

# Implementation of the Transition Accountability Plan 3rd Quarter Fiscal Year 2009

*Required by the Legislature pursuant to Section 403.8 in the FY2009 appropriations law*

## Introduction

The following is a status report on the implementation of the Transition Accountability Plan (TAP) as required by the Fiscal Year 2009 appropriations law. These requirements from the Legislature pertaining to standards are found in Section 403.8 and state as follows:

*Sec. 403 (8) The department shall ensure that each prisoner develops a transition accountability plan at intake in order to successfully reenter the community after release from prison. Each prisoner's transition accountability plan shall be reviewed at least once each year to assure adequate progress. The department shall develop a plan to implement this section and shall report quarterly... on the progress of the implementation of the plan.*

The lynchpin of the MPRI Model is the development and use of Transition Accountability Plans (TAPs) at key points in the prisoner transition process. The TAP succinctly describes for the prisoner or former prisoner, corrections and field staff, and the community exactly what is expected for a successful re-entry process. Under the Michigan Prisoner ReEntry Initiative (MPRI) Model, the TAP is prepared with each prisoner at reception as part of the prison intake process then it is updated based on his or her progress as part of the parole decision process as the prisoner approaches his or her Earliest Release Date or ERD. When the prisoner re-enters the community and when the former prisoner is to be discharged from parole supervision, the TAP is again updated based on the new expectations and current progress.

TAP contains the Needs, Goals, Tasks, and Activities for each offender:

- **Needs** are the criminogenic factors that contribute to risk and are individually assessed using the COMPAS risk assessment instrument.
- **Goals** are designed to mitigate each criminogenic need.
- **Tasks** are developed with each offender to meet the goals defined in the plan.
- **Activities** are created with each offender to break down each task into manageable steps.

## Figure 1. SAMPLE Transition Accountability Plan

**Need:** Criminal Thinking

**Goal:** Decrease Aggressive/Assaultive Behavior; Enhance Anger Management Skills

**Task:** Enroll in Cage Your Rage

Start Date:                      End Date:

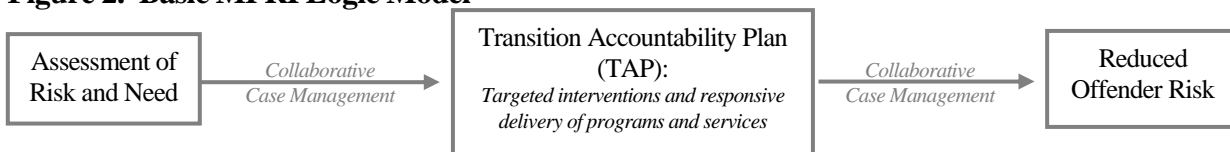
Completion Code:

Service Provider: Case Manager Atkins

**Activity:** Send correspondence to Classification Director Jones requesting entry into program

The TAP is developed with each individual offender by designated case managers who have been trained in Collaborative Case Management to enhance their engagement skills which enhance the intrinsic motivation of the offender.

## Figure 2. Basic MPRI Logic Model



The TAP integrates offenders' transition from prison to community by spanning phases in the transition process as well as agency boundaries. The TAP is a collaborative product that at any given time may involve prison staff, the prisoner, the parole board, parole field agents, human services providers (public and/or private), victims, neighborhood and community organizations, and the offender's social support network. The objective of the TAP process is to increase both overall community protection by lowering risk to persons and property and by increasing individual offender's prospects for successful return to the community.

# Transition Accountability Plan

Figure 2. MPRI Process Flowchart and Progress Snapshot – August, 2009

## Getting Ready Phase— Incarceration Phase

Offender enters MDOC under sentence  
Institutional Assessment & Classification

*TAP: Dynamic and changing based on objective risk and need assessment. TAP in this phase describes the tasks and activities that must be completed during incarceration as part of the risk reduction strategy for each offender.*

### PROGRESS SNAP SHOT:

All offenders start a TAP at Intake. As evidence-based program capacity is expanded in the Getting Ready Phase, TAPs will become more robust. A DRAFT of the ReEntry Approved programs is attached (Attachment A). Each ReEntry Approved program met the standards of effective practice as described in the Program Evaluation Tool (Attachment B). Facilitators have been trained at most facilities for Thinking for a Change. Several facilities also offer the other re-entry approved programs. The system-wide launch of evidence-based programs will begin in FY2010 with a comprehensive training planning to expand the number of trained, qualified program facilitators that have met the appropriate requirements to run each of these re-entry approved programs.

## Going Home Phase— Transition to Community

*TAP: Changes as details of parole plan are verified. Includes input from community-based providers and agents in the form of Transition Team meetings.*

*In-Reach: Prisoners are assigned to in-reach facilities located nearer to their home by the Parole Board based on the risk and needs of each returning prisoner.*

### PROGRESS SNAP SHOT:

Currently, about 60% of all returning prisoners transition through an In-Reach Unit and are designated eligible for MPRI Staying Home Services. Working with an Institutional Parole Agent and an MPRI Transition Team, each MPRI-designated offender develops a TAP in the 60 days prior to release. In June, MPRI expanded the capacity at its In-Reach Facilities to target the transition needs of prisoners past their earliest release date (ERD). All in-reach facilities have been trained to deliver violence prevention programs (Beyond Anger I and II) and sex offender psychoeducational programming. For prisoners requiring more intensive in-reach services, In-Reach Facilities also prepare a specialized critical data file, in addition to the TAP, for treatment providers and Transition Teams to use to inform the community-based TAP.

## Staying Home Phase— Community & Discharge Phase

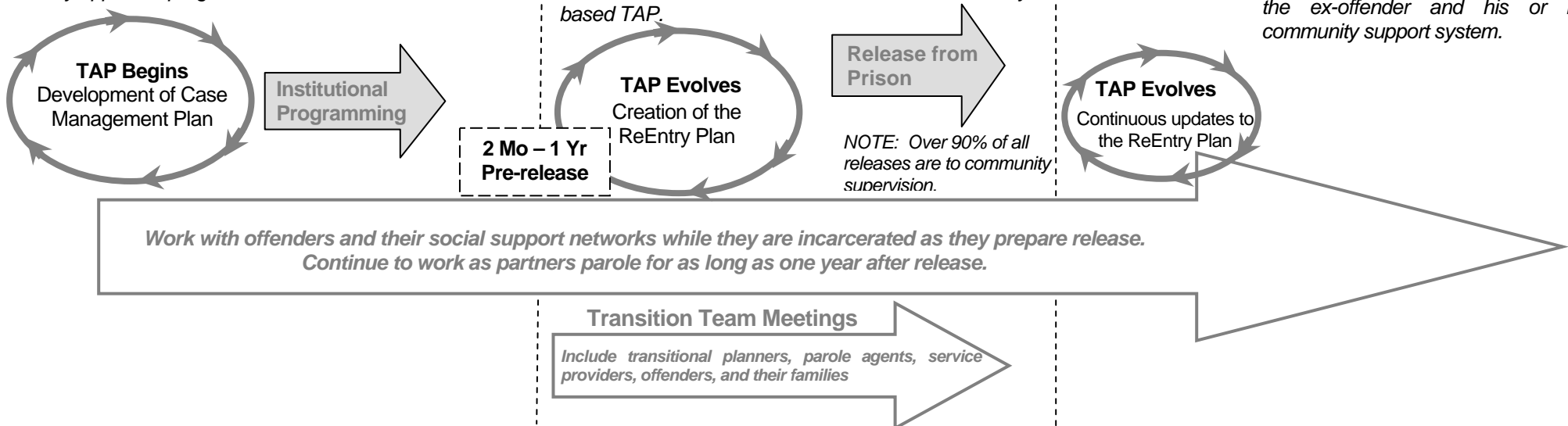
*TAP: As offenders approach discharge from parole supervision, the TAP evolves in include the responsibilities of the returning citizen and his or her community-based partners and social support network.*

### PROGRESS SNAP SHOT:

As MPRI-designated parolees transition home, their TAP is updated by parole agents, with the input of the parolee and the Transition Team, at least once a year or when tasks and activities have been completed.

In May 2009, MDOC reallocated funding to MPRI Administrative Agencies to ensure each MPRI Site had sufficient funding to respond to the risk and needs of prisoners past their earliest release date (ERD).

Prior to parole discharge, the TAP is updated and prepared to “hand-off” to the ex-offender and his or her community support system.



NOTE: Over 90% of all releases are to community supervision.

## **Principles that Guide the Transition Accountability Plan Development Process**

1. The TAP process starts during intake soon after their admission to prison and continues through (and beyond) their discharge from community supervision.
2. TAPs define programs or interventions to modify individual offender's dynamic risk factors that were identified during the objective assessment process; address the prisoner or former prisoner's needs and build on the identified strengths of each individual. Thus, the prisoner is at the center of the TAP process.
3. TAPs are sensitive to the requirements of public safety and to the rational timing and availability of services. In an ideal system, every offender would have access to programs and services to modify dynamic risk factors. In a system constrained by finite resources, officials need to rationally allocate access to services and resources, using risk management strategies as the basis for that allocation.
4. Appropriate partners should participate in the planning and implementation of individual offender's TAPs. These include the prisoner or former prisoner, prison staff, parole board, parole agents, victims, offenders' families, human service agencies, and volunteer and faith-based organizations. While corrections staff lead the Transition Team, community representatives are vital partners in the process. The design of the TAP is a collaborative process.
5. Individual TAPs delineate the specific responsibilities of prisoners and former prisoners, correctional agencies and system partners in the creation, modification, and effective application of the plans. The TAPs hold them accountable for performance of those responsibilities.
6. The TAP developed in the Going Home Phase is the first TAP that is developed during "prison in-reach" – a process that brings community representatives into the prisons to interact with the prisoners. **Prison In-Reach is a major distinction between the way business has been done in the past and the way it is improved and the single most important innovation of the MPRI Model.**
7. TAPs provide a long-term road map to achieve continuity in the delivery of treatments and services, and in the sharing of requisite information, both over time and across agencies. This is particularly essential during the Going Home Phase when the boundaries between agencies are literally fences and brick walls. The TAP must serve as more than a plan – it must serve as a highly specific schedule of events beginning as soon as the prisoner is released and must include the expectations of how the returning prisoner will spend his or her time in the community.
8. A collaborative case management process is used to arrange, advocate, coordinate, and monitor the delivery of a package of services needed to meet the specific offender's needs. During the prison portion of the TAP process, prison staff function as case managers. As offenders prepare for release and adjust to community supervision, their parole agent becomes the case manager. When they are successfully discharged from supervision, a staff member from a human service agency may assume case management responsibilities for former prisoners who continue to need services and support.

## ATTACHMENT A: ReEntry Approved Programs

At the heart of improved decision making are Evidence-Based Practices (EBP), or those practices consistent with a set of guiding principles demonstrated through two decades of research to reduce recidivism.

### The Eight Principles of Evidence-based Practice

1. Assess Actuarial Risk/Needs.
2. Enhance Intrinsic Motivation.
3. Target Interventions.
  - a) *Risk Principle*: Prioritize supervision and treatment resources for higher-risk prisoners.
  - b) *Need Principle*: Target interventions to criminogenic needs.
  - c) *Responsivity Principle*: Be responsive to individual characteristics.
  - d) *Dosage*: Structure 40%-70% of high-risk prisoners' time for 3-9 months.
  - e) *Treatment*: Integrate treatment into the full sentence/sanction requirements.
4. Skill Train with Directed Practice (use Cognitive Behavioral treatment methods).
5. Increase Positive Reinforcement.
6. Engage Ongoing Support in Natural Communities.
7. Measure Relevant Processes/Practices.
8. Provide Measurement Feedback.

Early in 2008, under the direction of the Deputy Director for Correctional Facilities Administration, the Michigan Department of Corrections established the Evidence-Based and Gender-Responsive Program Review Committee to identify a process for implementing system-wide, evidence-based programming within the *Getting Ready Phase* of the reentry model. The *Getting Ready Phase* describes the details of events and responsibilities that occur during the offender's imprisonment, from admission until the point of the parole decision, and involves the first two major decision points:

- Assessment and classification (measuring the offender's risks, needs, and strengths); and
- Prisoner programming (assignments to reduce risk, address need, and build on strengths).

The committee's work was organized around five primary tasks:

- 1) Develop an assessment protocol.
- 2) Map all programming within Michigan's prisons and camps.
- 3) Review and assess all programs using the protocol.
- 4) Provide recommendations for implementing system-wide, evidence-based programming within Michigan's prison system.
- 5) Establish an ongoing process; that will eventually take the shape of MDOC policy to direct the continuous selection of Evidence Based and Gender Responsive programs within MDOC facilities.

### **Assessment Protocol – Michigan's Program Evaluation Tool (PET) – Attachment B**

In consultation with both the National Institute of Corrections and experts in the field of evidence-based and gender-responsive programming, the program committee developed a program assessment protocol based on The International Community Corrections Association's (ICCA) Guide to Selecting Cognitive Curriculum (an assessment tool developed by Eric McMasters). The ICCA guide was designed to assist with the evaluation and selection of programs which comport with proven techniques for targeting and achieving behavioral change. ICCA's Guide measures consistency with evidence-based principles by evaluating the following program elements:

- Curriculum – *Does curriculum define the target population, establish goals and objectives, describe entry and dosage guidelines, and target criminogenic needs based on the results of objective assessment?*
- Facilitator Guide – *Is the guide well-organized with classroom set-up, facilitator tips and strategies?*
- Participant Materials – *Are the materials user-friendly, well-organized, accessible to participants at varying reading levels?*
- Theoretical Approach – *Does the program teach cognitive skills, focus on social learning and importance of social support, and emphasize aftercare/post-release planning? Has it been demonstrated to be effective with offender populations?*
- Responsivity – *Does program intensity vary based on risk, employ instructional learning methods, and use graduated skill practice? Do facilitators use motivational and relational skills?*
- Evaluation – *Has the curriculum been evaluated and proven to be effective? Is it recommended by experts?*

This instrument was adapted assigning scoring weight to questions. The scores from the PET are used to generate a committee recommendation to place a program in one of 4 categories:

- *Approval as a Reentry Core Program (RCP)* – As designed, the program meets the minimum requirement for addressing the principles of Risk, Need and Responsivity within one or more criminogenic need domains.
- *Conditional Approval as a Reentry Core Program* – As designed, the program does not meet minimum requirements, but may be improved to addresses principles.
- *Approval as a Discretionary Program* – The program does not meet principles of effective practice, but has value in other areas, such as education and awareness, special activities, motivation enhancement, aftercare or support.
- *Denial* – The program scores below the minimum requirement and does not meet the criteria for a discretionary program. Recommendation is to discontinue the program.

**Program Mapping – Prisons and Camps**

Before assessing existing programming, it was necessary to have a comprehensive picture of what programming existing within all MDOC facilities. Staff from every correctional facility and camp completed a survey identifying existing programming at their facility. Programs were categorized into one or more of the four criminogenic need domains that are measured by the COMPAS risk and need assessment instrument. Each of these domains is comprised of a combination of COMPAS criminogenic need scales. The four domains are:

- Criminal Thinking and Attitudes
- Social Support
- Substance Abuse
- Employment Readiness

**Review and Assessment Process**

With the programming mapped and PET assessment tool ready, the committee began their review process in May and completed it by December, 2008. The process was:

1. Review Teams are assigned to review each program.
2. Site visits are conducted where program is delivered. Teams reviewed all program materials (curriculum, facilitator’s guides, handouts), interviews program staff and prisoners, and observes programming by attending group or didactic presentations.
3. Each Team assesses and scores a program, summarizing comments on the PET, establishing one recommendation.
4. Review Teams presents their findings to the Review Committee at regularly scheduled program-vetting sessions and a final program status is reached.

Over 700 programs were mapped within Michigan prisons with many being replicated several times at across the state. Programs administered through CFA’s Office of Employment Readiness such as GED/ABE, Vocational and CTE programs were excluded along with programs administered through Psychological Services. Figure 1 indicates that 74 separate programs were identified and reviewed within the 4 domains.

**Figure 1 – Programs Reviewed within Michigan’s Prison System**

	<b>All Facilities</b>
<b>Criminogenic Domain</b>	Different Programs <sup>1</sup>
Criminal Attitudes and Thinking	20
Social Support	30
Substance Abuse	16
Educational/Vocational	8 <sup>2</sup>
<b>TOTAL # of Programs Under Review</b>	<b>74<sup>3</sup></b>

<sup>1</sup> Represent the number of distinct programs identified and reviewed within the Criminogenic Domain or Other Category.

<sup>2</sup> Represents only those programs with Discretionary Oversight, not administered through CFA’s Office of Employment Readiness.

<sup>3</sup> Does not include Sex Offender or Assaultive Offender Programming (SOP/AOP).

**Final Program Status**

Status decisions on the 74 programs have been made. This section provides the status of each program identified within each of four domains.

**Criminal Thinking and Attitudes:** This domain looks at the value placed on non-criminal associates and the opportunity for positive interaction. Programming examines and challenges the offender’s cognition used to justify, support, or provide rationalizations for the person’s criminal behavior. This includes moral justification, refusal to accept responsibility, blaming the victim, and rationalizations that minimize the seriousness and consequences of their criminal activities.

<b>Criminal Thinking and Attitudes</b>		
<b>Program</b>	<b>Review Status</b>	<b>Approval Type</b>
Thinking for a Change	Approved	Reentry Core Program
Thinking Matters	Approved	Discretionary
Sexaholics Anonymous	Approved	Discretionary
Community Cognitive Life Skills	Approved	Discretionary
Celebrate Recovery	Approved	Discretionary
Reformers Unanimous	Approved	Discretionary
Peaceful Solutions	Denied	
Character Counts	Denied	
Group Counseling	Denied	
Parole Awareness	Denied	
Intro to Critical Thinking	Denied	
Breaking the Cycle	Denied	
Break Free, Relapse Prevention	Denied	
Life Skills	Denied	
Mind, Consciousness/Thought	Denied	
Stress Management	Denied	
MPRI Life Skills	Denied	
Communications	Denied	
Victim Awareness	Denied	
<b>Women’s Programming</b>		
Moving On	Approved	Core Reentry Program

**Social Support:** This broad domain looks at the value placed on family, school, work, marriage, and maintaining healthy social relationships. Programming may examine cognitive distortions resulting in feelings of hostility, the need for relationship control and other behavioral problems stemming from family and/or peer criminal socialization. Programming should provide problem-solving skills, parenting and spousal skills, coaching, mentoring. The Social Support is broad, therefore, a multi-model approach may be appropriately aimed at improving known many social support indicators such as; healthy relationships, improved social ties, re-establishing family ties, reduced anxiety and the need for relationship control, residency, lifestyles.

<b>Social Support</b>		
<b>Program</b>	<b>Review Status</b>	<b>Approval Type</b>
Prevention and Relationship Enhancement Program (PREP)	Approved	Core Reentry Program
Premarital Interpersonal Choices & Knowledge (P.I.C.K)	Approved	Core Reentry Program
Active Parenting Now	Approved	Core Reentry Program
Cage Your Rage - Men	Approved	Core Reentry Program
Domestic Violence: Creating a Process of Change for Men Who Batter	Approved	Core Reentry Program
Bridges – Batters Intervention Model	Approved	Discretionary
Dad’s Coaching Clinic	Approved	Discretionary
Emotions Anonymous	Approved	Discretionary
Family Reunification	Approved	Discretionary
Men Are Parents Too	Approved	Discretionary

Parenting From Prison	Approved	Discretionary
Within My Reach	Approved	Discretionary
Smart Steps For Step Families	Approved	Discretionary
From the Inside Out	Conditionally Approved	Requires Resubmission
Parenting	Conditionally Approved	Requires Resubmission
Inside/Outside Dads Parenting Program	Conditionally Approved	Requires Resubmission
Common Sense Parenting	Denied	
Dad's Parenting with Dignity	Denied	
Personal Growth and Development	Denied	
John Bradshaw Video	Denied	
Nurturing Fathers	Denied	
Relationship Seminar	Denied	
Better Dads	Denied	
Men in Anger	Denied	
Anger Management	Denied	
Parenting from Prison – Family Reunification	Denied	
<b>Women's Programming</b>		
Moving On	Approved	Reentry Core Program
Cage Your Rage – Women	Approved	Reentry Core Program
Within My Reach	Approved	Discretionary
Domestic Violence – Women	Denied	

**Substance Abuse:** This domain looks at the value placed on living without the reliance on alcohol or other drugs (AOD) through the application of cognitive behavioral strategies and, when appropriate, managed medication compliance. Programs presented here are meant to be applied within the context of a continuum of care, addressing individual stages of change promoting addictions recovery. OP 03.03.115-B Substance Abuse Assessment and Program Referral provides specific guidance for program placement based on severity. Discretionary programs here provide excellent aftercare recovery and support for those completing core programs maintaining the gains experienced in treatment with the goal of improving the offender's transition into the community.

<b>Substance Abuse</b>		
<b>Program</b>	<b>Review Status</b>	<b>Approval Type</b>
Residential Substance Abuse Treatment – Men	Approved	Reentry Core Program
Outpatient Substance Abuse Treatment – Men	Approved	Reentry Core Program
Substance Abuse Education - Men	Approved	Discretionary
Free At Last	Approved	Discretionary
Freedom From Addiction	Approved	Discretionary
TCU Brief Interventions Series	Approved	Discretionary
Alcoholics Anonymous	Approved	Discretionary
Narcotics Anonymous	Approved	Discretionary
Michael Johnson Videos	Approved	Discretionary
12 Step Lifestyle & 12 Step Video	Approved	Discretionary
Methamphetamine Education	Denied	
Addicted No More	Denied	
Walking the 12 Steps with Jesus Christ	Denied	
<b>Women's Programming</b>		
Residential Substance Abuse Treatment (RSAT) – Women	Approved	Core Reentry Program
Outpatient Substance Abuse Treatment – Women	Approved	Core Reentry Program
RSAT – Co-Occurring for Women	Conditional Approval	Resubmission Required

**Employment Readiness:** This domain looks at achievement in academic or vocational education programs, completion of an apprenticeship, and career training for post-release employment through fostering the values, beliefs, and skills necessary to obtain and sustain employment. Programming should provide core competency skills both in terms of “hard” and “soft” skills most valued by the employers as well as positioning returning offenders to secure and maintain employment in the related fields they are trained under within Michigan’s communities.

**Note:** Programming with “Discretionary Administrative Oversight” were reviewed and cataloged here. Programs with this designation were usually developed specific to one institution with local oversight and not managed through MDOC’s Office of Employment Readiness/Correctional Facilities Administration.

<b>Employment Readiness</b>		
<b>Program</b>	<b>Review Status</b>	<b>Approval Type</b>
IRSC Personal Finance	Approved	Discretionary
Fundamentals of Alcohol and Other Drug Problems (FADOP)	Approved	Discretionary
Buzz on Business	Denied	
Commercial Truck Driving	Denied	
General Math and Writing	Denied	
Job Success	Denied	
Own Your Own Business	Denied	
<b>Women’s Programming</b>		
Fundamentals of Alcohol and Other Drug Problems (FADOP)	Approved	Discretionary





## Program Review Checklist

I. Curriculum Review			Max Points	Points Given
1. Curriculum includes a facilitator guide.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
2. There is a defined target population	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: Statement defining the target population based on specific eligibility criteria</i>				
3. There are defined goals and objectives	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: A section in the manual that describes the goals and objectives of the curriculum.</i>				
4. The program uses assessment results to determine the level of dosage	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: overall risk assessment score (e.g., overall risk on COMPAS or as identified through other supplemental measures)</i>				
5. The program uses assessment results to determine the need for program involvement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: assessment results (e.g., high scores on specific domains of the COMPAS or as identified through other supplemental measures) that specify a need for the program.</i>				
6. The curriculum targets one or more of the following criminogenic needs (add 1 point for each target for a maximum of 6 points)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	6	
* Antisocial attitudes, values and beliefs			<input type="checkbox"/> Present	
* Weaken ties to antisocial peers and associates			<input type="checkbox"/> Present	
* Build ties to pro-social peers and associates			<input type="checkbox"/> Present	
* Behavioral self-control (e.g., self-monitoring, self-instruction, relaxation, thought stopping)			<input type="checkbox"/> Present	
* Interpersonal skills (social perspective taking, empathy)			<input type="checkbox"/> Present	
* Emotions management (e.g., anger, depression, anxiety)			<input type="checkbox"/> Present	
* Substance abuse			<input type="checkbox"/> Present	
* Increasing pro-social support (formal or informal)			<input type="checkbox"/> Present	
* Coping skills			<input type="checkbox"/> Present	
* Problem-solving skills (e.g., critical reasoning, decision-making, generating alternatives)			<input type="checkbox"/> Present	
* Relapse prevention ( <i>Tools or methods for participants to independently utilize, identify and act on recurring anti-social behaviors</i> )			<input type="checkbox"/> Present	
* Other evidence based criminogenic need targets			<input type="checkbox"/> Present	
<b>Comments: Please include any discussion of particular items and explain reason for any conditional responses</b>				
<b>Total Points for this section</b>			<b>Max: 16</b>	

II. Facilitator's Guide			Max Points	Points Given
Definition: A manual that provides instruction for trainers who deliver the curriculum to the offender population.				
<b>Format:</b>				
1. Materials are well organized (e.g., user friendly)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<b>Content:</b>				
2. List of references used to support the development of the program	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
3. Defined goals and objectives for each program module or session	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: A statements that accompanies the introduction to program sections, modules or sessions</i>				
4. Description of logistics, including:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	4	
Add 1 point for each component for a maximum total of 4 points				
* Room setup	<input type="checkbox"/> Present			
* Format of group (closed or open/continuous entry)	<input type="checkbox"/> Present			
* Group size	<input type="checkbox"/> Present			
* Total number of sessions	<input type="checkbox"/> Present			
* Length of sessions	<input type="checkbox"/> Present			
* Materials needed ()	<input type="checkbox"/> Present			
5. Description of materials needed:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: A list of materials/equipment that is needed such as audio/visual, handouts, computer-aids, self-paced material, make-up assignments, support material for illiterate and special need</i>				
6. Description of classroom management strategies including ground rules, expectations regarding attendance and participation (e.g., program	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
7. Facilitator tips to offer guidance and support to deal with expected and unexpected situations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<b>Comments: Please include any discussion of particular items and explain reason for any conditional responses</b>				
Total Points for this section			Max: 16	

III. Participant Materials			Max Points	Points Given
Description: A manual, workbook, or other written materials provided for the participants to use as part of the curriculum.				
1. There are participant materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<b>Format:</b>				
2. Reading level matches ability of targeted population	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: A statement by the author indicating reading levels or comprehension level and/or rater's independent judgment about the suitability of the materials</i>				
3. Materials are well organized (e.g., user friendly)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<b>Content:</b>				
4. Overall, content provides clear directions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: Instructions are simple, easily understood, and maximize compliance. Content includes responsivity-based activities, examples and scenarios (e.g., culturally diverse, etc.)</i>				
5. A program brochure is available that provides a description of the curriculum, and when possible describes research outcomes, group format, expectations, etc.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<b>Comments: Please include any discussion of particular items and explain reason for any conditional responses</b>				
Total Points for this section			Max: 10	

IV. Theoretical or Empirically-Based Approaches			Max: Points	Points Given
Description: Program is grounded in theoretical or philosophical principles that guide the content of the curriculum, method of delivery and outcomes. The theory should be grounded in empirical evidence to support effectiveness.				
1. Curriculum is based on a literature review.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	4	
<i>Look for a bibliography that supports the curriculum, specific exercise or module.</i>				
2. Curriculum contains an articulated model of change (theory) and research or evidence supporting its effectiveness with offenders	<input type="checkbox"/> Yes	<input type="checkbox"/> No	4	
<i>Look for statements of programmatic philosophy, theoretical principles embedded in text, references in footnotes, citations of empirical research or validated studies, and bibliographies.</i>				
3. Expertise of program developer(s) is evident.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for ongoing experience in working with offenders, publications, research, experience and related education.</i>				
4. Curriculum introduces cognitive restructuring methods to change attitudes, values and beliefs that contribute to criminal behavior.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for curricula that teach offenders to challenge and change cognitive distortions, irrational beliefs and work to increase empathy and moral reasoning skills.</i>				
5. Curriculum teaches cognitive skills.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for evidence that the program teaches a variety of cognitive skills including, problem-solving, interpersonal skills, assertiveness, decision-making, emotional regulation and management, etc.</i>				
6. Curriculum incorporates social learning and behavioral methods	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for social learning methods to influence behavior, (i.e. pro-social modeling, appropriate use of reinforcement and disapproval)</i>				
7. Curriculum incorporates Motivational Interviewing or Motivational Enhancement to intentionally enhance intrinsic motivation.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for direct evidence that MI or ME is used prior to program involvement in order to enhance intrinsic motivation and build commitment.</i>				
8. Curriculum recognizes the importance of social support and works deliberately to help participants build both formal (professional) and informal supports.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for homework and other assignments that include family members and other community resources, family mapping, therapy, referral to outpatient counseling, etc.</i>				
9. Relapse prevention is considered an essential component or sole focus of the program.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: Tools or methods for participants to identify triggers, high-risk situations and to develop strategies to prevent the recurrence of anti-social behaviors.</i>				
<b>Comments: Please include any discussion of particular items and explain reason for any conditional responses</b>				
Total Points for this section			Max: 22	

<b>V Responsivity</b>			Max: Points	Points Given
Description: Responsivity implies the matching of learning styles and personality of participants using evidence-based methods and approaches. It further requires that participant characteristics be matched with therapist/ facilitator characteristics. The conditions necessary for these methods to operate effectively should be specified as part of the curriculum.				
1. Intensity and duration of the curriculum should vary with offender risk profile		<input type="checkbox"/> Yes <input type="checkbox"/> No	4	
<i>Look for: Number and frequency of sessions that match offender risk profile being served. For example, curriculum targets high-risk offenders.</i>				
2. A variety of instructional methods are used to accommodate different learning styles		<input type="checkbox"/> Yes <input type="checkbox"/> No	6	
Add 1 point for each technique for a maximum total of 6 points				
	* Multi-media (slides, videos, flip-charts, music, etc.)	<input type="checkbox"/> Present		
	* Experiential exercises and activities	<input type="checkbox"/> Present		
	* Artwork	<input type="checkbox"/> Present		
	* Reflection (journaling)	<input type="checkbox"/> Present		
	* Group discussion	<input type="checkbox"/> Present		
	* Small group activities	<input type="checkbox"/> Present		
	* Lecture	<input type="checkbox"/> Present		
	* Informational materials, brochures	<input type="checkbox"/> Present		
	* Outside speakers	<input type="checkbox"/> Present		
	* Curriculum minimizes the use of lectures, off-topic discussion and confrontation	<input type="checkbox"/> Present		
	* Meditation and relaxation techniques	<input type="checkbox"/> Present		
	* Incentives, rewards, affirmations and encouragers	<input type="checkbox"/> Present		
3. Graduated skill practice is a primary instructional method.		<input type="checkbox"/> Yes <input type="checkbox"/> No	4	
Add 1 point for each component for a maximum total of 4 points				
	• <i>Modeling – the individual is exposed to several clearly defined examples of the desired behavior or skill; skill instruction consists of four to six behavioral steps that are demonstrated by the trainer in settings relevant to the participants personal experience</i>	<input type="checkbox"/> Present		
	• <i>Role-playing – the trainer creates situations in which participants role-play utilizing behavioral step exercises.</i>	<input type="checkbox"/> Present		
	• <i>Performance feedback – the facilitator provides specific comments regarding the use of the behaviors or skills; facilitator coach encourages participant.</i>	<input type="checkbox"/> Present		
	• <i>Rehearsal- Curriculum emphasizes transfer and maintenance of training. The use of rehearsal (plan and practice pro-social responses) and graduated practice (use skills in increasingly difficult situations) to support transfer training.</i>	<input type="checkbox"/> Present		
4. Attention is paid to specific responsivity considerations that impact on learning		<input type="checkbox"/> Yes <input type="checkbox"/> No	2	
<i>Look for: evidence that materials and activities acknowledge and accommodate for different cognitive levels, race, culture, religious, ethnic, sexual orientation, gender and other differences where applicable.</i>				

5. Facilitators are encouraged to use a motivational and relational style to engage offenders and enhance learning.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: tips. *Express empathy                      * Normative feedback                      * Active listening</i> <i>* Cost-benefit analysis                      * Avoid argumentation                      * Develop discrepancy</i> <i>* Roll with resistance                      * Support self efficacy</i>				
6. Program consistently emphasizes pro-social modeling and reinforcement of desired behaviors by the facilitators and trainers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
7. The program places an emphasis on continuing care or aftercare.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for opportunities for participants to return to obtain ongoing support for maintaining gains after completing program.</i>				
<b>Comments: Please include any discussion of particular items and explain reason for any conditional responses</b>				
Total Points for this section			Max: 22	

<b>VI. Curriculum Integrity</b>			Max Points	Points Given
Description: Integrity is the competent and appropriate use of techniques specified within the curriculum that relate to the underlying theory. The curriculum is consistent with the theory and adheres to the guidelines for the style of delivery.				
1. Guidelines for initial training for facilitators are specified	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: Comprehensive initial training session that is mandatory</i>				
2. Guidelines are specified for booster sessions to refresh facilitator skills (e.g. formal sessions, peer support, other continuous quality improvement methods, etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
3. Criteria for facilitators defined.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: Education and experience requirements; description of characteristics of effective facilitation.</i>				
4. Ethical guidelines are evident	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: Explanations of what the work entails and what the client might reasonably expect as an outcome if they participate fully; explains the limits of confidentiality.</i>				
<b>Comments: Please include any discussion of particular items and explain reason for any conditional responses</b>				
Total Points for this section			Max: 8	

VII. Evaluation			Max Points	Points Given
Description: The efficacy of a curriculum is demonstrated through evaluation. Evidence-based considerations require that the evaluation include both process and outcome measures as two critical components. Only through evaluation is it possible to determine with confidence that the program achieves those outcomes it claims to accomplish.				
1. Results of evaluation have been published.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: References to publications in which research regarding the program have been published.</i>				
2. Program has been recommended by an expert panel	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: References to panel review and recommendations.</i>				
3. Curriculum has been formally, independently (i.e., other than the author) evaluated with positive outcomes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	2	
<i>Look for: References or other evidence that an evaluation has been undertaken: evaluation methods which incorporate random selection, control groups, comparison groups, and longitudinal studies; documentation that the curriculum incorporates participant feedback, periodic measurement of offender progress toward targeted attitudes, behavior, behavior change; and discussion in the research which documents participant progress over time including indications that the program effects are sustained over time.</i>				
<b>Comments: Please include any discussion of particular items and explain reason for any conditional responses</b>				
Total Points for this section			Max: 6	



VIII. Criteria for Women's Programming <sup>1</sup>			Max: Points	Points Given
1. Program Recognizes Need for Comprehensive Services (add 1 point for each target for a maximum of 6 points)		<input type="checkbox"/> Yes <input type="checkbox"/> No	6	
	* Healthy Relationships/Domestic Violence/Intimate Personal Violence	<input type="checkbox"/> Present		
	* Abuse/trauma	<input type="checkbox"/> Present		
	* Parenting skills or education	<input type="checkbox"/> Present		
	* Depression/Anxiety	<input type="checkbox"/> Present		
	* General Medical and Mental Health (Nutrition, exercise, physical health, hygiene, etc.)	<input type="checkbox"/> Present		
	* Vocational Programs	<input type="checkbox"/> Present		
	* Employment Programs/Opportunities	<input type="checkbox"/> Present		
	* Family Support (e.g. Reunification, Child Custody, etc.)	<input type="checkbox"/> Present		
	* Coping Skills (e.g. Emotional Expression, Anger, Stress, Mindfulness, Relaxation, Journaling, Self-Regulation, Leisure and Recreation)	<input type="checkbox"/> Present		
	* Transition Services (Safe and affordable housing, finances, budgeting, child-care, medical insurance, identification, documentation, etc.)	<input type="checkbox"/> Present		
	* Spiritual	<input type="checkbox"/> Present		
2. Program Manuals Emphasize the Need for a Strengths-Based Approach		<input type="checkbox"/> Yes <input type="checkbox"/> No	4	
<p><i>Look for an emphasis in the facilitator guide and/or program manuals on the importance of using a strengths-based approach and reinforcing women's successes. The materials should acknowledge that all women enter the program with significant strengths that can be mobilized to enhance outcomes. Look for instructions that encourage the facilitator to recast "negative" behaviors as survival behaviors; problems as challenges; build on existing strengths; focus on past successes rather than exclusively on problems; encourage women to assume responsibility for change; encourage women to provide ongoing feedback regarding program content and facilitation; and/or encourage women to set their own personal goals for change, etc.</i></p>				
3. Program Manual Calls for a Relational Approach and an Understanding of Relational Theory		<input type="checkbox"/> Yes <input type="checkbox"/> No	4	
<p><i>The facilitator guide and program manuals should emphasize the importance of using a relational approach. This means that facilitators hold women accountable while remaining intentionally empathic, respectful, nonjudgmental and genuine during all interactions. Relational also means that facilitators view women as the "experts" in their own lives. Women may be mandated to attend a program but they should have a voice in determining personal goals, the exercises that they participate in, what they share with others, and in making decisions about their futures.</i></p> <p><i>The manuals should also reference "relational theory" or other developmental research that acknowledges the importance of relationships in a woman's life. Look for information or activities that help women to build healthy relationships, establish boundaries, and that demonstrate an understanding of how relationships can impact positively or negatively on criminal justice involvement:</i></p> <ul style="list-style-type: none"> <li><i>• Role of relationships with respect to criminal behavior (women who commit crimes for partners, violence often connected to relationships, etc.)</i></li> <li><i>• Impact of interpersonal violence on women's lives.</i></li> <li><i>• Relationships between women in an institutional setting.</i></li> <li><i>• Importance of relationships with respect to women's psychological growth and development.</i></li> <li><i>• Importance of developing mutual, healthy, respectful relationships as fundamental to women's identity and sense of worth.</i></li> <li><i>• Focus on importance of relationships with children and other family members while women are incarcerated and in the community</i></li> </ul>				

<sup>1</sup> Contributors to the gender responsive component include Drs. Marilyn Van Dieten of Orbis Partners, Inc., Stephanie Covington and Barbara Bloom.

VIII. Criteria for Women's Programming (Continued)				Max: Points	Points Given
4. Program Works Deliberately to Build Social Capital		<input type="checkbox"/> Yes	<input type="checkbox"/> No	4	
<i>Look for deliberate and clearly-stated efforts to help women build social capital through the development of informal supports (enhancing relationship with children and other family members) or formal supports (provide women with information on community-programs, to bring in community providers, to link women to resources in the community, to promote healthy and mutually rewarding relationships, provide mentors, encourage women to become involved in their community, etc.)</i>					
5. Trauma-Informed Practices. Provide 1 point for each of the following for a total of 4 points.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	4	
<i>Program manual emphasizes the impact of trauma on women in the criminal justice system and prepares facilitators to deal with this using one or more of the following activities.</i>					
	* Requests that facilitators and operational staff working with women have training in trauma-informed procedures			<input type="checkbox"/> Present	
	* Recognizes that program activities may trigger a stress reaction in participants			<input type="checkbox"/> Present	
	* Identifies specific activities/topics that may trigger a stress reaction in women			<input type="checkbox"/> Present	
	* Provides facilitators with information to support women who become triggered (e.g., making referrals)			<input type="checkbox"/> Present	
	* Identifies self-care practices to help facilitators/staff deal with secondary trauma			<input type="checkbox"/> Present	
	* Program assists women to develop coping strategies to move beyond the role of a victim.			<input type="checkbox"/> Present	
	* Other			<input type="checkbox"/> Present	
6. Safety. Provide 1 point for each of the following for a total of 4 points		<input type="checkbox"/> Yes	<input type="checkbox"/> No	4	
<i>Program manual emphasizes the importance of deliberately working to create a safe group</i>					
	* Facilitator meets with woman prior to entering the group in order to build rapport, establish trust, provide a description of the program, and review program expectations.			<input type="checkbox"/> Present	
	* Facilitator works deliberately to increase motivation			<input type="checkbox"/> Present	
	* Facilitator works deliberately to reduce practical barriers (e.g., difficulties in scheduling, conflict with other priorities, transportation costs, child-care, etc.)			<input type="checkbox"/> Present	
	* Facilitator sets group guidelines to address issues of confidentiality, reporting requirements, attendance, etc.			<input type="checkbox"/> Present	
	* Women are encouraged but not required to participate in any of the exercises or activities.			<input type="checkbox"/> Present	
	* Women are provided with a safe place to store program materials.			<input type="checkbox"/> Present	
	* Efforts are made by the facilitator to provide 1:1 time after the session or to make a referral if the woman requires time to process information discussed in the group			<input type="checkbox"/> Present	

VIII. Criteria for Women's Programming (Continued)			Max: Points	Points Given
7. Cultural Competence	<input type="checkbox"/> Yes	<input type="checkbox"/> No	4	
<p><i>Look for an emphasis in the facilitator guide and/or program manuals on the importance of cultural competence. Cultural competence is defined as respect and sensitivity toward diversity across- race, ethnicity, spirituality, sexuality, class, etc. The materials should acknowledge the importance of tolerance, respect, acceptance, and promote opportunities to explore and value differences. Facilitators are provided with instructions to remain empathic and sensitive to the beliefs, desires, behaviors, and rituals presented by women. Efforts are also made to ensure diversity in materials, facilitators, teaching style, etc...</i></p>				
<p><b>Comments: Please include any discussion of particular items and explain reason for any conditional responses</b></p>				
Total Points for this Section			Max: 30	

- Reentry Core Program (RCP). An approved RCP program meets the 3 principles of Risk (Matches the level of service to the offender's risk to re-offend), Need, (Assesses and targets criminogenic needs) and Responsivity, (Tailors the intervention to the learning style, motivation, abilities and strengths of the offender).
- Furthermore, for a RCP to be approved for women offenders it must be designed and implemented through the application of guiding principles, (e.g., strength-based, child-centered, relationship-based, open, trauma-informed and safety).
- A Discretionary Programs is a program that does not address a criminogenic need. These programs may be programs that a facility already offers and may want to continue even though the program does not directly address a criminogenic need.

### Assessment Score Summary

<b>Program Name:</b>		<b>Correctional Facility:</b>	
Section	Sub Totals	Total Points Possible	Rating Based on Total Score
<b>I Curriculum Review</b>		<b>16</b>	<b>Rating System</b>  0-45 points—Denied  46-70 points—Conditional Approval  71-100 points—Approved
<b>II Facilitator Guide</b>		<b>16</b>	
<b>III Participant Materials</b>		<b>10</b>	
<b>IV Theoretical or Empirically-Based Methods</b>		<b>22</b>	
<b>V Responsivity</b>		<b>22</b>	
<b>VI Curriculum Integrity</b>		<b>8</b>	
<b>VII Evaluation</b>		<b>6</b>	
<b>Total</b>		<b>100</b>	
<b>Gender Responsive Criteria (Female programs only)</b>			
<b>VIII Criteria for Women's Programming</b>		<b>30</b>	<b>Rating System (unknown)</b>

## Peer Panel Review / Recommendation

<b>Program Name:</b>		<b>Correctional Facility Reviewed:</b>	
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Program Domain (select at least one)	
<input type="checkbox"/> Criminal Thinking and Attitudes <input type="checkbox"/> Psychological Treatment <input type="checkbox"/> Substance Abuse <input type="checkbox"/> None	<input type="checkbox"/> Social Isolation/Minimal Support <input type="checkbox"/> Education/Employment/Vocational <input type="checkbox"/> Financial Problems

### Peer Panel Review / Recommendation– Must Select One Only

- 1)  Approval - ReEntry Core Program
  - (a) **All Programs** - minimum of score of 71 points
  - (b) **Female Programs** – Must meet (a) criteria and a minimum score of 20 points on the Gender Responsive Criteria.
  
- 2)  Denied - ReEntry Core Program
  - (a) **All Programs, except 2(c)** – Scored below 46 points
  - (b) **Female Programs, except 2(c)** – Must meet (a) criteria and scored below 10 points on Gender Responsive Criteria).
  - (c) **Employment/ Vocational/ Educational Programs**—Scored below 46 and/or below 10 on Gender Responsive Criteria, refer to 4(c).
  
- 3)  Approval as a Discretionary Program
  - (a) Meets criteria for #1, #2 or #4, committee recognizes programmatic value, over-riding scores for denial or as a Core Reentry Program. Value criterion are:
    - Education and Awareness
    - Special Activities
    - Motivation Enhancement: Pre-requisite before participation in a RCP.
    - Aftercare and Support: After completion of a RCP.
  
- 4)  Conditional Approval – Reentry Core Program
  - (a) **All Programs, except 4(c)** - Scored between 46 – 70 points.
  - (b) **Female Programs, except 4(c)** – Must meet criteria (a) and scored between 10-30 points on Gender Responsive Criteria **or** have a minimum score of 71 points for All Programs and must have scored above 11 points but below 20 points on the Gender Responsive Criteria.
  - (c) **For Employment/ Vocational/ Educational Programs** – Program is within Conditional Approval category with conditions listed below targeting PET deficiencies (list specific deficiencies and remedies below).

**If Conditional Approval – Recommended Plan of Action. Identify deficient PET standards and follow with a recommended plan for their correction.**

Section I – Curriculum Review

Section II – Facilitator Guide

## Peer Panel Review / Recommendation (Continued)

Section III – Participant Materials

Section IV – Theoretical or Empirically- Based Methods

Section V – Responsivity

Section VI – Curriculum Integrity

Section VII – Evaluation

Section VIII – Criteria for Women’s Programming

Comments:

Peer Panel Reviewers:

Date Program Reviewed:

## Evidence-Based Program Review Committee (EBPRC) Review / Recommendation

Date Reviewed:

Recommendation:

- Approval as Reentry Core Program
- Denial
- Approval as Discretionary Program
- Conditional Approval

Conditions or comments:

EBPRC Chair

Signature

Date

## Deputy Director Approval

Deputy Director-Correctional Facilities  
Administration / Designee

Signature

Date

Conditions or comments:

### **Reference-Source Material**

- \_\_\_\_\_. 2004. Implementing Evidence-Based Practice in Community Corrections: The Principles of Effective Intervention. U.S. Department of Justice/Office of Justice Programs/National Institute of Corrections. Washington, D.C.: 20531. 21pp.
- \_\_\_\_\_. 2006. Evidence-Based Practices in Corrections. A Training Manual for the California Program Assessment Process. Office of Research. California Department of Corrections and Rehabilitation. Sacramento, CA 95811. 57pp.
- \_\_\_\_\_. 2007. Reentry Program Assessment. Form DRC 4366 (Rev. 03/07). Ohio Department of Corrections and Rehabilitation. Columbus, OH 43329. 4pp.
- Benedict, A. (2005.). The Five Core Practice Areas of Gender Responsiveness. CORE Associates LLC, Manchester, CT. 5pp.
- Bloom, B., and Covington, S. 1998. Gender-specific programming for female offenders: What is it and why is it important? Paper presented at the 50th annual meeting of the American Society of Criminology. Washington, DC. 24pp.
- Bloom, B., Owen, B., and Covington, S. 2003. Gender-Responsive Strategies: Research, Practice, and Guiding Principles for Women Offenders. U.S. Department of Justice/Office of Justice Programs/National Institute of Corrections. Washington, D.C.: 20531. 142pp.
- Bloom, B., Owen, B., and Covington, S. 2005. Gender-Responsive Strategies For Women Offenders: A Summary of Research, Practice, and Guiding Principles for Women Offenders. U.S. Department of Justice/Office of Justice Programs/National Institute of Corrections. Washington, D.C.: 20531. 12pp.
- McMasters, E. 2001. Consumer's Guide to Selecting Cognitive Curricula: Summary of Critical Items for Curriculum Review. ICCA Journal on Community Corrections, April 2001. La Crosse, WI. 10pp.

### **Acknowledgements**

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