

Tools of the Trade

Build the Foundation Resource Guide

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Coffey CONSULTING

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Welcome to Tools of the Trade – training materials designed to help Reentry Program (RP) grantees navigate their program development process. The series compels you to "hit the pause button," helping to ensure that what you create will be successful and sustainable.

Tools of Trade places the spotlight on areas that present some of your greatest challenges:

- Build the Foundation
- Create the Infrastructure & Perfect Your Program
- Promote Your Program & Address Sustainability

This Resource Guide supports the exercises to be completed in the REO Tools of the Trade: Build the Foundation—Workbook. You can choose to:

- Review the Resource Guide and then focus on the Workbook
- Complete the designated Workbook pages and use the Resource Guide as a reference
- Concentrate on a particular subject and complete the exercises that are associated with that topic

Resource Guide Features

- ✓ **Content-at-a-Glance:** Use this to view section titles and corresponding Workbook pages.
- ✓ **Lessons Learned:** Find text boxes throughout this Resource Guide for examples obtained through coaches and grantees. Pay attention to these valuable snippets. Following their advice could save you time and money.
- ✓ **Learn More:** Review websites and other resources.
- ✓ **Helpful Terms:** Review the vocabulary that you will be using throughout your grant.
- ✓  **Workbook Icon:** Look for this image throughout the Resource Guide. This icon leads you to designated worksheets in the Build the Foundation Workbook.





Build the Foundation

Reviewing the information in Build the Foundation—Resource Guide will help you connect the dots between what may be *essential* to know about implementing a reentry program with what you *already* know and do.

More specifically, this Resource Guide gives you the background information to create and/or modify a purposeful intervention model – a programmatic blueprint – so that your initiative is targeted, informed, and relevant.

Here's your Content-at-a-Glance which also contains the corresponding Workbook pages.

Resource Guide Topic and Pages	Workbook	Workbook Pages
Reentry Basics (Pages 5-9)	Build the Foundation At-a-Glance	4-5
Creating Purposeful Interventions (Pages 9-18)	Revisit the Basics	6-8
	Capacity Building	9-10
	The Logic Model	11
Learn More (Pages 19-22)	n/a	n/a
Helpful Terms (Pages 23-30)	n/a	n/a

As a USDOL grantee, you have the important role of helping to re-integrate justice-involved individuals (formerly incarcerated adults and adjudicated youth) back into the community. If you're new to REO, perhaps one of your biggest hurdles is learning how to navigate the systems required creating successful interventions. If you're an experienced grantee, you may need help with program maintenance and enhancement; protecting your staff from burn-out and over-extension; and staying on top of grant requirements to better ensure future funding.

You have a variety of resources at your disposal – including your Federal Project Officer (FPO) and Coach – who can provide training and technical assistance on program design, implementation, and evaluation.

This Resource Guide provides tools to help you achieve your goals. Whether you're a REO novice or veteran, you will discover ideas and strategies in this Resource Guide, and the accompanying Build the Foundation—Workbook which will resonate with your community, grant requirements, and ultimately help justice-involved citizens to successfully re-integrate into the community.

Reentry Basics

"Time behind bars can lead to deterioration in a worker's 'human capital,' including formal education, on-the-job experience, and even 'soft skills' such as punctuality or participant relations."

The Center for Economic Policy Research



Adults and youth coming out of a justice environment or something similar (it's not only jail) face a myriad of challenges which contribute to their return to criminal activity, re-arrest, and recidivism. Statistics indicate that even before incarceration, adults leaving the criminal justice system have had little to no participation in the workforce.[1] Post-incarceration, employment rates only get worse – unemployment among justice-involved individuals has been estimated between 25-40%. While the data confirm that it can be incredibly challenging to achieve employment and life success, the grantee's role, post-incarceration, is critical. Your ability to help these individuals achieve success in the workplace – particularly in an environment where they may experience racism, sexism, poverty, and cultural intolerance – can have rippling effects in your community.

The following FAQs provide an overview of the participants that we serve.

Adults

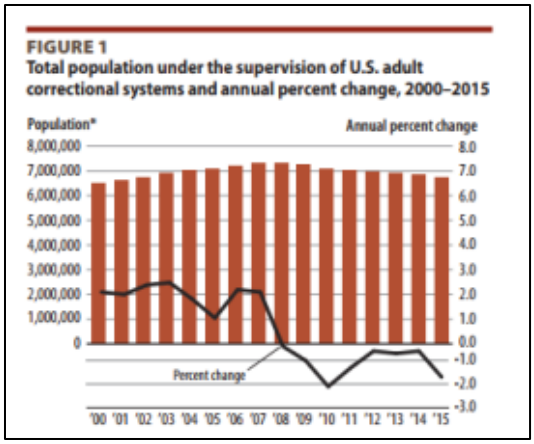
How many men and women are incarcerated today?

- The United States is home to 5% of the population, but 25% to the world's prisoners – the highest rate of incarceration in the world.[2]
- At yearend 2015, an estimated 6,741,400 persons were under the supervision of U.S. adult correctional systems, about 115,600 fewer persons than yearend 2014.[3] See Figure 1 below.

[1] Holtzer, H.S. Raphael, & M. Stoll. The Urban Institute. *Employment Barriers Facing Ex-Offenders*, retrieved from http://www.urban.org/sites/default/files/publication/59416/410855-Employment-Barriers-Facing-Ex-Offenders.PDF in July 2018.

[2] DuVernay, Ava. Netflix Original Documentary. *13th*, retrieved from www.netflix.com on 11.20.17.

[3] Kaeble, Danielle & Glaze, Lauren. U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. *Correctional Populations in the United States, 2015*, retrieved from https://bjs.gov/content/pub/pdf/cpus15.pdf in July 2018.



- Men make up 90% of the prison and local jail population, and they have an imprisonment rate 14 times higher than women. These men are overwhelmingly young – incarceration rates are highest for those in their 20s and early 30s.[4]
- In 2011, non-Hispanic blacks were imprisoned at higher rates than whites. Among prisoners ages 18 to 19, black males were imprisoned at more than 9 times the rate of white males. Among persons ages 20 to 24, black males were imprisoned at about 7 times that of white males.[5]
- The number of women in prison who were sentenced to more than 1 year increased by 1,900 offenders (up 2%) in 2014 from 104,300 in 2013 to 106,200 in 2014.[6]
- Since 1991, the number of children with a mother in prison has more than doubled, up by 131%. The number of children with a father in prison has grown by 77%.[7]

What does the U.S. probation and parole picture look like?

- At yearend 2015, an estimated 4,650,900 adults were under community supervision—a decrease of 62,300 offenders from yearend 2014.[8]

[4] Tsai, Tyjen/Scommegna, Paola, Population Reference Bureau. *U.S. Has World's Highest Incarceration Rate*, 2012, retrieved from http://www.prb.org/Publications/Articles/2012/us-incarceration.aspx in July 2018.

[5] CrimeSolutions.gov. *Corrections & Reentry Fast Facts*, retrieved from http://www.crimesolutions.gov/TopicDetails.aspx?ID=2 in July 2018.

[6] Carson, Ann, Office of Justice Programs, Bureau of Justice Statistics. *Prisoners in 2014*, retrieved from http://www.bjs.gov/index.cfm?ty=pbdetail&iid=5387 in July 2018.

[7] Glaze. Lauren E., Maruschak, Laura M., U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. *Parents in Prison and Their Minor Children*, retrieved from http://www.bjs.gov/content/pub/pdf/pptmc.pdf in July 2018.

[8] Kaeble, Danielle & Bonczar, Thomas P. U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. *Probation and Parole in the United States, 2015*, retrieved from https://www.bjs.gov/content/pub/pdf/ppus15.pdf in July 2018.

What risk factors do justice-involved adults typically experience?

- People in the criminal justice system experience chronic health conditions, infectious diseases, substance use disorders, and mental illnesses at much higher rates than the general population.[9]
- In a study of more than 20,000 adults entering five local jails, researchers documented serious mental illnesses in 14.5% of the men and 31% of the women, which taken together, comprise 16.9% of those studied — rates in excess of 3-6 times those found in the general population.[10]
- Women entering the correctional system represent a population at high risk for substance use disorders and mental health problems.[11]
- Substance abuse or dependence, post-traumatic stress disorder (PTSD), and depression appear to be some of the most common mental health problems for female prisoners. Incarcerated women are more likely than their male counterparts to report extensive histories of physical, sexual, and emotional abuse.[12]
- More than 50% of people in prisons and nearly 70% of people in jails have known substance use disorders. The prevalence of serious mental illnesses among people in prisons and jails is also 3-6 times greater than in the community, and many of these individuals have co-occurring substance use disorders.[13]
- Significant barriers to stable housing for reentering individuals exist. Across the country, over 10% of persons released from prisons and jails face homelessness upon reentry – a percentage that could be as high as 50% in large, urban areas.[14]
- For those with mental illness, the rates of [having access to stable housing] are even higher — about 20%.[15]

[9] National Reentry Resource Center. *NRRC Facts & Trends*, retrieved from http://csgjusticecenter.org/reentry/facts-trends/reentry-facts/ in July 2018.
[10] Ibid.
[11] Bloom, Barbara, E., Covington, PhD, Stephanie, S., PhD. *Addressing the Mental Health Needs of Women Offenders*, 2008, retrieved from http://stephaniecovington.com/assets/files/FinalAddressingtheMentalHealthNeeds.pdf in July 2018.
[12] Ibid.
[13] Plotkin, Martha R., J.D. & Blandford, Alex, MPH, CHES. National Reentry Resource Center. *Critical Connections Getting People Leaving Prison and Jail the Mental Health Care and Substance Use Treatment They Need: What Policymakers Need to Know about Health Care Coverage*, retrieved from https://files.csgjusticecenter.org/critical-connections/Critical-Connections-Full-Report.pdf in July 2018.
[14] The Federal Interagency Reentry Council. *A Record of Progress and a Roadmap for the Future: Housing*, retrieved from https://csgjusticecenter.org/wp-content/uploads/2017/01/Housing.pdf in July 2018.
[15] National Reentry Resource Center. *NRRC Facts & Trends*, retrieved from https://csgjusticecenter.org/wp-content/uploads/2017/01/Housing.pdf in July 2018.

What do education and employment data tell us about justice-involved adults?

- Only about half of incarcerated adults have a high school degree or its equivalent.[16]
- Employment rates and earnings histories of people in prisons and jails are often low *before* incarceration as a result of limited education experiences, low skill levels, and the prevalence of physical and mental health problems; incarceration only exacerbates these challenges.[17]
- While data on post-incarceration employment in relation to recidivism is famously limited, it seems clear that it is much less likely for… [justice-involved individuals] to find employment than a member of the general population. According to the Bureau of Justice, only 12.5% of employers said they would accept an application from a… [previously-incarcerated individual]. Ironically, getting back to work decreases recidivism, but there are barriers for [justice-involved individuals].[18]

What does the picture look like for adjudicated young people?

- In many states, up to 80% of the youth who are incarcerated are rearrested within 3 years of release, and outcomes for youth on community supervision are often not much better.[19]
- Many young offenders are also victims with complex needs, leading to a public health approach that requires a balance of welfare and justice models. However, around the world there are variable and inadequate legal frameworks and a lack of a specialist workforce. [20]
- Juvenile offenders have consistently been identified as a population that suffers from a markedly elevated prevalence and severity of mental disorder compared with the general juvenile population. Meeting the needs of these young offenders presents practical and ethical challenges concerning treatment and management, including liaison with other agencies.[21]
- According to 2017 research, one in five juvenile offenders is estimated to suffer severe functional impairment as a result of their mental health problems, and unfortunately, it appears that these needs are often left unmet, in spite of the fact that there is increased contact with mental health services. As such, mental health services must be the target of interventions. Additionally, education and skills-based training, vocational and/or

[16] National Reentry Resource Center. *NRRC Facts & Trends*, retrieved from https://csgjusticecenter.org/wp-content/uploads/2017/01/Housing.pdf in July 2018.
[17] Ibid.
[18] Simmons School of Social Work, *The Challenges of Prisoner Re-Entry into Society*, retrieved from https://socialwork.simmons.edu/blog/Prisoner-Reentry/#_ftn6 in July 2018.
[19] National Reentry Resource Center, *Reducing Juvenile Recidivism*, retrieved from https://csgjusticecenter.org/youth/reducing-juvenile-recidivism/ in July 2018.
[20] U.S. National Library of Medicine, BJPsych Bulletin, *Juvenile delinquency, welfare, justice and therapeutic interventions: a global perspective*, retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5288089/ in July 2018.
[21] Ibid.

occupational activities, language and communication skills development, and access to substance abuse treatment are also important keys to success.[22]

- Youth and young adult risk factors mirror adult experiences. For girls, sexual and/or physical abuse, family turmoil and conflicts, and early puberty are indicators of criminal justice system involvement.[23]
- For boys and girls, learning disabilities, school failure, and mental health and substance use disorders are strong indicators of problems to come.[24]

Creating Purposeful Interventions

Purposeful interventions require that REO grantees understand how and why specific actions enhance employability and ultimately reduce recidivism (an individual's likelihood of returning to jail or prison).



As such, your efforts must be *purposeful*! Take a look at the wheel above. Created by the Substance Abuse and Mental Health Services Administration (SAMHSA) and known as the Strategic Prevention Framework[25], we'll be using this strategy to create purposeful interventions.

[22] U.S. National Library of Medicine, BJPsych Bulletin, *Juvenile delinquency, welfare, justice and therapeutic interventions: a global perspective*, retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5288089/ in July 2018.
[23] U.S. Department of Labor, SGA. *Serving Adult and Youth Ex-Offenders through Strategies Targeted to Characteristics Common to Female Ex-Offenders*, retrieved from http://www.doleta.gov/grants/pdf/female_ex_offender_sga_dfa_py_11_12.pdf in July 2018.
[24] Ibid.
[25] Substance Abuse and Mental Health Services Administration. *Strategic Prevention Framework (SPF)* retrieved from http://www.samhsa.gov/spf in July 2018.

Data show that implementing this planning process yields promising results. This very same planning tool is utilized by Drug-Free Communities Support Program (https://www.samhsa.gov/grants/grant-announcements/sp-17-001) grantees that possess similar skills sets to your own. That's why such a planning model is suggested. This or a similar planning process is probably outlined in your Statement of Work (SOW). Use the information that follows to refresh your strategies.

Assessment/Resource Mapping



Assessment mapping or conducting a community audit is your first step towards formulating a plan of action and something that you spent significant time completing in your SOW. As you know, in order for your program to be successful, you need to:

- Understand your population's needs.
- Review the required and available community resources.
- Identify your community's readiness to address needs and service gaps.

An important step is to create a community resource map which confirms exactly where your program fits into the big picture. Your assessment should answer:

- What's my community's crime rate?
- Who is committing these crimes? Are rates impacted by adults and youth released from the criminal justice system?
- How many men, women, and young people are returning to my community from prison each year, and how many of them return to prison?
- What are the biggest obstacles these individuals face, and are their challenges specific to my community?
- What does local labor market data tell me about my community's industries? Which are in-demand, and which are in decline?
- Do available vocational resources fit these requirements?
- What services are currently provided to help justice-involved individuals?
- Who supplies these services, and are there gaps?
- Is what has been written in my SOW absolutely relevant to my community's challenges? What strategies resonate, and which do not?



The questions above have been answered in your SOW. It's critical for you to review this information again and most importantly, to collaborate with key partners (consider calling this your "inner circle" or "working group") to either review the data and/or fill in the gaps. As noted in the Capacity Building section that follows, your partners' roles will be critical to your success.



Workbook: Revisit the Basics – page 6-8

Capacity Building



While REO grantees may consider capacity building as enhancing *participant* abilities, the term takes on a slightly different interpretation here – improving a *program's* ability to better ensure comprehensive service delivery. Some of the key services that your program is already providing include training, credentialing, on-the-job training opportunities (OJT), apprenticeships, service learning, community service, mentoring, and case management. Effective delivery of these services depends on partnership development and service coordination – two critical grant requirements.

Lessons Learned

Use Your SOW as Your Guidepost

Partnership development begins with the organizations named in your SOW. Confirm the roles they can commit to and the services they can provide.

Be sure to review the USDOL's partnership requirements for your specific grant. As you know, make sure that you engage your required and suggested partners as you develop and implement your activities.

While each grant program is unique, there are commonalities which run through all of them – particularly in the area of partnership development. Take time to review the chart below to gain a better understanding of key partner roles if you are unfamiliar with these entities and the services they provide.

Partner	Provides…
*American Job Centers (AJCs – previously One-Stop Career Centers)/Workforce Investment Boards	Access to training and credentialing; soft skills training; career planning; targeted recruitments; and job placement
*State and local correctional agencies – including Pre-Release Programs	Counseling; participant recruitment; service coordination; and access to support services not covered by the grant
**Educational institutions (public school systems, community colleges, four-year institutions, alternative educational programs)	Remedial education; high school diplomas or GEDs; certifications; and associates and advanced degrees
**Employers	On-the-job training opportunities; apprenticeships; job placement; mentoring; selective recruitments; and assistance with delivering soft-skills training
**Substance abuse and mental health treatment centers	In- and out-patient treatment; and access to support groups such as AA, NA, etc.

*Required partners for RP grantees
**Suggested or required partners according to your grant.

IMPORTANT: If you have questions about partnership requirements, check with your Federal Project Officer (FPO) or Coach for clarification.



Workbook: Capacity Building – pages 9-10

Tools of the Trade: Create the Infrastructure & Perfect Your Program—Resource Guide and Workbook address specifics on how to create and maintain your partnerships, Memoranda of Understanding (MOUs), and mentorships.

Planning and Implementation



A planning tool known as the Logic Model promotes the development of a structure for creating solutions, resolving challenges, and enhancing programmatic components, ensuring that goals and outcomes can be met. It connects the dots between potential strategies and desired outcomes.

You can use this framework to create [and improve] planning, implementation, and evaluation strategies, and it helps you organize and systemize the planning process.[26]

You've probably seen Logic Models – they're typically diagrams or flow charts – a visual picture of a planning framework and potential outcomes. One thing is certain – a Logic Model is NOT an action plan.

An action plan is a how-to guide. It has a clear set of specific, program objectives and a product delivery timeline. A Logic Model focuses on offering distinctive outcomes due to potential actions taken. As you know, it's extremely difficult to track your progress without *really thinking through* potential outcomes. Check out the sample reentry Logic Model below and confirm how your own planning and delivery process compares to the outlined strategies and outcomes.

Logic Model In-Action

1. **Create your Theory of Change or your goal:** What do you hope to accomplish?

Reentry Logic Model In-Action					
Goal: Create and implement a reentry program with a 60% unsubsidized employment rate during the 2nd quarter after exit from our program.					
Problem Statement:					
Partners who will help you meet the goal:					
Problem	**Why?**	**Why Here?**	**Strategies**	**Activities**	**Outcomes**

2. **Identify the problem, create a problem statement, and consider the partners that are critical to the goal:** Confirm the problem is connected with the goal. Substantiate why the challenge is true – your problem statement – and add the names of your partners connected with this goal. Your community assessment should help you complete this section of the chart.

[26] CADCA. *Planning Primer: Developing a Theory of Change, Logic Models and Strategies and Action Plans*, 2010, retrieved from http://www.cadca.org/resources/planning-primer-developing-theory-change-logic-models-and-strategic-and-action-plans in July 2018.

Reentry Logic Model In-Action					
Goal: Create and implement a reentry program with a 60% unsubsidized employment rate during the 2nd quarter after exit from our program.					
Problem Statement: There are service gaps which present roadblocks to success.					
Partners who will help you meet the goal: Bilingual Counseling Center, XYZ Outpatient Recovery Center, Asian Center for Mental Health, Smith Wellness Ranch					
Problem	**Why?**	**Why Here?**	**Strategies**	**Activities**	**Outcomes**
Participants who experience substance misuse and housing challenges leave after four weeks in the program, and we may not hear from them again.	Most notably, we lack access to substance abuse treatment and housing.	While these services exist in our community, their efforts are not coordinated with ours.			

3. **Identify strategies to address these challenges:** Sit down with your key partners (i.e., your inner circle or Working Group) and craft targeted interventions.

Reentry Logic Model In-Action					
Goal: Create and implement a reentry program with a 60% unsubsidized employment rate during the 2nd quarter after exit from our program.					
Problem Statement: There are service gaps which present roadblocks to success.					
Partners who will help you meet the goal: Bilingual Counseling Center, XYZ Outpatient Recovery Center, Asian Center for Mental Health, Smith Wellness Ranch					
Problem	**Why?**	**Why Here?**	**Strategies**	**Activities**	**Outcomes**
Participants who experience substance misuse and housing challenges leave after four weeks in the program, and we may not hear from them again.	Most notably, we lack access to substance abuse treatment and housing.	While these services exist in our community, their efforts are not coordinated with ours.	Engage counseling, substance abuse, and non-profit housing organizations to become part of our inner circle.		

4. **Develop activities connected with these strategies:** Confirm activities that effectively support your strategies.

Reentry Logic Model In-Action					
Goal: Create and implement a reentry program with a 60% unsubsidized employment rate during the 2nd quarter after exit from our program.					
Problem Statement: There are service gaps which present roadblocks to success.					
Partners who will help you meet the goal: Bilingual Counseling Center, XYZ Outpatient Recovery Center, Asian Center for Mental Health, Smith Wellness Ranch					
Problem	**Why?**	**Why Here?**	**Strategies**	**Activities**	**Outcomes**
Participants who experience substance misuse and housing challenges leave after four weeks in the program, and we may not hear from them again.	Most notably, we lack access to substance abuse treatment and housing.	While these services exist in our community, their efforts are not coordinated with ours.	Engage counseling, substance abuse, and non-profit housing organizations to become part of our inner circle.	▪ Implement weekly NA and AA meetings in our facility. ▪ Conduct bi-weekly seminars on securing low-income housing, and ensure that the housing organization is co-located in our facility at least once or twice per week.	

5. **Confirm short, intermediate, and long-term outcomes:** Identify your outcomes that are *specifically tied* to your goal, the problem, strategies, and activities.

Reentry Logic Model In-Action					
Goal: Create and implement a reentry program with a 60% unsubsidized employment rate during the 2nd quarter after exit from our program.					
Problem Statement: There are service gaps which present roadblocks to success.					
Partners who will help you meet the goal: Bilingual Counseling Center, XYZ Outpatient Recovery Center, Asian Center for Mental Health, Smith Wellness Ranch					
Problem	**Why?**	**Why Here?**	**Strategies**	**Activities**	**Outcomes**
Participants who experience substance misuse and housing challenges leave after four weeks in the program, and we may not hear from them again.	Most notably, we lack access to substance abuse treatment and housing.	While these services exist in our community, their efforts are not coordinated with ours.	Engage counseling, substance abuse, and non-profit housing organizations to become part of our inner circle.	▪ Implement weekly NA and AA meetings in our facility. ▪ Conduct bi-weekly seminars on securing low-income housing, and ensure that the housing organization is co-located in our facility at least once or twice per week.	Short-term: Within six months, experience a 50% participant participation rate within the NA/AA meetings, housing seminars, and counseling sessions. Intermediate: Within six months, show a significant increase in the number of participants who are asking for these services. Long-term: Within one year, experience a 60% participant program retention rate, and identify additional areas that can enhance service delivery and ultimately improve our retention rate.



Logic Model Tips

Lessons Learned

"Rushing" and "Success" are Not Compatible

Don't let the stress of "let's get this program off the ground" prevent you from doing it right! Take the time to review your SOW, answer critical assessment questions, and craft Logic Models before you jump into implementation.

Creating purposeful interventions and an accompanying Logic Model for each of your objectives is an exciting, dynamic process because both of these strategies provide a planning structure that allows you to harness your creativity in ways that can save your organization time and money. It's important to be cognizant of the following strategies before you dive deeper:

- Remember that Logic Models fit into the planning phase of project development. There are other steps you need to take before you "jump into the planning pool." You've got to:
  - Complete a community assessment or resource map and focus on capacity building.
  - Integrate a comprehensive and consistent planning process from the start.
- Remember that there's a wide variety of planning tools that can help you build and implement your program. Regardless of the model:
  - Always be inclusive and culturally sensitive.
  - Be clear about specific roles your partners will play.
  - Ensure that your outcomes resonate with your initial goals.
- Be aware that new issues may emerge along the way. If there's enough support from your team and partners to pursue these challenges, go for it – integrate these new ideas into your Logic Models. Additionally, make sure that all strategies enhance your ability to meet grant obligations.
- Remember that your Logic Models are living documents and should be re-evaluated and continuously updated.



Workbook: The Logic Model – page 11

Evaluation



Program evaluation should be based on the outcomes proposed in your SOW. You know it is very important that you establish your evaluation criteria and data collection strategies *before* you begin seeing participants. Given the challenges associated with management information systems, it's important that you stay apprised of changes and adjustments to the system. Work closely with your FPO and Coach to establish project-specific strategies, and if you see that you are off-course, collaborate with them to:

1. Identify the trouble spots.
2. Affirm how the data collection challenges can be addressed.
3. Confirm how you will stay on top of data requirements as your project unfolds.
4. Adjust your Logic Models and ultimately your service delivery strategies if needed (collaborate with your FPO and Coach).
5. Confirm how your project complies with the specific Code of Federal Regulations (CFRs) and applicable Training and Employment Guidance Letters (TEGLs) that govern your program.

Many REO grantees create an internal data collection system and use it in conjunction with the USDOL-required MIS. Such a system may consist of spreadsheets or other mechanisms that allow you to track specific results. While your data reflect what you proposed in your SOW, perhaps the most important piece of information will be your enrollment data. This is because your program's success hinges on these figures. As such, you are also encouraged to check your data on a weekly basis to ensure that you are meeting your goals.

*Learn More

Reentry Basics



- **Ban the Box Campaign:** http://bantheboxcampaign.org/
- **Careeronestop.org's Justice-Involved portal:** https://www.careeronestop.org/BusinessCenter/RecruitAndHire/HiringADiverseWorkforce/JusticeInvolvedWorkers/justice-involved-workers.aspx?&frd=true
- **Corporation for Supportive Housing (CSH) The Source for Housing Solutions:** http://www.csh.org/about-csh/how-we-work/
- **National Center for Juvenile Justice:** http://www.ncjj.org/Default.aspx
- **National HIRE Network:** http://www.hirenetwork.org/
- **National Reentry Resource Center:** https://csgjusticecenter.org/jc/category/reentry/nrrc/
- **Prison Policy Initiative:** https://www.prisonpolicy.org/
- **U.S. Department of Education's Office of Career, Technical, and Adult Education's Correctional Education:** https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/correctional-education.html
- **U.S. Department of Labor's:**
  - **Reentry Employment Opportunities (REO):** https://www.doleta.gov/REO/
  - **Workforce GPS' REO page:** https://reo.workforcegps.org/
- **University of Cincinnati Corrections Institute:** http://cech.uc.edu/centers/ucci.html
- **Center for Disease Control and Prevention's *Injury Prevention & Control: Adverse Childhood Experiences (ACE) Study*:** Addresses connections between childhood maltreatment and later-life health and well-being. Also provides data on risk factors for the leading causes of illness, death, and poor quality of life in the United States. http://www.cdc.gov/violenceprevention/acestudy/
- **Manhattan Institute's *Prison-To-Work: The Benefits of Intensive Job-Search Assistance for Former Inmates*:** Describes how training designed to quickly place

former inmates in jobs significantly decreases the likelihood that ex-offenders with nonviolent histories will be rearrested. https://www.manhattan-institute.org/html/prison-work-5876.html

- **National Center for Juvenile Justice's *State Juvenile Justice Profiles*:** Provides state program descriptions, profiles, and more. http://www.ncjj.org/pdf/1State_Juvenile_Justice_Profiles_2005.pdf

- **National Reentry Resource Center's:**

  - ***Reducing Recidivism, States Deliver Results*:** Supplies information on programs and approaches to supervision that can change criminal behaviors and help people succeed after incarceration. http://csgjusticecenter.org/wp-content/uploads/2014/06/ReducingRecidivism_StatesDeliverResults.pdf

  - ***Reentry Mythbusters Series*:** Addresses federal policies including public housing, access to benefits, parental rights, employer incentives, and Medicaid suspension/termination. http://csgjusticecenter.org/nrrc/reentry-mythbusters/

- **Office of Juvenile Justice Delinquency and Prevention's *Statistical Briefing Book – Juveniles in Corrections – Related FAQs*:** Answers commonly asked questions about juveniles in corrections. http://www.ojjdp.gov/ojstatbb/corrections/faqs.asp#2

- **Corianne P. Scally's *Housing Ex-Offenders*:** Describes housing challenges experienced by returning citizens. https://shelterforce.org/2005/01/01/housing-ex-offenders/

- **U.S. Department of Labor's:**

  - ***Mentoring Ex-Prisoners: A Guide for Prisoner Reentry Programs*:** Provides practical recommendations and helpful strategies for mentoring justice-involved individuals. http://www.doleta.gov/PRI/PDF/Mentoring_Ex_Prisoners_A_Guide.pdf

  - ***Reentry TIPSHEETS for Women*:** Consists of 12 tip sheets containing information and resource links to address the issues critical to women transitioning from prison to the community. This was a collaborative product of the Women and Reentry Working group, a subcommittee of the Federal Interagency Reentry Council. https://community.nicic.gov/blogs/nic/archive/2016/04/27/reentry-tipsheets-for-women.aspx

Creating Purposeful Interventions & the Logic Model



- **The CSG Justice Center's *Integrated Reentry and Employment Strategies: Reducing Recidivism and Promoting Job Readiness*:** Describes evidence-based criminal justice practices and promising strategies for connecting hard-to-employ people to work. http://csgjusticecenter.org/wp-content/uploads/2013/09/Final.Reentry-and-Employment.pp_.pdf

- **Coffey Consulting, LLC's REO Bulletin *Guidance for Intermediaries: Helping your Sub-Grantees Build Effective Collaborations*:** Supplies valuable information about partnership building. Contact Coffey Consulting at 301.907.0900 or bantkowiak@coffeyconsultingllc.com to obtain a copy.

- **Michael Allison and Jude Kaye's National Coalition Institute's *Assessment Primer: Analyzing the Community, Identifying Problems and Setting Goals*:** Provides guidelines for defining community and assessing the real needs within the community; targets community anti-drug coalitions but the strategies are relevant to REO grantees. http://www.cadca.org/resources/assessment-primer-analyzing-community-identifying-problems-and-setting-goals

- **National Reentry Resource Center's *The Integrated Reentry and Employment Strategies Pilot Project: Four Questions Communities Should Consider When Implementing a Collaborative Approach*:** Describes how policymakers, administrators, and practitioners collaboratively determine if resources are focused on the right people, using the right interventions, at the right time. https://csgjusticecenter.org/wp-content/uploads/2017/04/IRES-Four-Questions_April-2017.pdf

- ***Strategic Planning for Nonprofit Organizations*: *A Practical Guide and Workbook*:** Contains new information about the value of plans, specific guidance toward business planning, and additional information about the strategic plan document itself. http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118768140.html

- **U.S. Department of Labor's:**

  - ***ApprenticeshipUSA Toolkit*:** Introduces apprenticeship and its benefits for employers, workers, and the workforce system. https://www.dol.gov/apprenticeship/toolkit/

- ***Career Pathways Toolkit: A Guide for System Development*:** Provides the workforce system with a framework, resources, and tools for states and local partners to develop, implement, and sustain career pathways systems and programs. This revised Toolkit acknowledges many of the U.S. Department of Labor's (USDOL) strategic investments to create and sustain a demand-driven employment and training system as part of a larger national effort.
  https://www.doleta.gov/usworkforce/pdf/career_pathways_toolkit.pdf

- ***Workforce GPS' Career Pathways Collection*:** Helps workforce development leaders, practitioners, and policymakers expand state and local career pathways efforts currently underway or being planned.
  https://careerpathways.workforcegps.org/

- ***Ready4Reentry – Prisoner Reentry Toolkit*:** Supplies promising practices for small to medium sized faith-based and community organizations; sample Memoranda of Understanding, job descriptions and more.
  http://www.doleta.gov/PRI/PDF/Pritoolkit.pdf

- **U.S. Department of Education's *Partnerships Between Community Colleges and Prisons: Providing Workforce Education and Training to Reduce Recidivism*:** Describes partnerships between community colleges and prisons.
  http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/prison-cc-partnerships_2009.pdf

Employment Resources



- **Federal Bonding Program (FBP):** http://www.bonds4jobs.com
- **mySkills myFuture:** www.myskillsmyfuture.org
- **O*NET OnLine:** http://www.onetonline.org/
- **Workforce GPS > Reentry Employment Opportunities Community:** https://reo.workforcegps.org/sitecore/content/sites/rexo/home

***DISCLAIMER:** Links to these sites and resources are provided for your convenience and do not constitute an endorsement by the USDOL and/or Coffey Consulting.

Helpful Terms

While this list of acronyms, words, and definitions represents a good cross-section of the terms you will run across, we acknowledge that these terms are ever-evolving. As the Resource Guide is updated, this list will be, too!

Federal Agencies

- **DHHS:** U.S. Department of Health and Human Services
- **DOJ:** U.S. Department of Justice
  - **BJA:** Bureau of Justice Assistance
  - **NIC:** National Institute of Corrections
  - **OJJDP:** Office of Juvenile Justice and Delinquency Prevention
- **EEOC:** Equal Employment Opportunity Commission
- **FIRC:** Federal Interagency Reentry Council
- **GAO:** General Accountability Office
- **USDOL:** U.S. Department of Labor
  - **BLS:** Bureau of Labor Statistics
  - **CFBNP:** Center for Faith-Based & Neighborhood Partnerships
  - **DOLETA:** Employment and Training Administration
  - **ODEP:** Office of Disability Employment Policy
  - **OOA:** Office of Apprenticeship
  - **REO:** Reentry Employment Opportunities
  - **VETS:** Veterans' Employment and Training Services
- **ED:** U.S. Department of Education
  - **OCTAE:** Office of Career, Technical, and Adult Education
- **VA:** U.S. Department of Veterans Affairs

National Organizations

- **ACA:** American Correctional Association
- **CCE:** Center for Credentialing & Education
- **JFF:** Jobs for the Future
- **MENTOR:** The National Mentoring Partnership
- **NAWB:** National Association of Workforce Boards
- **NAWDP:** National Association of Workforce Development Professionals

- **NASWA:** National Association of State Workforce Agencies
- **NCA:** National Correctional Association
- **NRN:** National Reentry Network
- **NCDA:** National Career Development Association

Workforce Terms

- **Adult basic education:** Education for adults whose inability to speak, read, or write the English language or to effectively reason mathematically, constitutes a substantial impairment of their ability to become employed.[27]
- **Apprenticeship training:** A formal occupational training program that combines on-the-job training and related instruction in which workers learn the practical and conceptual skills required for a skilled occupation, craft, or trade.[28]
- **Assessment:** Evaluation of abilities, strengths, and weaknesses that help project staff determine the best course of action in terms of helping participants secure employment.
- **BSR:** Business Services Representative
- **Career pathway systems:** An effective approach [that contributes] to the development of a skilled workforce by increasing the number of workers in the U.S. who gain industry-recognized and academic credentials necessary to work in jobs that are in-demand. To align educational offerings with business needs, career pathways systems engage business in the development of educational programs up front. Career pathways systems transform the role of employers from a customer to a partner and a co-leader and co-investor in the development of the workforce.[29]
- **Core training:** Employment-focused interventions that address basic vocational skills deficiencies which prevent participants from accessing appropriate jobs and/or occupations.
- **CPC:** Career Pathways Collaborative – required partners for USDOL's Training to Work – Adult Reentry Program, consisting of representatives from the workforce system, work release programs, and employers and/or industry associations.
- **Customized training:** A training program designed to meet the special requirements of an employer who has entered into an agreement with a workforce program to hire individuals who are trained to an employer's specifications. The training may occur at the employer's site or may be provided by a training vendor able to meet the employer's

[27] U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf in July 2018.
[28] Ibid.
[29] U.S. Department of Labor. *Career Pathways Toolkit: A Guide for System Development*, retrieved from https://www.doleta.gov/usworkforce/pdf/career_pathways_toolkit.pdf in July 2018.

requirements. Such training usually requires a commitment from the employer to hire a specified number of trainees who satisfactorily complete the training.[30]

- **Direct placements into unsubsidized employment:** A placement made directly by staff with an established employer who covers all employment costs for 20 or more hours per week at or above the minimum wage. Day labor and other very short-term placements should not be recorded as placements into unsubsidized employment.[31]

- **Employment development plan (EDP):** An individualized, written plan or intervention strategy for serving participants. [The EDP is] a result of an assessment of a participant's economic needs, vocational interests, aptitudes, work history, etc.; defines a reasonable vocational or employment goal and the developmental services or steps required to reach the goal; and documents participant accomplishments.[32] Also known as Individual Service Plans (ISP) and Individual Service Strategies (ISS).

- **Eligible:** Meeting the minimum requisite qualifications to be considered for the provision of services or entry into a position under a funded program or as required by law.[33]

- **Entered employment rate (EER):** A measure-based term confirmed by dividing the number of participants who obtained and retained employment one quarter after their initial placement or when they "exited" the program by the total number of participants who have exited the program. In order to determine the entered employment rate, the program must track enrollee employment status after they leave the program.

- **Hard skills:** Skills that can be measured and defined, i.e., computation, writing, ability to use the computer.

- **Internship:** A fixed-term work placement that could last from weeks to months. Internships are typically part of a high school or post-secondary education program and are either paid or unpaid.

- **Job development:** The process of marketing participants to employers, including the establishment and maintenance of long-term relationships with employers, informing employers about participant skill sets, setting up job fairs and interviews, and following up with employers to ensure their satisfaction with participants and a program.

- **Job preparation/readiness:** Preparing participants for interviews and other job-related activities. Review the terms of your SOW's performance measures for guidance on specific activities.

- **Job placement:** Helping participants secure employment including job search assistance, training, and job development.

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[30] U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf in July 2018.
[31] Ibid.
[32] U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf in July 2018.
[33] Ibid.

- **Life skills education:** A structured program of needs- and outcomes-based participatory learning that aims to increase positive and adaptive behavior by assisting individuals to develop and practice psycho-social skills that minimize risk factors and maximize protective factors. Life skills education programs are theory- and evidenced-based, learner-focused, delivered by competent facilitators, and appropriately evaluated to ensure continuous improvement of results.[34]

- **LMI:** Labor market information

- **MIS:** Management Information System

- **Motivational interviewing:** Goal-focused, client-centered counseling approach that focuses on helping individuals overcome uncertainty about specific, job-related issues.

- **On-the-Job training (OJT):** Employer-provided training typically completed on-site; employers are reimbursed of up to 50% of participant wages to cover training and supervision costs. OJT agreements usually include a promise that these "employees" will be hired at the conclusion of the training period.

- **On-site industry-specific training:** Training which is specifically tailored to the needs of a particular employer and/or industry. Participants may be trained according to specifications developed by an employer for an occupation or group of occupations. Such training is usually presented to a group of participants in an environment or job site representative of the actual job/occupation, and there is often an obligation on the part of the employer to hire a certain number of participants who successfully complete the training.[35]

- **Pre-apprenticeship training:** Any training designed to increase or upgrade specific academic, cognitive, or physical skills required as a prerequisite for entry into a specific trade or occupation.[36]

- **Retention:** A participant's ability to remain employed beyond a specific period of time.

- **Soft skills:** The employability skills that speak to a worker's interpersonal skills and character, including teamwork, problem-solving, critical thinking, and effective use of resources.[37]

- **Supportive services:** Services which enable a participant to be part of your program but may not be paid for by the grant. They include transportation, health care, financial assistance and counseling, drug and alcohol abuse counseling and referral, individual and

[34] UNICEF. *Definition of Terms*, retrieved from https://www.unicef.org/lifeskills/index_7308.html in July 2018.
[35] U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf in July 2018.
[36] Ibid.
[37] U.S. Department of Labor, Office of Disability Employment Policy. *Teaching Soft Skills Through Workplace Simulations in Classroom Settings*, 2010, retrieved from http://www.dol.gov/odep/documents/TeachingSoftSkills.pdf in July 2018.

family counseling, special services and materials for individuals with disabilities, child care and dependent care, and temporary shelter.

- **Transitional employment:** Time-limited, wage-paying jobs which combine real work, skills development, and support services to help participants overcome substantial barriers to employment.[38]
- **UI:** Unemployment Insurance
- **Unsubsidized employment:** Employment not financed from funds provided under a grant. Sometimes, the term "adequate" or "suitable" employment is used to mean placement in unsubsidized employment which pays an income adequate to accommodate the participants' minimum economic needs.[39]
- **Upgrading or retraining:** Participant training designed to advance an individual's skill sets so he/she is able to secure a position beyond an entry-level or dead-end job. Upgrading or retraining can also include helping participants acquire certifications including Commercial [Truck] Driving License (CDL), Emergency Medical Technician (EMT), Airframe & Power Plant (A&P), etc.).
- **Vocational exploration training:** Through assessments such as interest inventories and/or counseling, a process of identifying occupations or occupational areas in which a participant may find satisfaction and potential, and for which his or her aptitudes and other qualifications may be appropriate.[40]
- **WIOA:** Workforce Innovation and Opportunity Act (supersedes WIA) and went into effect in July 2014.
- **WIA:** Workforce Investment Act of 1998
- **WDB:** Workforce Development Board, previously known as Workforce Investment Board (WIB).
- **Work experience:** A temporary activity (6 months or less) which provides an individual with the opportunity to acquire the skills and knowledge necessary to perform a job, including appropriate work habits and behaviors. May be combined with classroom or other training.[41]
- **Work readiness:** Skills include increased awareness of the world-of-work, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such

[38] Safer Foundation. *Transitional Employment Program*, retrieved from https://saferfoundation.org/How-We-Help/Workforce-Development/Transitional-Employment in July 2018.
[39] U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf in July 2018.
[39] Ibid.
[40] Ibid.
[41] U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf in July 2018.

as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation.[42]

- **WOTC:** Work Opportunity Tax Credit

General Grant Terms

- **CFR:** Code of Federal Regulations
- **AJCs:** American Job Centers – previously USDOL's One-Stop Career Centers
- **CBO:** Community-based organization
- **USDOL Core Monitoring Guide:** Provides a consistent framework and starting point for all on-site grant monitoring
- **FBO:** Faith-based organization
- **FOA:** Funding Opportunity Announcement
- **FPO:** Federal Project Officer
- **Justice Investment at the Local Level:** State and local programs that address the needs of justice-involved individuals.
- **JJS:** Juvenile Justice System
- **OSY:** Out-of-school youth. The Workforce Innovation and Opportunity Act (WIOA) outlines a broader youth vision that supports an integrated service delivery system and provides a framework through which states and local areas can leverage other federal, state, local, and philanthropic resources to support in-school youth (ISY) and OSY.[43]
- **REO:** Reentry Employment Opportunities (previously RExO - Reintegration of Ex-Offender) programs.
- **REO Coaches:** Individuals who advise USDOL grantees in planning, executing, and evaluating their reentry programs.
- **RP:** The USDOL's Reentry Projects.
- **TEGL:** USDOL's Training and Employment Guidance Letter – provides valuable, USDOL guidance on how to manage your grants.
- **TEN:** USDOL's Training and Employment Notice – similar to TEGLs, TENs provide targeted information about relevant workforce-related topics.

[42] U.S. Department of Labor. *Training and Employment Guidance Letter 17-05 Attachment B: Definitions of Key Terms*, retrieved from http://wdr.doleta.gov/directives/attach/TEGL17-05_AttachB.pdf in July 2018.
[43] U.S. Department of Labor. *Training and Employment Guidance Letter WIOA No. 21-16*, retrieved from https://wdr.doleta.gov/directives/attach/TEGL/TEGL_21-16_Acc.pdf in July 2018.

- **WIOA:** Workforce Innovation Opportunity Act

Reentry Terms

- **Background checks:** A process that employers and others use to determine if an individual has a criminal record, commercial records, and/or financial records that may pose a risk to the workplace.
- **Credit checks:** If your participants have ever applied for a credit card, looked for an apartment, a loan to buy a house or car, or a line of credit to make some other large purchase, then they've probably had their credit report reviewed by a lender.[44]
- **Employer discrimination laws/protections:** Equal Employment Opportunity (EEO) laws prohibit specific types of job discrimination in certain workplaces.
- **Fidelity bonding:** Insurance purchased to indemnify employers for loss of money or property sustained through the dishonest acts of their employees (i.e., theft, forgery, larceny, and embezzlement). This "employee dishonesty insurance" is generally considered a good business management practice, particularly when hiring justice-involved individuals.
- **Home monitoring and detention:** Also known as home confinement and electronic monitoring, this form of detention allows individuals to remain under house arrest in lieu of being incarcerated. It is considered an intermediate community corrections program designed to restrict the activities of offenders in the community. Individuals' freedoms are restricted; and they are allowed to leave home during specified time periods, such as going to school, work, etc.[45]
- **Justice-involved individuals:** Terminology that describes formerly incarcerated men and women and adjudicated youth – also known as returning citizens.
- **RAP sheet:** A criminal record that contains police arrest history – "Record of Arrests and Prosecutions."

USDOL Regions

- **Region 1:** Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Vermont, Puerto Rico, Virgin Islands
- **Region 2:** Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia
- **Region 3:** Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

[44] Obringer, Lee Ann. HOWSTUFFWORKS. *How Credit Reports Work*, retrieved from http://money.howstuffworks.com/personal-finance/debt-management/credit-report.htm in July 2018.
[45] OJJDP. *Home Confinement and Electronic Monitoring*, retrieved from https://www.ojjdp.gov/mpg/litreviews/Home_Confinement_EM.pdf in July 2018.

- **Region 4:** Arkansas, Colorado, Louisiana, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, Wyoming
- **Region 5:** Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, Wisconsin
- **Region 6:** Alaska, Arizona, California, Guam, Hawaii, Idaho, Nevada, Oregon, Washington