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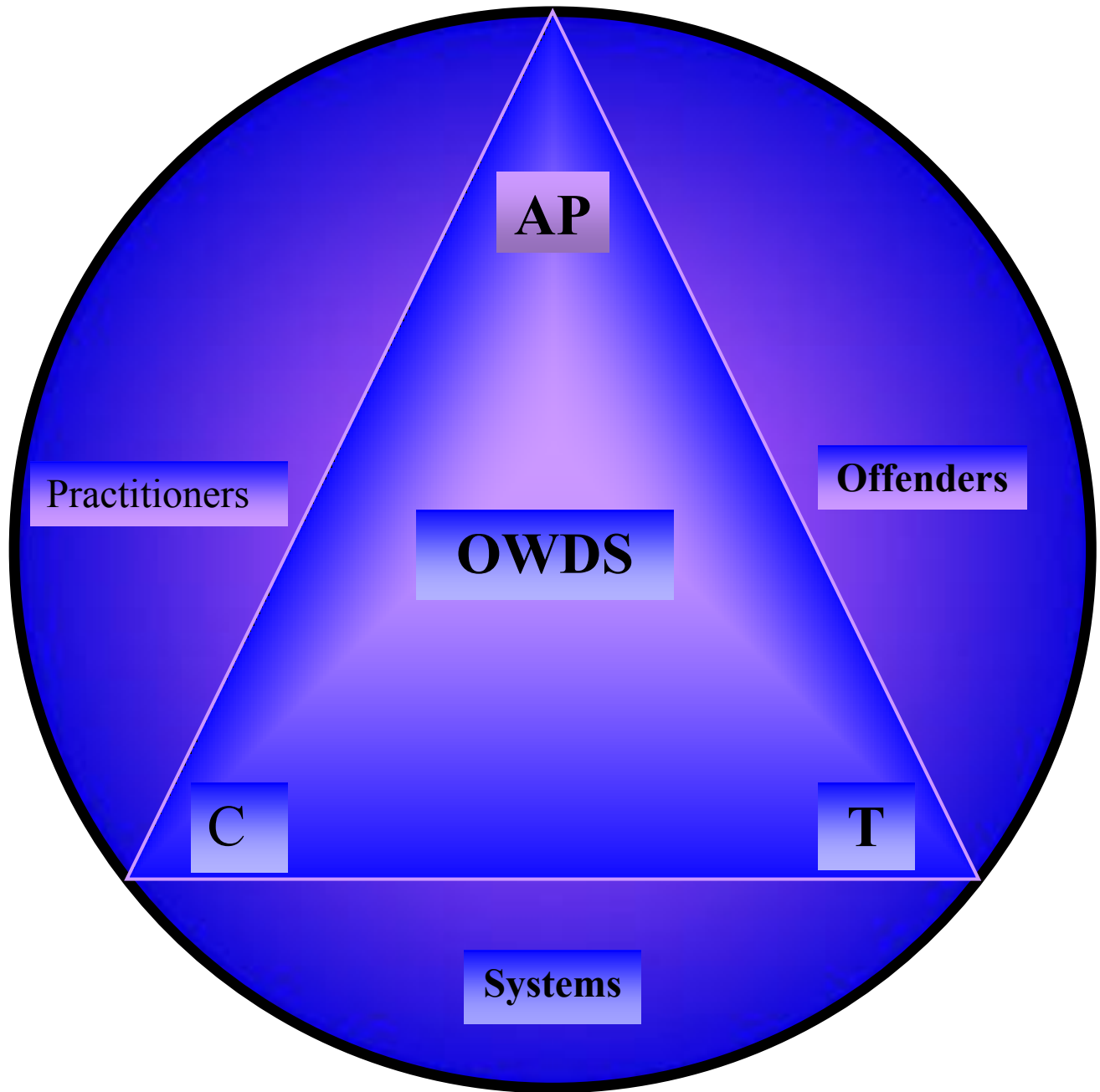
The Offender Workforce Development Specialist (OWDS) Training Program was adapted from the Career Development Facilitator (CDF) Program for the exclusive use by the National Institute of Corrections, Transition and Offender Workforce Development Division.

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TABLE OF CONTENTS

1. OWDS Model (page 3)
2. Course Overview (page 4)
3. Kansas OWDS Commitment (pages 4 & 5)
4. Career Planning Process (pages 5-7)
5. Course Outline (page 8)
6. Weekly Agendas (page 9)
7. Description of Competencies (page 10)
8. Course Requirements (page 11)
9. E-learning Requirements (pages 12 & 13)
10. Presentation Skills (page 13)
11. Feedback Form (page 14)
12. Field Work Practicum Assignments (page 15)
13. Group Norms (page 16)
14. Group Activities (page 17)
15. GCDF Certification (pages 18 & 19)
16. College Credits (pages 20-23)
17. Contact Information (page 24)
18. OWDS Study Guide (pages 25-32)
19. Participation Agreement (page 33)

OWDS MODEL



OWDS

AP (Action Plan) – developed during OWDS training for implementation in state/local jurisdictions

C (Competencies) – completed during OWDS training

T (Training) – facilitation skills to train other professionals in “Building Career Facilitation Skills” modules

State/Local Jurisdictions

Practitioners—participate in OWDS training and individuals receiving training in “Building Career Facilitation Skills” modules in state/local jurisdictions

Offenders—receive OWDS services

Systems—state/local jurisdictions, resource providers, other governmental agencies provide the means for program and training implementation

Course Overview

According to the Pew Center on the States (February 2008), in 2008 one in every 99.1 adults was behind bars in America. With more than 1.5 million in state or federal prisons and more than 700,000 in local jails, the United States incarcerates more people than any other country in the world. In addition, Pew Center on the States (March 2009) reports that there are over 4.2 million people on probation and over 800,000 on parole. In total there are over 7.3 million adults under some form of correctional control, a ratio of 1 in 31, or 3.2 percent of all adults in the United States.

With Offender Workforce Development Specialist training and the attainment of the competencies it offers, corrections professionals and their community partners are embarking upon an important and critical mission of offering the potential for offenders to become self-sufficient and to contribute positively to the society. We are also tackling the costly problem of recidivism that results in the return of approximately two-thirds of those released from prison within three years. Several extensive research studies have documented an unmistakable link between offenders' capability to find and keep a job and reduction in recidivism.

This curriculum seeks to equip these practitioners with skills that can be used to assist offenders in the transition from prison and jails to careers that can provide productive employment and income for establishing a new life.

Kansas OFFENDER WORKFORCE DEVELOPMENT COMMITMENT

The Kansas Department of Corrections (KDOC) has partnered with the National Institute of Corrections (NIC) to *develop Offender Workforce Development Specialist (OWDS) training for Kansas*. As a result of this training partnership the Kansas Department of Corrections has developed an expanding partner base that is trained to deliver specialized offender workforce development services to offenders who are incarcerated and on pre or post incarceration release. The development of staff and "interagency partnerships" through this initiative fits well with the current direction of proactive case management taken by the Kansas Department of Corrections.

For offenders, entering the job market can be confusing, fraught with barriers and sometimes an overwhelming experience. Global competition, changing technology and shifts in demand for goods and services continue to reshape the job market. Computer delivery of labor market information regarding licensing or bonding requirements; working conditions; education and training requirements; wages, benefits and educational opportunities allow people to make informed decisions about career choices. Career decision-making and job search skills are essential for survival in the changing workforce. Failure to acquire essential career decision-making and job search skills may ultimately contribute to higher recidivism rates, costly incarceration, and wasted human potential.

Establishment of an Offender Workforce Development Specialist program in Kansas is a win-win situation for the state. A statewide program unifies the efforts of several agencies that provide services to offenders in the area of employment assistance. By providing the common thread of a training and certification process and making this available to a number of potential

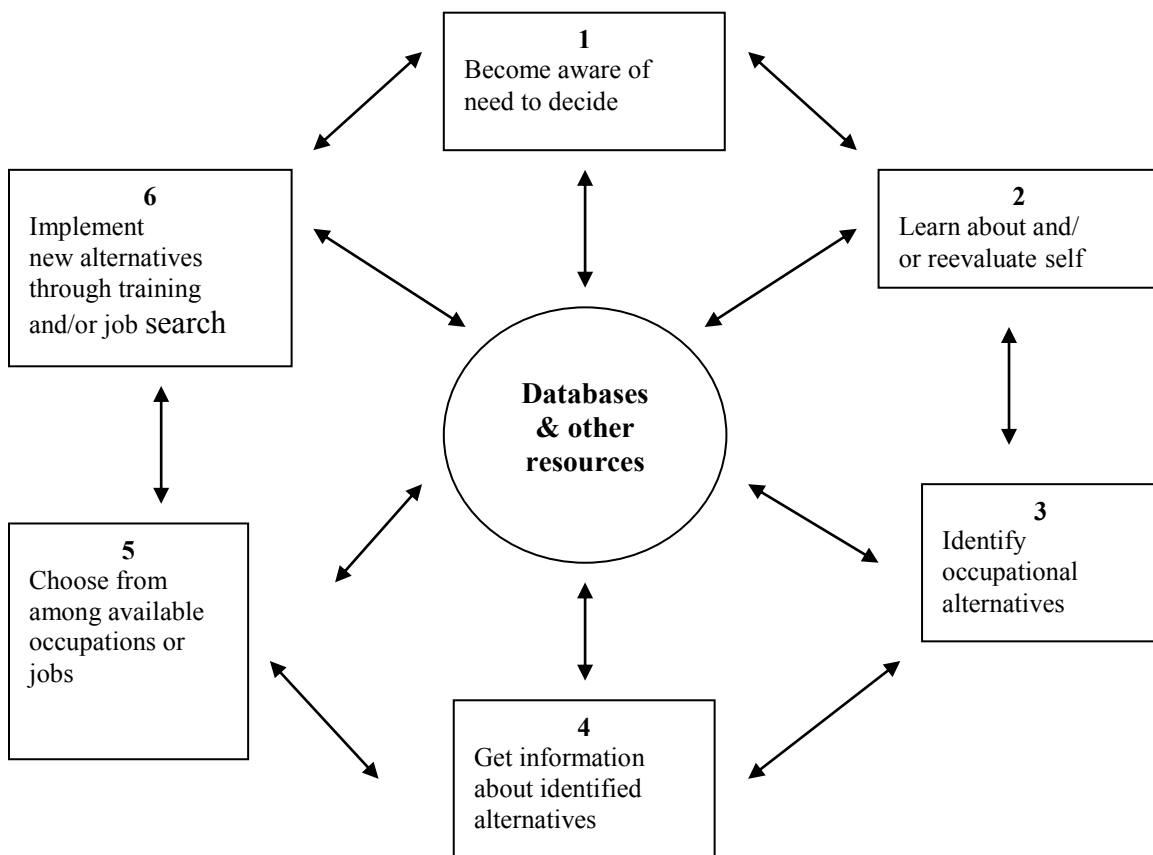
interagency partners, we develop programs that extend well beyond what could be accomplished by the Kansas Department of Corrections alone.

Development of an Offender Workforce Development Specialist program in Kansas has many benefits on many levels. The interagency partnerships required develop a more concerted awareness of the many needs and many barriers faced by the offender population when attempting to reenter the labor market. Offenders who are gainfully employed will be self-sufficient, not relying on the state to support them. They will become part of the tax-paying base and will be less likely to be involved in criminal behavior. By aiding offenders to become constructive members of the labor market and society *everyone benefits*.

In summary, providing solutions to the problems of offender employability, offender employment retention and overall offender career planning, statistics show that incidence of crime and recidivism will be reduced. With this being said, Offender Workforce Development Specialists -OWDS will make Kansas a safer place to live (by reducing crime and recidivism rates) and will enhance the human potential for lasting life improvements for the offenders who are served.

The Career Planning Process

There is a common process for making career choices, provided in the graphic below, that ex-offenders and the population in general need to follow.



Though it is important that offenders learn the process in to obtain initial employment after release, it is also important that they learn it so they can use it again and again throughout life as they make successive career changes.

Steps in the Career Planning Process

Step 1: Become aware of the need to decide.

Offenders may reach this awareness because they are being released and are in need of a job. In the future they may become so dissatisfied with a job that they become motivated to make a career change. Regardless of the reason, the process of career planning and choice begins with a keen realization that a choice is necessary.

Step 2: Learn about and/or reevaluate self.

Career theorists emphasize that individuals are more likely to be satisfied in work when there is a good fit between the characteristics of the individual and the work tasks offered by the job. In this step of the process, offenders need to learn or clarify their interests, skills, and work-related values. This step may also involve making some short- and long-term goals.

Step 3: Identify occupational alternatives.

At this step offenders need to identify occupations or jobs that (1) fit well with skills they already possess or can acquire, and (2) offer work tasks that they find interesting. In order to make this list of alternatives, resources such as books, manuals that accompany tests and inventories, and possibly computer or Internet databases are needed. The result of this step will be a list of possible occupations or jobs.

Step 4: Get information about identified alternatives.

At this step offenders need to research occupations or jobs they have identified, learning their work tasks, required training for entry, career path, salary, and job outlook. This information will assist them to put a list of occupations in priority order.

Step 5: Choose from among available occupations or jobs.

In this step offenders narrow the list of occupations or jobs by acquiring more information about job duties, compatability with their needs and skills, and job opportunities available to them.

Step 6: Implement new alternatives through training and/or job search.

This step may involve taking some vocational training while in prison, participating in distance education, or returning to school upon release. Upon completing this step, offenders will have the training, skills, certification, or other educational achievement needed for the occupation or job selected at Step 5.

This curriculum is designed to teach Offender Workforce Development Specialists (OWDS) how to assist offenders through this process, making effective use of assessment tools at Step 2 and career resource material at Steps 3-6.

Offender Workforce Development Specialist (OWDS)

The OWDS position has been officially defined as follows:

A position requiring a person to utilize twelve specific competencies and their related skills to assist offenders to make informed decisions about jobs and career paths, based on knowledge of their interests, skills/abilities, and values; educational and occupational opportunities; and the realities of the world of work. OWDSs may work in settings such as prisons, jails, pre-release facilities, pre-trial offices, probation offices, parole offices, one-stop shops, non-profit organizations, vocational rehabilitation centers. Depending on work location, the OWDS may typically be employed as a teacher, case manager, offender employment specialist, pre-trial officer, probation officer, parole officer, transition specialist, or job counselor. Regardless of the title assigned to the position, the job duties require that individuals be resourceful, capable of multi-tasking and working under pressure, and skilled in leadership.

Curriculum and Competencies

The curriculum has been modeled after that funded by the National Occupational Information Coordinating Committee for the preparation of paraprofessionals called Career Development Facilitators (CDF). It has, however, had extensive revision in order to tailor it to the needs and environment of corrections and the offender population. The curriculum addresses competencies deemed to be critical for the work of Offender Workforce Development Specialists and Career Development Facilitators.

Introduction to Workforce Development and Job Retention

Why do practitioners care if offenders are working? The list is long and begins with one of the most powerful statistics in offender employment literature: an unemployed offender is three times more likely to return to prison than one who is employed.

What do we know about offender employment and job retention?

For a long time, the focus of offender employment programs has been on making job placements. Now the focus is shifting to job retention. One way to improve retention is to look at job placements themselves as likely indicators of job retention. Research shows that initial job quality improves job retention.

In other words, the quality of people's initial jobs is linked to whether they are able to keep working over time. Welfare-to-work participants who are able to obtain higher paying jobs keep working longer than those who do not, even controlling for who gets the better jobs to begin with based on education and experience.

COURSE OUTLINE

Week One (4 days)

Introduction

Career Development Theory and Its Application

Understanding and Using Facilitation Skills

Team Building Activity

The Role of the Assessment in Career Planning and Job Placement

Identifying and Managing Barriers, Transition Interventions for the Offender Population, and Job Retention

Week Two (4 days)

Instruction and Group Facilitation

Ethics of the Offender Workforce Development Specialist

The Role of Information and Computers in Career Planning

Job Seeking and Employability Skills

Designing and Implementing Training and Work Development Services (Action Planning)

Final 2 days

Post-test

Basis Skills Presentations

Action Plan Presentation

Graduation

WEEKLY AGENDAS

Week 1

Monday	Introductions Career Theory
Tuesday	Facilitation Skills Team Building Activity
Wednesday	Assessment
Thursday	Barriers, Transition Interventions, and Retention

Week 2

Monday	Group Facilitation
Tuesday	Ethics Computers/ Job Seeking and Employability
Wednesday	Computers / Job Seeking and Employability Basic Skills Presentations
Thursday	Design and Implementation (Action Planning)

Final 2 days

Tuesday	Post Test OWDS Basic Skills Presentations Work on Team Presentations
Wednesday	Action Plan Presentations Graduation

DESCRIPTION OF COMPETENCIES

Career Theory – Thorough knowledge of four career theories that may be used to assist offenders with job choice, career planning, and transition.

Facilitation Skills –Communication skills – such as attending, listening, reflecting, encouraging, and questioning – which may be utilized to create an environment to efficiently and effectively assist offenders with job placement and career planning.

Assessment –Knowledge of various assessment tools, techniques and applications. Skills to administer and interpret self-help instruments for use with offenders.

Instruction and Group Facilitation –Skills for providing group instruction and facilitation of activities and interactive exercises.

Design & Implementing Training and Workforce Development Services– Knowledge of the basic principles of program planning and implementation – including evaluation, promotion, and public relations – and skills to apply this knowledge to the development and delivery of broad-based programs for offender populations and training of professionals in career facilitation skills.

Barriers – Knowledge of barriers that are characteristic of offenders upon transition to the community and skills to identify ways to remove and/or minimize identified barriers.

Ethics – Knowing and abiding by the CDF code of ethics, including recognizing appropriate role boundaries related to training and scope of practice

Transition and Interventions – Knowledge of and development of interventions that may be used with offenders as they transition to full or part-time employment, including the development of goals and action plans.

Job Seeking and Employability – Knowledge of access to labor market information, pre-employment preparation, job search, and job retention and how to teach these skills to offenders.

Retention – Knowledge of the importance of job retention as a primary factor in reduced recidivism and identification of interventions with potential to improve offender job retention and teach these skills to offenders.

Career Information and Technology – Knowledge of and ability to locate occupational and educational information available, in print and on Internet, and application of this information to assist offenders with job placement and career planning.

OWDS PROGRAM REQUIREMENTS

Pre-Program

Introductory Conference Call	1 hour
Pretest	1 hour

E-learning Courses

Career Development Theory	3 hours
Using Assessment Instruments	2 hours
Strategies to Lessen Barriers	2 hours
Ethics of OWDS's	2 hours
Computer Systems and Websites	2 hours
Designing and Implementing Training	3 hours

Classroom Instruction

First 4 days	32 hours
Second 4 days	32 hours
Final 2 days	16 hours
Resource Reading	18 hours

Field Work

Practicum Assignments	40 hours
GCDF Application	1 hour
Basic Skills Presentation Preparation	4 hours
Interim Webinar	1 hour

Total Hours: 160 hours

Graded Assignments

Quiz Average	20%
Field Work	40%
Facilitation Skills Demonstration	20%
Post-test	20%

Passing grade on assignments is 70%

Completion of all e-learning courses and participation in all classroom activities are required for OWDS certification.

E-learning Requirements

A portion of your OWDS training will be delivered via e-learning courses through the NIC Learning Center. Each course offers a series of modules intended to present content, provide an immediate assessment of your learning and offer suggestions for application. In addition to the e-learning courses you will need to take the pre-test for the overall course.

These courses are to be used in conjunction with your reading material (including the OWDS Resource Guide), the classroom training and the practicum assignments. The e-learning course information will be integrated with the classroom activities throughout your OWDS training. Therefore, it is necessary for each e-learning course to be completed *prior* to the classroom training.

You should strive to complete the following e-learning courses prior to the start of classroom training.

- Pre-Test (1 hour)
- Career Development Theory (3 hours)
- Using Assessment Instruments (2 hours)
- Strategies to Lesson Barriers (2-hours)

You will need to complete the following e-learning courses prior to the start of the second week of classroom training.

- Ethics of OWDS'S (2 hours)
- Computer Systems and Websites (2 hours)
- Designing and Implementing Training and Services (3 hours)

Please note: The time requirements for each course are based on the average amount of time that is needed to complete the instruction. It may take you more or less time based on your knowledge of the subject matter, your learning style, and other factors, such as any distractions that may take place while you are taking the course.

While completing the e-learning, you will have the opportunity to take notes. Please bring your notes and questions to the class. Please note that you will spend a large portion of the second week of classroom training working with the 11 steps of the action planning process. During those class sessions you will meet with your team to develop a comprehensive action plan that you and your team members will be implementing after the conclusion of your training.

The NIC Learning Center offers full technical support through the help desk, *Live Support!*, which can be accessed 24 hours a day, 7 days a week. Here are the instructions on how to get started:

- Go to <http://nic.learn.com> and click on New Users Register to create an account.
- After you create an account, please go to this link to access the pre-test and OWDS courses: <http://nic.learn.com/learncenter.asp?id=178409&page=58> .

- Click each link to launch the course. You may be prompted for your user name and password.
- Please note that you must access the courses via a PC. They are not accessible to Mac users.
- Once you have completed a course, you will not have return access to that course so please print out or take notes on any material being asked for or that is of special interest to you. Please print out certificate of completion.

PRESENTATION SKILLS

Part of the requirements for completion of the Offender Workforce Development Specialist Training program is that participants demonstrate skills as a trainer. During the classroom portion of training, participants will receive formal instruction on facilitation of groups. Throughout the training, trainers will demonstrate and role model effective training strategies (i.e., activities, ice-breakers, questions/answers).

Basic Skills Presentations

Participants will incorporate what they learn in the classroom into a presentation of a Basic Skills Module during the final 2-days of the training. Practicum time will be allotted for preparation for the presentation. Participants will pair up to present a section of one of the Basic Skills Modules, which include lesson plans, instructor notes and PowerPoint slides. Participants will receive feedback on their presentations from their peers and trainers using the presentation feedback form on the next page. Please review the feedback form in preparation for the presentation.

Action Plan Presentations

During Week 2 participants will work in teams to develop action plans to implement to incorporate competencies gained during OWDS into the work of their agencies and partnering agencies/organizations. These presentations will be made on the final day of training just prior to the graduation. Each participant's specific role and contribution to the presentation is to be determined by the team; however, each team member will participate in the presentation.

The team presentation will be evaluated by trainers who will provide feedback on content and presentation style.

Basic Skills Presentation Feedback Form for (Name) _____

Please rate each presenter on each of the following items. Rate each of these items honestly, using the following scale:

5 = excellent
4 = above average
3 = average

2 = below average
1 = poor

5	4	3	2	1	Effectiveness of opening
5	4	3	2	1	Capability to instruct the content
5	4	3	2	1	Capability to build rapport with the group
5	4	3	2	1	Capability to respond to questions
5	4	3	2	1	Capability to stimulate discussion
5	4	3	2	1	Ease in presentation
5	4	3	2	1	Use of visual aids
5	4	3	2	1	Closure/review of key points and completeness/clarity
5	4	3	2	1	Overall Rating of Training Skill

Suggestion(s) for improvement:

Positive indicator(s) of effective training skills:

OWDS FIELD WORK PRACTICUM ASSIGNMENTS

Practical application of the knowledge gained during the Offender Workforce Development Specialist (OWDS) training is one of the key components of this process. The following information will provide you with guidelines for completing the practicum portion of the training. Specific requirements will be indicated along with support materials and resources. Recognize that in order to benefit from this training, it will be important to complete the assignments in a timely manner. Therefore, it is vital that you adhere to the sequence and the due dates of the respective assignments.

- **You will be required to complete all assignments and e-mail the completed and appropriate material on or before the due date.**
- **Please note that Facilitation Skills, a video and one of the assignments, will be mailed for evaluation on or before the due date.**
- **Note that due dates for all assignments must be adhered to for successful completion of the training.**

The assignments are listed below with the appropriate hours. You will be given credit for the time listed. Each assignment includes time for reading necessary material and writing narrative responses to questions.

Practicum One – Due approximately 4 weeks after Week 1

- | | |
|---|-----------|
| 1. Holland's Theory (Interests and Skills Checklist) | 2.5 hours |
| 2. Krumboltz's Theory (Life Story) | 3.0 hours |
| 3. Super's Career Rainbow | 2.5 hours |
| 4. O'Net Interest Profiler (Administer and Interpret) | 3.0 hours |
| 5. Assessments | 2.5 hours |

Video/DVD Assignment – Due same date as Practicum One

- | | |
|------------------------------|-----------|
| 6. Facilitation Skills Video | 2.5 hours |
|------------------------------|-----------|

Practicum Two – Due approximately 4 weeks after Practicum One

- | | |
|--------------------------|-----------|
| 7. Ethical Issues | 2.5 hours |
| 8. Labor Market | 2.5 hours |
| 9. Barriers | 3.5 hours |
| 10. Transition Interview | 3.0 hours |
| 11. Referral Resources | 2.5 hours |

Practicum Three – Due date set between Week Two and Week Three

- | | |
|---|-----------|
| 12. Environmental Scan | 3.5 hours |
| 13. Target Populations and Needs for Training | 2.5 hours |
| 14. Stakeholders and Collaterals | 1.5 hour |
| 15. Ed/Financial/Vocational Training | 2.5 hours |

Field Work Total 40 hours

GROUP NORMS

PARTICIPATION AND FEEDBACK

- Expect all group members to participate
- Be open to other opinions and ideas
- Provide positive and constructive feedback
- Feedback must be about the content not the individual
- Speak respectfully to each other at all times
- Agree to disagree when needed
- Make decisions by consensus

SPEAKING AND LISTENING

- Use humor that is professionally appropriate
- Speak clearly and at a professional volume
- Keep discussion focused and on topic
- Eliminate distractions
- One person speaks at a time
- Utilize SOLER skills
- Be specific, use clear and concise examples
- Respect other people's opinions

GROUP ACTIVITIES

Roles

Time Keeper	Is responsible for keeping track of time for activity Ensures that each part of the activity receives appropriate amount of time
Gate Keeper	Ensures that all participants give input and that everyone utilizes good communication skills (minimizing interruptions, judgmental statements, excessive talking etc.)
Task Master	Ensures that all parts of the activity are completed Ensures that people stay on task during the activity (minimizing off-topic or side conversations)
Recorder	Captures in writing the consensus of the group on the answer sheet or flip chart paper as directed (not all activities require a recorder)

Feedback

Sandwich

B (bread)	Be objective
M (meat)	Meaningful comments
L (lettuce)	Leave person with dignity
B (bread)	Be honest

GCDF Certification

It is the desire of the National Institute of Corrections that participants who successfully complete OWDS training and show evidence of having acquired these competencies become certified as Global Career Development Facilitators (GCDF) through the Center for Credentialing and Education Inc. (CCE), the certifying body for this career specialty.

The minimum combination of education and experience required to be certified as a Career Development Facilitator is listed below:

Graduate degree and 1,400 hours (estimated one year), or
Bachelor's degree and 2,400 hours (estimated two years), or
Two years of college and 4,800 hours (estimated three years), or
High school diploma or GED and 5,600 hours (estimated four years)

Upon successful completion of OWDS training, individuals may apply for certification to the Center for Credentialing and Education, Inc. located at 3 Terrace Way, Suite D, Greensboro, NC 27403. The telephone number is 336-482-2856. Information about this credential can be acquired from CCE's website at <http://www.cce-global.org> Participants applying for and completing the requirements for GCDF certification are individually responsible for obtaining and maintaining certification.

Certification as a GCDF and maintenance of that certification with the Center for Credentialing and Education, Inc. requires the following:

- A specified combination of education and experience – Documentation to CCE of education and experience cited above.
- Successful completion of a curriculum approved by CCE - Criteria for curriculum approval include intensive addressing of the specified CDF competencies and spending at least 120 clock hours in classroom and related activities. This custom-made NIC curriculum has been reviewed and approved by CCE.
- Code of ethics - The applicant must carefully read and agree to follow the Career Development Facilitator Code of Ethics, included in the Ethics portion of this curriculum.
- Consultation/ Supervision - Applicants must agree to seek assistance when there are questions or concerns about practicing outside of the scope of their competence or training.

Initial Certification Process

There are four steps in the certification process. These steps include completing the documentation, submitting the documentation, having the documentation reviewed, and receiving certification.

Completing the Documentation - The applicant needs to complete the CDF Certification Application and the Experience Form and submit copies of degrees and/or transcripts and documentation that the 120 clock hours of required training have been completed. The required forms will be provided during this training.

Submitting the Documentation - Once all documents have been completed and signed, the application packet and the payment (currently \$100. for five years) for certification must be sent to CCE, 3 Terrace Way, Suite D, Greensboro, NC 27403

Review of Documentation - The review and approval process typically takes four to six weeks. If additional information is needed, the applicant will be notified in writing of the need for further documentation.

Certification - Once approved, the applicant will receive written notification of certification, and a certificate will be sent out shortly after written notification has been received.

Maintenance of Certification

On an annual basis, certified GCDFs must attest that they have sought consultation at times when they have had concerns, questions, or doubts that they were practicing outside their areas of competency or training. In addition, they must review the Code of Ethics annually and attest that they have adhered to it. These two requirements are part of the statement that is submitted along with the annual \$25 maintenance fee. Certified GCDFs receive an invoice from CCE in January or in July, depending upon the original certification date.

To extend certification after the initial five-year period, it is necessary to complete 75 clock hours of continuing education or training during the five-year period that the certification is held. The hours of training can include workshops, in-service training, conferences, or formal course work. The subject of training received must relate directly to one of the competencies defined for this position. However, an individual may submit a request to have up to 15 hours of education or training unrelated to one of the competencies accepted for certification. CCE may require written proof of completion of the continuing education or training.

COLLEGE CREDIT INFORMATION

Indiana State University in Terre Haute, IN offers both graduate and undergraduate credits for OWDS training. To seek credits, participants must have successfully completed the OWDS course and received a certificate of completion. The information below outlines specifics about ISU's agreement with NCDA.

NCDA agreement with ISU:

NOW, THEREFORE, in consideration of the mutual promises and covenants contained in this Agreement, and for other good and valuable consideration, NCDA and ISU hereby agree as follows:

(1) Academic Credit for OWDS

- (a) ISU hereby authorizes NCDA to list in its marketing materials ISU's Criminology Programs as programs that will grant credit in partial satisfaction of degree requirements to students who submit approved documentation attesting they have successfully completed OWDS in accordance with the terms and conditions of this Agreement, and in accordance with policies and procedures applicable to the acceptance of such credit by ISU as established in ISU's official statements.
- (b) Students must be admitted to ISU as a non-degree seeking student prior to receiving credit for successful completion of OWDS.
- (c) The Criminology Programs and all rules, regulations, policies, and procedures applicable to those programs, and the admission and matriculation of students to and in those programs shall be subject to the absolute discretion and control of ISU.
- (d) Based upon the curriculum, syllabi, and course materials supplied by NCDA that have been submitted to and reviewed by CRIM in the preparation of this Agreement, students seeking undergraduate credit in criminology who successfully complete OWDS will be eligible to receive up to six (6) credit hours for the following two courses:

CRIM 315: Techniques of Correctional Interviewing (3 credit hours)

CRIM 416: (Topic) Correctional Rehabilitation and Reintegration (3 credit hours)

- (e) Based upon the curriculum, syllabi, and course materials supplied by NCDA that have been submitted to and reviewed by CRIM in the preparation of this Agreement, students seeking graduate credit in criminology who successfully complete OWDS will be eligible to receive up to six (6) credit hours for the following two courses:

CRIM 602: Correctional Counseling (3 credit hours)

CRIM 516: (Topic) Correctional Rehabilitation and Reintegration (3 credit hours)

- (f) NCDA agrees to use the curriculum, syllabi, and course materials in the instruction of OWDS that have been submitted to and reviewed by CRIM in the preparation of this Agreement. ISU reserves the right to review the curriculum, syllabi, and course materials used by NCDA in the instruction of OWDS annually.
- (g) The OWDS faculty members are employed, supervised, and compensated by NCDA. NCDA agrees to recruit and employ only OWDS faculty members who are qualified to oversee the learning experiences required for the OWDS. Qualifications of OWDS faculty members who teach those portions of OWDS that are the equivalent of the ISU undergraduate courses must have a master's degree in an appropriate field, or a bachelor's degree in an appropriate field and professional experience in the field of criminology equivalent to the master's degree. Qualifications of OWDS faculty members who teach those portions of OWDS that are the equivalent of the ISU graduate courses must have a doctoral degree in an appropriate field, or a master's degree in an appropriate field and professional experience in the field of criminology equivalent to the doctoral degree. Additional qualifications for all OWDS faculty members who teach those portions of OWDS that are the equivalent of the ISU undergraduate or graduate courses will include, but not be limited to, teaching as well as practical experience in the field of criminology, and membership and participation in state, regional, and national professional organizations in the field of criminology. NCDA agrees to provide CRIM with copies of the academic credentials of each OWDS faculty member who teaches those portions of OWDS that are the equivalent of the ISU undergraduate or graduate courses for review and approval by CRIM.
- (h) Under no circumstances shall ISU be required or obligated, by virtue of this Agreement, to require students in its Criminology Programs to complete OWDS.
- (i) NCDA is not authorized to and shall not make any commitments, representation, or warranties, of any kind or nature relating to or pertaining to ISU's Criminology Programs or the benefits or services available to students through ISU. NCDA shall not be, and shall not hold itself out to be, an agent, representative, affiliate, or legal representative of ISU or its Criminology Programs. NCDA is not authorized to and shall not make any representation of any kind regarding any ISU programs other than the Criminology Programs (unless agreed to in writing), and as to the Criminology Programs, only as authorized herein.
- (j) All materials prepared by or on behalf of NCDA that identify in any way ISU, the Criminology Programs, or any relationship or affiliation between ISU and NCDA shall be subject to review and approval in writing by ISU prior to dissemination to any third party. All requests for review and approval shall be submitted in writing to the Dean of CAS at ISU who shall exercise reasonable diligence in responding to the request.

(2) Payments and Charges

- (a) ISU students who submit approved documentation attesting they have successfully completed OWDS in accordance with the terms and conditions of this Agreement, and in accordance with policies and procedures applicable to the acceptance of such credit

by ISU as established in ISU's official statements in partial satisfaction of the degree requirements for Criminology Programs shall be required to pay to ISU the appropriate fees for the undergraduate or graduate course credit and grades to be awarded as determined by ISU and approved by the ISU Board of Trustees.

- (b) Under no circumstances whatsoever shall an ISU student or prospective student be eligible to or be permitted to use any student financial aid issued by or processed by ISU to pay, in whole or in part, for the cost of OWDS and any NCDA services related thereto.
- (c) All financial obligations between the parties and the students shall be conducted strictly between the student and the party providing the service. Neither party shall act as a financial agent for the other nor accept funds on behalf of the other. Neither party shall be entitled to any commission, fees, bonuses, nor payments of any kind or nature in consideration of any referrals made one to the other.

OWDS Distance Students

OWDS students must first apply with the Office of Admissions by either calling toll free at 1-800-742-0891 and requesting the paper application, or online at www.indstate.edu Once you find Indiana State University's online link, click on Prospective Student, then click on apply. You will be requested to set-up an identification number on the web, and then you can formally apply. However, OWDS students need to apply as **non-degree seeking students via distance education**. It is very important that this information is correct on the application. The cost for applying as a non-degree seeking student is \$25, which is also non-refundable. Contact Louis Reeves in the Criminology Department at (812) 237-9651 or by email at lreeves1@isugw.indstate.edu Mr. Reeves can then explain the registration process.

The two courses needed by OWDS students are the following:

CRIM 315.309 "Techniques of Correctional Interviewing," 3 credit hours

CRIM 416.309 "Symposium on Criminology: Correctional Rehabilitation & Reintegration," 3 credit hours

If you have any questions about billing or course cost, please call the Controller's Office at toll free 1-800-841-4744 or check online at www.indstate.edu/controller/bursar/academic_fees.htm

OWDS Distance Students/Graduate Students

OWDS students must first apply with the School of Graduate Studies by either calling toll free at 1-800-444-GRAD and requesting the paper application, or online at <http://www.indstate.edu/sogs/>

VERY IMPORTANT:

OWDS students need to apply as **Non-Degree seeking students**. The correct form is entitled: **“Application for Unclassified Student Admission.”** On the application, the course delivery will be ‘Through Distance Education.’ Here is the direct link for the application form:

<http://web.indstate.edu/sogs/GradNewtemp/unclasstudent.html>

The cost for applying as a non-degree seeking student is \$35.00, which is also non-refundable.

Once you are formally admitted to the University, you will need to contact Justin P. Bratton in the Department of Criminology at (812) 237-2172 or by email at jbratton@isugw.indstate.edu. Mr. Bratton can then explain the registration process.

The two (2) courses needed by graduate OWDS students are the following:

CRIM 602.310 “Correctional Counseling,” 3 credit hours

CRIM 516.310 “Symposium on Criminology: Correctional Rehabilitation & Reintegration,” 3 credit hours

If you have any questions about billing or course cost, please call the Controller’s Office at toll free 1-800-841-4744 or check online at www.indstate.edu/controller/bursar/academic_fees.htm

CONTACT INFORMATION

Kansas Department of Corrections – Risk Reduction and Reentry

Jim Chastain, Kansas OWDS Program Manager

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Hutchinson, KS 67501

Phone: 620-474-2697

E-mail: jimc@doc.ks.gov

NIC Information Center

791 N. Chambers Road

Aurora, CO 80011

Toll-free: 800-877-1461

E-mail: asknicic@nicic.gov

Website: www.nicic.gov

Center for Credentialing and Education, Inc. (CCE)

3 Terrace Way, Suite D

Greensboro, NC 27403-3660

Phone: 336-482-2856

Fax: 336-482-2852

E-mail: cce@cce-global.org

Website: www.cce-global.org

Study Guide OWDS Training

We have learned from experience that many students can improve their comprehension of class material and significantly raise their exam scores by participating in evening study groups. A study group is a small group of students who meet together regularly for the purpose of reviewing and discussing course material. These groups are particularly beneficial for those students who are verbal and like to learn by exchanging ideas with others. Study groups enrich the training experience by providing for the exchange of ideas, clarifying content and giving mutual support in the learning process. By giving yourself the opportunity to hear different perspectives, you are likely to understand concepts more completely. While it is not mandatory, we encourage you to take the initiative in organizing these groups.

Tips for setting up and Managing Study Groups

1. Groups should be small, perhaps no more than 5 to 6 people.
2. If possible, try to identify people with different strengths so that the group works well as a whole.
3. Set up the ground rules before the first meeting. Establish when and where you will meet and commit to an hour-long session each evening.
4. Each member must read and review the course content before the group meets. It is very helpful to write down points that are unclear or questions you would like to discuss with the group. The study group is a place to ask questions, fill in gaps and review the questions presented later in this memo.
5. Stay focused on what you want to accomplish and manage your time carefully.

Getting the Most Out of Your Reading Assignments

Given the amount of written material that is covered during the OWDS training, you may find it useful to apply the SQ3R method (Robinson, 1970) when preparing for the exams. This method consists of five steps:

1. Survey - Before you begin reading the assignment, spend several minutes looking for the headings, subheadings, and summary paragraphs. Try to identify the major ideas by reading the introductory paragraph and scanning the section headings. This process will increase your comprehension of the material by providing you with an orientation to it and helping you organize your approach to it.
2. Question - Spend several minutes determining the purpose of the reading assignment. What question or questions is the reading assignment trying to answer? Repeat this process for each section of the reading, turning each heading into a question. This process leads to active reading, an excellent way to improve your comprehension and retention of written material. Asking questions makes you an involved reader, focusing your concentration on what you need to learn. To facilitate this process, we have provided study questions for each assignment (see below).

3. Read - As you read one section, look for the answer proposed by the heading. If you finish the section and haven't found the answer, read it again. Since active reading requires concentration, you should find a place with as few distractions as possible.
4. Recite and write - In the margins of the reading assignment, write down a key phrase that sums up the major point of the section and answers the question you posed. Use your own words, not a phrase from the reading. We remember our own connections better than those given to us. The next step is to recite the answers to your questions. Studies have shown that the process of reciting significantly increases the amount of information retained.
5. Review- After reading the assignment, test yourself by asking the questions you have identified and review your notes. Why is the material important for you? What are the implications or applications of this material in your work?

Study Group Questions

The following questions may be used by study groups to facilitate discussion and promote comprehension of the material covered in each module:

Career Development Theory and its Application

1. Why is an understanding of career theory important in the delivery of workforce development services to offenders?
2. What are the limitations of career theories?
3. What are the assumptions of Trait and Factor Theory?
4. What are the concepts underlying the Vocational Choice Theory of John Holland?
5. What are the 3 ways to determine a person's Holland code?
6. How did Holland define consistency? Differentiation? Congruence?
7. What are the assumptions of Developmental Theory?
8. What are the concepts underlying the Career Development Theory of Donald Super?
9. How does Super define career?
10. What are the assumptions of Transition Theory?
11. How does Nancy K. Schlossberg define transition? What are the four parts of a transition according to Schlossberg?
12. What are the assumptions of Learning Theory?

13. What 4 concepts underlie the Learning Theory of John D. Krumboltz?
14. According to Krumboltz, what are the 7 steps for decision-making?
15. What are the implications of Career Theory for the Offender Workforce Development Specialist?

Understanding and Using Facilitation Skills

1. What are the basic underlying principles of facilitation skills?
2. Is an OWDS bound by the same type of counselor-client confidentiality that a counselor must maintain?
3. What are the SOLER skills?
4. What are the two components of listening?
5. What are reflections and what can an OWDS use them to do?
6. What is an open-ended question? A close-ended question? What are the advantages and disadvantages of each?
7. What are the basic characteristics of the offender population?
8. What skills are needed to assist diverse groups with the career planning process?
9. What are some of the unique needs of African-American clients? Hispanic-American clients? Asian-Americans? Women? Gays and lesbians? Persons with disabilities? Juveniles? Older adults?
10. What are the organizational barriers that are most likely to inhibit the advancement of diverse groups in the workplace?
11. What are the individual barriers that are most likely to inhibit to the advancement of diverse groups in the workplace?
12. What are the important concepts behind the transcultural approach?
13. What are some of the common characteristics of the inmate population?
14. What are the basic techniques used by inmates to manipulate staff? What are the warning signs associated with them?
15. How can an OWDS avoid being manipulated?

Using Assessment Instruments to Assist Offenders with Career Planning

1. What are the four purposes of assessment?
2. What are the pitfalls associated with assessment?
3. What are informal assessments? What are examples of informal assessments?
4. What are the differences between informal and formal assessments?
5. What are formal assessment instruments?
6. What are the key points to remember when administering formal assessments?
7. What are the major categories of assessment instruments and what are examples of instruments in each category?
8. With regard to assessment instruments, what does validity mean? Reliability?
9. What is test bias?
10. What are the different ways tests can be scored?
11. When using assessments, what steps should an OWDS take?

Instruction and Group Facilitation

1. What are the four ways an OWDS can work with groups?
2. What are the basic principles of good instruction?
3. What are the four general sections of a presentation?
4. Why is important to use visual material?
5. What methods can be used to maximize presentation style?
6. What are three ways of making expectations and assignments clear?
7. What strategies can be used to deal with absence? Lateness? Inattention? Overly talkative audience members? Side conversations? Acting out behavior? Belligerence? Lack of participation? The know-it-all?

Designing and Implementing Training and Work Development Services

1. What is direct service development? Training development?
2. What are the 11 steps of the program planning and training development process?
3. What are the four ways to identify the training needs of the target population?
4. What is a focus group?
5. What phrases can be used to begin a measurable objective for a direct service program?
6. What general strategies can be used to deliver the content of services or training?
7. What roles can an OWDS play in the planning process?

Strategies to Lessen Barriers for Offenders Entering the Workforce, Transition Intervention, and Job Retention

1. What is a barrier?
2. What are examples of internal barriers?
3. What are examples of reality barriers?
4. What are examples of organizational barriers?
5. What are some of the barriers common to ex-offenders?
6. How can an OWDS assess barriers related to self-concept? Limited self-knowledge? Self-efficacy? Negative beliefs and attitudes? Capability to plan and make decisions? Sexism? Education? Work experience? Physical, mental and emotional disabilities? Lack of knowledge about the world of work? Finding a job and needed documents? Clothes, transportation and other types of support?
7. What are the signs that may demonstrate suicide risk? If an OWDS suspects that an offender is at-risk for suicide, what actions should he or she take?
8. What are the signs that may demonstrate the risk for domestic violence? If an OWDS suspects that an offender is at risk for domestic violence, what actions should he or she take?
9. What are some strategies for minimizing or removing internal barriers? Education and work experience barriers? Support services barriers?
10. What national legislative acts provide an umbrella against discrimination-related to entry into

employment and continuance of employment?

11. What steps are involved in learning about referral agencies?
12. What steps can be taken to help offenders use referral sources?
13. What are the purposes of the transition interview?
14. What model can be used to conduct a transition interview? What are its four steps?
15. When helping an offender set goals, what characteristics should those goals have?
16. Why is it important to have alternatives for reaching each short-term goal?
17. What strategies can be used to help offenders complete an action plan?
18. What have research studies related to offender employment and job retention demonstrated?
19. What connections can be made between career theory and offender job retention?
20. How is assessment related to job retention?
21. What is case management and how is it related to job retention?
22. What does the research tell us about effective case management practices?
23. What is triage and how can it help the retention process?
24. What is the Job Retention Relapse Model and how can it be used to improve job retention?
25. What are the decision-making styles?
26. What are the six steps of the career planning process?

Ethics of Career Development Facilitator

1. What organization has developed a statement of ethics for certified Career Development Facilitators?
2. What are the general ethical standards?
3. What ethical standards govern the relationship between clients and employers?
4. What ethical standards govern consultation and supervision?

5. What does the term "scope of practice" mean?
6. When making a decision about ethics and the scope of practice, what five steps should be taken?

Using Computer Systems and Websites to Assist Offenders with Career Planning and Job Placement

1. What five characteristics can be used to evaluate the quality of databases?
2. What are the four major categories of databases that are critical to the career planning process?
3. What is the labor market?
4. What are the most frequently used government-published sources of labor market information? What information does each source provide?
5. What points are important to remember when conducting occupational research?
6. What do computers do best in the career development process? What can an OWDS do best?
7. What are the basic types of computer-based systems that assist with the career planning process? What are examples of each?
8. What factors should be considered when selecting a computer-based system?
9. In what four ways can computer services be incorporated into a fully featured program of career planning services?
10. What are the essential factors for successful use of computer-based systems?
11. What are the major job search strategies? What are the disadvantages and advantages of each?
12. What are the four major groups of personal and career networks?
13. What is informational interviewing? What four areas should be covered during an informational interview?
14. What is the primary purpose of a resume?
15. What is a reverse chronological resume? A functional resume? A combination resume?

Which type of person would benefit from each style?

16. When preparing resumes that are likely to be scanned, what guidelines should be used?
17. What are the three types of employment-related interviews that an offender might encounter?
18. What guidance can be given to offenders who will be participating in a telephone interview?
19. What is a serial interview and how can an offender prepare for it?
20. What steps can an offender take to prepare for an interview?
21. What is the "incarceration speech" and how can offenders be helped to remember it?
22. What guidance can you give to offenders with regard to answering difficult questions?
23. What guidance can you give offenders who are considering job offers?
24. What guidance can you give offenders concerning employer expectations?

PARTICIPATION AGREEMENT

As a participant in the OWDS training, I understand and agree to complete the OWDS training requirements as follows:

Classroom Training

- Participate in all classroom activities (role plays, small group discussions, team building, etc.)
- Interact professionally with peers and training staff, demonstrating appropriate professional verbal and non-verbal communication.
- Adhere to the Career Development Facilitator Code of Ethics (found in resource material for Ethics of the Career Development Facilitator)

Practicum and E-learning

- Complete all practicum and e-learning assignments prior to Week 2 of OWDS training.
- Notify OWDS Program Manager immediately if there are questions or concerns about practicum or e-learning assignments.
- Notify OWDS Program Manager immediately if a change in job status may impact completion of OWDS training (i.e., promotion, transfer, layoff, or dismissal).

I understand that incomplete practicum and e-learning assignments or changes in my job status may affect my eligibility to complete OWDS training. It is my responsibility to notify the OWDS Program Manager of any of the above noted changes immediately.

Print Name

Sign Name

Date

Participant Copy