11 Proper use of co-workers' tools and equipment.
- 3.12 The role and responsibility of supervisors.
- 3.13 The authority of supervisors.
- 3.14 The chain of command.
- 3.15 How to react to direct orders.
- 3.16 How to respond to questions and accusations.
- 3.17 Proper and improper times to protect co-workers.
- 3.18 How to tell a boss what he needs to know rather than what he wants to know.
- 3.19 How to get along with co-workers.
- 3.20 How to avoid arguments.
- 3.21 How to deal with members of the opposite sex at the workplace.
- 3.22 The importance of ethnic tolerance at work.
- 3.23 The importance of team work.
- 3.24 The importance of listening.
- 3.25 How to let people know you are listening.
- 3.26 The importance of appropriate language (i.e., refraining from cussing>.
- 3.27 How to talk directly, clearly, and assertively.
- 3.28 How to ask quest ions.
- 3.29 What a boss looks for in a good employee.
- 3.30 The importance of setting your sites on a better paying job or a higher position.
- 3.31 The importance of continuing education/training.
- 3.32 Willingness to take on additional responsibility.
- 3.33 The problems of starting and running a business and being ones own boss.
- 3.34 The importance of a positive self attitude.
- 3.35 The meaning of responsibility and the need to accept responsibility.
- 3.36 WORK ETHIC TEST

Request for Training

This form accompanies Step 2 described on page 5.
It should be sent to *Coordinator of Adult
Educaton, Central Office, Mail Code 102."

TO: JOHN MERREN
FROM: _____
DATE: _____

JOB TITLE: _____

PURPOSE OF TRAINING

SKILL LEVEL

DATE NEEDED: _____

TRAINING SHOULD INCLUDE:

R E A D I N G MATH _____ WRITING _____
WORK ETHIC _____ SOCIAL SKILL TRAINING
EMPLOYABILITY SKILLS _____ SUBSTANCE ABUSE _____

BRIEF JOB DESCRIPTION:

Inmate Worker Referral

As pages 5-10 indicate, inmates who are to be chosen as worker trainees should be carefully selected and cleared for potential employment. This form provides a tracking procedure. The routing slip as indicated below may be useful.

ROUTING SLIP: REFERRAL FORM

(Initial>

_____	ICC Chairman
_____	Warden/Designee Job Site
_____	Education Provider
_____	ICC Chairman (Assignment to Training>
_____	Deputy Warden
_____	Entry into Inmate Field File

NAME _____ ADC # _____

HOUSING _____ PBI score _____

PHASE I: ICC Approval/Job Screening Committee Approval

This inmate is eligible for vocational training for the purpose of: _____

Earliest Release Date: _____
ICC Chairperson _____ Date

PHASE II: Job Site Approval / Potential Job Placement

Approved for Possible Placement _____
Warden/Designee _____ Date

Not approved for placement _____
Warden/Designee _____ Date

Reason for disapproval: _____

PHASE III: Educational Provider Assessment

Assessment Check: IQ _____ Reading _____ M a t h _____ CAPS _____ COPS _____

Educational Provider

IVEP _____
Date

Approval _____ Disapproval _____ Reason for disapproval _____
Signature _____ Date

Phase IV: ICC Review/Job Screening Committee Review

Placed in _____ on _____
Vocational Program _____ Date

CHECK-OFF WHEN COMPLETED:

- _____ Classification Change Sheet
- _____ Inmate Status Change Chrono
- _____ Information placed on DI 49 screen: 09 action type
- _____ 'Special assignment', with reference to DT 08 comment screen.
- _____ DT 08 screen contains placement information

ICC Chairperson _____ Date

Warden/Designee _____ Date