

**Appendix A**  
**ARES P&I Final Guide**

# Planning Guide

Second Chance Act

Adult Reentry and Employment Strategic Planning Program

## DESCRIPTION

This Planning Guide is intended for state or tribal jurisdictions that have received an FY2018 Second Chance Act Adult Reentry and Employment Strategic Planning Program grant administered by the U.S. Department of Justice's Bureau of Justice Assistance. The completion of this Planning Guide, in partnership with the National Reentry Resource Center technical assistance provider assigned by The Council of State Governments Justice Center, is an eligibility requirement set by the Bureau of Justice Assistance for states and tribal jurisdictions to competitively apply for the Second Chance Act Adult Reentry and Employment Implementation Program. Any questions about this guide should be directed to your technical assistance provider.

*The National Reentry Resource Center prepared this guide with support from the U.S. Department of Justice's Bureau of Justice Assistance. The contents of this document do not necessarily reflect the official position or policies of the U.S. Department of Justice.*

## About the Planning & Implementation Guide

The National Reentry Resource Center (NRRC) has prepared this Planning Guide to help ensure that Adult Reentry and Employment Strategic Planning Program grantees develop a comprehensive, collaborative, and multisystemic strategic plan to increase public safety by reducing recidivism and improving the employability of people returning to their communities after incarceration.

Completion of this guide is an eligibility requirement set by the Bureau of Justice Assistance (BJA). Upon the completion of this guide and pending federal appropriations, grantees may be invited by BJA to submit applications for the Adult Reentry and Employment Implementation Program.

This guide is not intended to serve as a step-by-step blueprint, but rather to foster discussions on evidence-based and best practices, identify considerations for your collaborative effort, and help you work through activities that will lead to the development of a strategic plan.

Although the guide was developed as a tool for grantees, it also serves as an important mechanism for your NRRC technical assistance provider ("TA provider") to understand the status and progress of your project, the types of challenges you are encountering, and the ways your TA provider might be helpful to you in making your project successful. You and your TA provider will use your responses to the self-assessment to collaboratively develop priorities for technical assistance.

## Contents of the Guide

This guide is divided into four sections that include a variety of exercises aimed at helping guide your Adult Reentry and Employment Strategic Planning process. You will be prompted to write short responses, attach relevant documents, and answer yes or no questions. Your answers will provide insight into your initiative's strengths and identify areas for improvement. As you work through the sections, take note of the supporting resources in the appendix. Your TA provider may also send you additional information on relevant topics to complement certain sections. If you need additional information or resources on a topic, please reach out to your TA provider.

TA Provider Contact Information	
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## SECTION 1: GETTING STARTED AND IDENTIFYING GOALS

Your TA provider has read the project narrative that you submitted in response to the Second Chance Act solicitation, but there may have been updates or developments since you submitted your original application. This exercise is intended to give your TA provider a sense of your current project goals and your initial technical assistance needs.

Please provide the following documents, if available, to your TA provider at your earliest convenience:

☒ Copy of signed BJA award document, with any grantee-specific conditions – *Provided to TA's on 02/25/2020.*

☒ Memoranda of understanding (MOUs) and information-sharing agreements – *Provided to TA's on 03/10/2020.*

☐ Current strategic plan (optional)

☒ Department of Corrections organizational chart – *Provided to TA's on 02/24/2020.*

☒ Letters of support – Executive-Level Steering Committee – *Provided to TA's on 02/20/2020.*

☐ Reentry Task Force organizational chart (optional)

☐ Additional planning materials

### EXERCISE 1: INITIATIVE SNAPSHOT

#### A. Grantee Information

**1. Name of Lead Agency**

*Iowa Department of Corrections*

**2. Name of the Primary Agency**

*Iowa Department of Corrections*

**3. Award Number**

*Grant # 2018-RQ-BX-0011*

**4. Primary Point(s) of Contact**

Name: *Katrina Carter - Execution*

Title/Role: *Director of Reentry and Treatment Services*

Agency: *Iowa Department of Corrections*

Email: *katrina.carter@iowa.gov*

Phone: *(515) 725-5713*

Name: *Steve Dick - Budget*

Title/Role: *Financial Manager*

Agency: *Iowa Department of Corrections*

Email: *steve.dick@iowa.gov*

Phone: (515) 725-5703

**5. Principal Corrections Partners**

Correctional Agency Name:  
*Iowa Department of Corrections*

**Facility Name:** *Newton Correctional Facility*  
**Facility Type:** *State Men's Prison*

**Facility Name:** *Mt. Pleasant Correctional Facility*  
**Facility Type:** *State Men's Prison*

**Facility Name:** *Iowa Correctional Institution for Women*  
**Facility Type:** *State Women's Prison*

**Facility Name:** *North Central Correctional Facility*  
**Facility Type:** *State Men's Prison*

**Community Supervision Field Office Name:** *5<sup>th</sup> District Community-Based Corrections*  
**Facility Type:** *General Population*

**6. A. Principal Workforce Development Partner(s)**

Workforce Agency #1 Name:  
*Iowa Workforce Development*

Workforce Agency Service Location(s)  
*1000 East Grand, Des Moines Iowa*

Workforce Agency Type:  
☐ American Job Center (i.e., One-Stop Center)  
☐ College  
☒ Workforce Development Board  
☐ Employment and Training Service Provider  
☐ Other (*Please specify.*)

Workforce Agency #2 Name:  
*Evelyn K. Davis Center for Working Families*

Workforce Agency Service Location(s)  
*801 University Ave #3, Des Moines, IA 50314*

Workforce Agency Type:  
☒ American Job Center (i.e., One-Stop Center)  
☐ College  
☐ Workforce Development Board  
☐ Employment and Training Service Provider  
☐ Other (*Please specify.*)

**7. Identify the geographic location(s) (i.e., city or county and state) to which your target population will return after prison.**

*The Greater Des Moines Area (Polk, Dallas and Warren Counties), Iowa*

**8. Identify the jurisdiction type (Check all that apply.)**

- ☒ Rural  
☐ Suburban  
☒ Urban  
☐ Tribal  
☐ Other (Please specify.)

**B. Grant Initiative Updates and Information**

It is helpful for your TA provider to know about any major developments that have occurred between the time you wrote your grant application/narrative and the next TA call. When completing the exercise below, be sure to reference any major changes in goals, stakeholders, etc., that may have occurred.

**A. What do you want to accomplish with this grant initiative?**

*The purpose of this project is to develop a comprehensive, multi-agency strategic plan to address reentry and employment readiness for adults being released from Iowa Correctional Facilities. Working closely with the technical assistance provider, we will conduct a thorough review of existing policies, practices, and programs during the 12-month strategic planning phase from October 1, 2018 – September 30, 2019. The goal will be to learn from and replicate the BJA pilot project, the "Integrated Reentry and Employment Strategies" initially piloted in Wisconsin and Florida to devise a plan that uses collaborative strategies to address barriers faced by incarcerated adults reentering their communities and the workforce. If our plan is chosen and awarded the opportunity, the following 24-months will be devoted to the execution of the strategic plan and implementation of policies, practices, and programs within.*

*It is anticipated that more intensive technical assistance around examination of statewide policies effecting inter-agency coordination may be of particular value. There are times when a policy or practice within one agency is in conflict with another and work that is more complex may be necessary to change an agency practice, particularly those that are governed by statutory, regulatory, rules-based, and may present practice-based hurdles to reintegration of offenders into the community as described in the program narrative of this application.*

Target area and population:

*The target area and population will be all moderate to high risk offenders as identified by the Iowa Violence and Victimization Instrument (IVVI) who will be released from any of the primary releasing institutions in Iowa (please see list below) and reentering the community in the Des Moines, Iowa metro area. Below is a snapshot of this population distribution throughout the four listed institutions using a tentative discharge date of 12/1/2018 to 12/31/2022 (6-36 months):*

- Iowa Correctional Institution for Women/Minimum Live Out Facility (ICIW MLO): High Risk = 4 offenders; Moderate Risk = 27 offenders*
- Mount Pleasant Correctional Facility (MPCF): High Risk = 66 offenders; Moderate Risk = 25 offenders*
- North Central Correctional Facility (NCCF): High Risk = 28 offenders; Moderate Risk = 10 offenders*
- Newton Correctional Facility/Correctional Release Center (NCF CRC): High Risk = 15 offenders; Moderate Risk = 8 offenders*

*Grand Total of High and Moderate Risk offenders currently housed in the four releasing institutions (at the time of this application) that are likely to be released to the target area of Polk county within the next 6-36 months: High Risk = 113 offenders; Moderate Risk = 60 offenders.*

*Initial plan: Utilize grant funding to:*

- Enhance community connections with employment partners*
- Develop a multiagency approach to offender reentry*



3. *Strengthen existing committees to take on the following roles as defined in the grant proposal as deliverables: cross-disciplinary executive-level steering committee, advisory board and working group.*
4. *Hire (1) Grant Manager to oversee the strategic planning process, ensuring all measurable and deliverables are well-documented and provided to DOJ/OJP/BJA in a timely manner.*
5. *Obtain training and technical assistance to appropriately and effectively complete comprehensive process analysis and systems mapping and identify potential gaps to be addressed in the strategic planning process.*
6. *Development of a comprehensive strategic plan that can be submitted to BJA and selected for the 24-month implementation phase and funding.*

*This program will meet all of the priority considerations set forth in the grant guidelines while employing evidence-based practices and an assessment-driven process to effectively improve offender reentry outcomes and inform a strategy for sustainment and replication throughout the state.*

- B. Do you envision any changes to the initiative and/or its goals as they were outlined in your grant proposal?**  
*(Such changes may include changes in screening and assessment tools selected, program partner changes, staffing changes, new budget constraints, etc. If any programmatic, administrative, or financial changes have been made since you submitted your grant proposal, you are required to submit a Grant Adjustment Notice [GAN] through the GAN module in the Grants Management System [GMS]. Please note that GANs are subject to approval by BJA.)*
- ☒ *Yes (What are these changes?) Originally, Food Service and Retail were identified as the targeted industries. After review of industry needs, vocational training capabilities, and identification of business partners, we now believe that a focus on Manufacturing, Building Trades (Carpentry, Plumbing, etc.), and Technology would provide more opportunity for improved reentry outcomes.*
- ☐ *No*
- C. Has your state participated in a Justice Reinvestment Initiative (JRI)?**
- ☐ *Yes (Please describe any legislative changes that resulted from your state's JRI initiative.)*
- ☒ *No*
- D. Has your jurisdiction ever conducted a system-mapping exercise, gap analysis, or other needs assessment about the reentry and employment services available in your correctional institution(s) and/or community?**
- ☒ *Yes (Please give copies of these materials to your TA provider.) In conjunction with IWD we completed an As-Is Mapping. Sent to TA's on 04/01/2020.*
- Please see the attached documentation (TBD)*
- ☐ *No*

## **SECTION 2: COLLABORATIVE PLANNING TEAM**

In order to develop a comprehensive, data-driven plan to increase public safety by reducing recidivism and improving the employability of people returning to their communities after incarceration, it is essential that you establish a planning team (or use a pre-existing team) of state and county leaders and decision makers as well as engage direct service staff from multiple agencies and the business community to assist in the planning process. This section will help you establish a collaborative planning team that includes a project lead, a cross-disciplinary, executive-level steering committee, a cross-disciplinary working group, and an industry advisory group of employers to guide the development of a strategic, collaborative plan.

### **EXERCISE 2: DEVELOPING YOUR PLANNING TEAM**

#### **A. Establishing a Project Lead**

*It is important to establish a high-level project lead position whose principal responsibility is to oversee the multisystem planning process; determining who fills this position is the first step in that process. The project lead will*

guide members of the cross-disciplinary, executive-level steering committee, cross-disciplinary working group, and the industry advisory group of employers, as well as other stakeholder groups in corrections and the community, through the comprehensive process and systems mapping analyses. Based on the results of those analyses, the project lead will also guide the development of a strategic plan that addresses the gaps in services or systems. The person selected should have knowledge of the state and local corrections and workforce development systems, have excellent facilitation and organizational skills, and demonstrate the ability to proactively drive the planning process to ensure progress.

**1. Have you identified and hired a project lead to oversee the planning team, liaise with other stakeholder groups, lead a comprehensive process analysis and system-mapping exercise, and finalize your strategic plan?**

☒ Yes (Please elaborate.) Linda Kirby was contracted to provide project leadership of the Strategic Planning process. Linda is a consultant through Keyot, and has significant experience in strategic planning and project/program management. \*Linda's contract for the Planning piece of this project ended 04/06/2020.

☐ No (What is the time frame for doing so?)

**2. To whom will the project lead report within the project's lead agency?**

Katrina Carter, Director of Reentry and Treatment Services and Sandra Smith, Director of Correctional Education, Iowa Department of Corrections

The chart below will help you identify the qualifications, knowledge, skills, and responsibilities you should be seeking in your project lead.

Project Lead Position Checklist	
<b>Position Status</b> (Check one.)	<input type="checkbox"/> Employee ○ Agency name:  <input checked="" type="checkbox"/> Consultant/Contractual ○ Agency name: Keyot
<b>Required Knowledge, Skills, and Abilities</b> (Check which of these items are a priority for the person in this role.)	<input type="checkbox"/> Knowledge of state and local governments, criminal justice, and workforce systems <input type="checkbox"/> Knowledge of philosophies, principles, practices, and procedures of public administration <input type="checkbox"/> Knowledge of ethical guidelines applicable to the position as outlined by federal, state, and local laws or ordinances as well as professional standards <input checked="" type="checkbox"/> Excellent organizational and interpersonal skills <input checked="" type="checkbox"/> Skill in data collection and analysis, with the ability to develop and effectively present information clearly and in a compelling manner <input checked="" type="checkbox"/> Skill in the preparation, presentation, and administration of budgets <input checked="" type="checkbox"/> Skill and proficiency with Microsoft Word, Excel, and PowerPoint <input checked="" type="checkbox"/> Skill in developing, recommending, and implementing effective plans and programs and objectively evaluating progress toward goals and timetables <input checked="" type="checkbox"/> Ability to work as an effective and collaborative team player <input checked="" type="checkbox"/> Ability to write and speak effectively, including the ability to conduct effective meetings <input checked="" type="checkbox"/> Ability to establish and maintain effective relationships with government officials, union officials, employers, and the public <input checked="" type="checkbox"/> Ability to communicate interactively and dynamically with your state, local, or tribal officials <input checked="" type="checkbox"/> Ability to use established research methodology to test hypotheses and present findings <input checked="" type="checkbox"/> Ability to work the allocated hours of the position <input checked="" type="checkbox"/> Ability to work with diverse populations

Required vs. Desired Qualifications	Required	Desired <i>(Check each relevant qualification.)</i>
	<input type="checkbox"/>	<input checked="" type="checkbox"/> Master's degree from an accredited college or university with a major in criminal justice, public administration, social work, political science, organizational development, or another closely related field
	<input type="checkbox"/>	<input checked="" type="checkbox"/> Five (5) years of experience working in the criminal justice system, public administration, or human services field
	<input checked="" type="checkbox"/>	<input type="checkbox"/> Two (2) years of management experience in a multidivisional organization
	<input type="checkbox"/>	<input checked="" type="checkbox"/> Experience in the researching, writing, and administration of grant requests
	<input type="checkbox"/>	<input checked="" type="checkbox"/> Experience working in a government setting
	<input type="checkbox"/>	<input checked="" type="checkbox"/> Experience conducting data analysis and program evaluation
	<input checked="" type="checkbox"/>	<input type="checkbox"/> Demonstrated experience and success in the development and implementation of a strategic plan
	<input checked="" type="checkbox"/>	<input type="checkbox"/> Professional experience in budget management
	<input type="checkbox"/>	<input type="checkbox"/> Other <i>(Please specify.)</i>
Responsibilities and tasks <i>(Check all that apply.)</i>	<input checked="" type="checkbox"/> Develops and coordinates the planning and implementation of collaborative reentry initiatives and activities undertaken by state and county agencies and nonprofit organizations <input checked="" type="checkbox"/> Works collectively with key stakeholders within both correctional and community settings as well as across the steering committee, working group, and industry advisory group to coordinate development of a strategic plan that is multisystemic in its approach to reduce recidivism and improve employability of people returning to the community after incarceration <input checked="" type="checkbox"/> Implements goals, priorities, work plans, projects, and organizational structures by working collaboratively with the multiple state, county, and tribal departments as well as community-based agencies at varying levels of management <input checked="" type="checkbox"/> Monitors the planning team's work plan and provides progress reports to it members <input checked="" type="checkbox"/> Obtains and analyzes data and information on existing corrections, reentry, and workforce development programs in the system <i>(e.g., state prisons, community-based reentry programs, local American Job Center, etc.)</i> <input checked="" type="checkbox"/> Recommends programmatic, policy, procedural, or legislative changes based on the analysis of data, opinion surveys, and summary or historical research <input checked="" type="checkbox"/> Researches and analyzes the collaboration and coordination between corrections, reentry, and workforce development agencies and recommends policies and procedures to improve the systematic reentry planning process <input checked="" type="checkbox"/> Prepares operational and statistical reports to support recommendations <input checked="" type="checkbox"/> Assists with cost-benefit analyses <input checked="" type="checkbox"/> Promotes, evaluates, and facilitates consumer and stakeholder involvement <input checked="" type="checkbox"/> Makes oral and written presentations to the planning team, county, and community <input type="checkbox"/> Oversees the operating budget of the grant <input checked="" type="checkbox"/> Oversees and monitors grant processes <input checked="" type="checkbox"/> Develops recommendations for purchase of services with community-based agencies <input checked="" type="checkbox"/> Provides supervision and coordination of programs and monitors provision of contracted services	

	<input checked="" type="checkbox"/> Provides professional consultation for the planning team and other governing committees and subcommittees as necessary <input checked="" type="checkbox"/> Assists steering committee, working group, and advisory group chairs and chairpersons with the development and posting of agendas, meeting minutes, and other correspondence <input checked="" type="checkbox"/> Attends all relevant meetings <input checked="" type="checkbox"/> Represents the planning team, as directed, in all coordinated justice system planning and data collection efforts, as well as at local and state committee meetings and seminars <input checked="" type="checkbox"/> Collaborates with governmental, judicial, and private agencies to coordinate services and assist in the resolution of problems, questions, or requests related to services provided <input type="checkbox"/> Assists in development and management of the design and functionality of various department website pages and databases <input checked="" type="checkbox"/> Researches funding options for implementation of strategic plan <input checked="" type="checkbox"/> Negotiates and coordinates the development of contracts and agreements <input checked="" type="checkbox"/> Assists with quality assurance efforts of reentry service providers <input checked="" type="checkbox"/> Liaises with research partner, if applicable <input type="checkbox"/> Other ( <i>Please specify.</i> )
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## B. Cross-Disciplinary, Executive-Level Steering Committee

*The role of the executive-level steering committee is to champion an integrated cross-systems approach and hold agencies accountable for establishing policies and procedures that will accomplish shared objectives. This group should include state leaders from executive and legislative branches, high-level correctional and workforce administrators, and local elected officials. Identifying and assembling a group of committed executive leadership is critical to successful information gathering, planning, and the later implementation phase of the collaborative strategic plan. These executive leaders are also able to influence funding allocation and the removal of the statutory regulatory policies—also known as collateral consequences—that stem from having a criminal record and can create barriers to housing, education, voting, employment, etc. For more up-to-date information on these collateral consequences and how they can be mitigated, see the [National Inventory of Collateral Consequences of Conviction](#) and the [Clean Slate Clearinghouse](#), respectively.*

### 1. What are the priorities for this steering committee?

*The Executive Steering Committee will be comprised of State leaders from executive and legislative branches, high-level correctional and workforce administrators, and local elected officials. The primary function of the committee is to provide overall vision and guidance to the program, mitigate policy barriers to career pathways and provide thought leadership to the strategic planning process.*

*The Executive Steering Committee will review recommendations, and provide input and final approval of the key project deliverable - the strategic plan.*

*Please see the attached Executive Steering Committee Charter – (sent to TA's 03/26/2020).*



ARES\_Iowa\_Executive-Level Steering Con

### 1. Have you solidified support for the executive-level steering committee's goals?

- ☒ Yes - *The Executive-Level Steering Committee's Letters of Agreement were sent to our TA provider on 02/20/2020.*  
☐ No

### 2. List the members of the cross-disciplinary, executive-level steering committee.

Name:	Title:	Organization:	Specific role on steering committee:	Signed a letter of agreement committing to involvement in project?
Dr. Beth Skinner	Director	Iowa Department of Corrections	Member	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<i>Katrina Carter</i>	<i>Director of Reentry and Treatment Services</i>	<i>Iowa Department of Corrections</i>	<i>Co-chair</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Marvin DeJears</i>	<i>Executive Director</i>	<i>Evelyn K. Davis Center for Working Families</i>	<i>Member</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Sally Kreamer</i>	<i>Deputy Director of Community Based Corrections</i>	<i>Iowa Department of Corrections</i>	<i>Member</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Linda Kirby</i>	<i>Program Manager, former</i>	<i>Iowa Department of Corrections</i>	<i>Member</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Richelle (Shelley) Seitz</i>	<i>Iowa Workforce Program Coordinator – Reentry</i>	<i>Iowa Workforce Development</i>	<i>Member</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Nate Ristow</i>	<i>Policy Advisor</i>	<i>Office of the Governor</i>	<i>Member</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Sandra Smith</i>	<i>Iowa Director of Correctional Education</i>	<i>Iowa Department of Corrections</i>	<i>Co-chair</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>William Sperfslage</i>	<i>IDOC Deputy Director of Prison Systems</i>	<i>Iowa Department of Corrections</i>	<i>Member</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Ryan West</i>	<i>Deputy Director</i>	<i>Iowa Workforce Development</i>	<i>Member</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**3. How often will the steering committee meet? (Check all that apply.)**

- ☐ Monthly  
☐ Bi-monthly (every other month)  
☒ Quarterly (every three months)  
☐ Semi-annually (every six months)  
☐ Other (Please specify.)

**4. Will your state reentry director or coordinator serve on the steering committee?** ☒ Yes ☐ No ☐ N/A

**5. Who are the additional stakeholders you would like to join the steering committee to ensure that there is cross-system representation?**

*At this point, we are comfortable with the team.*

**6. How is the agenda developed and shared with steering committee members?**

*The agenda will be created through collaboration between the Program Manager and the team members. The agenda will be distributed in advance to the team through email.*

**7. What will the process be for reporting on the steering committee progress?**

**Internally:** *Standard project management practices will be used to monitor program progress. A status report will be published and presented in at each quarterly meeting. Meeting minutes will also be created and action items tracked. Program progress is tracked against a project plan.*

**Externally:** *Meeting minutes will be published for each Executive Steering Committee meeting. The minutes will contain a list of action items and decisions made that will be shared with all stakeholders on a regular basis. The team will also explore newsletters and other public informational tools*

**8. Are there any other criminal justice/reentry planning efforts occurring in your region?**

☒ Yes - *Central Iowa Returning Citizens Grant (Central Iowa Works) and Postsecondary Education in Iowa's Prisons (Vera Institute) – For both of these efforts, ARES planning team members serve on their working groups. This provides the opportunity to cross share information, data, approaches and success/failures.*

☐ No

**C. Cross-Disciplinary Working Group**

*While the steering committee makes high-level policy recommendations, the cross-disciplinary working group advises on matters regarding the day-to-day activities of reentry and employment services in the correctional facility and in the community. This group should include key leaders from the corrections system, such as administrators and program staff from the community supervision agency as well as the correctional institution. It should also include community-based reentry service providers and leaders from the workforce development systems, such as members from the local workforce board, employment and training service coordinators, community college administrators, and community-based employment service providers. It is important that the working group represents diverse perspectives from across the corrections, reentry, and workforce development fields to guide the information gather and data collection processes and make recommendations for the strategic plan.*

**1. Will an existing decision-making entity, such as a reentry task force, serve as the cross-disciplinary working group for this project?**

☐ Yes

☒ No

**2. What are the priorities for this working group?**

*The cross-functional working group will advise the grant program manager and executive steering committee on matters regarding the day-to-day activities of reentry and employment services in the correctional facilities and in the community. They will participate in three main activities: establish the current level*

baseline of reentry programs and services currently offered, develop ways to improve programs, services and/or partnerships and execute a gap analysis to ensure the mission statement gets fulfilled and performance measures are met. This working group will include members of corrections, reentry service providers and workforce development fields to guide the information gathered and data collections process, as well as make recommendations for the strategic plan. Please see the attached Cross-functional Working Group Charter (sent to TA's on 03/26/2020).



ARES\_Iowa\_Cross-Functional Working Group Charter

**3. Have you developed letters of agreement (LOAs) for the cross-disciplinary working group's respective agencies?**

- ☒ Yes - The Cross-Disciplinary Working Group's Letters of Agreement were sent to our TA provider on 02/24/2020.  
☐ No

**4. List the members of the cross-disciplinary working group.**

Name:	Title:	Organization:	Specific role on working group:	Signed a letter of agreement committing to involvement in project?
Mike Brown	Division Manager	5 <sup>th</sup> District Community Based Corrections	Member	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Jennifer Doke-Kerns	DMAACC Correctional Director	Des Moines Area Community College (Newton Campus)	Member	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Joy Esposito	Assistant Director	Evelyn K. Davis Center for Working Families	Member	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Alex Harris	State Literacy Coordinator	Iowa Department of Education	Member	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Caprice Jones	Executive Director	Fountain of Youth	Member	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Angela Karaidos	Residential Manager	Fresh Start	Member	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Randi Radosevich	Resource Director	St. Vincent de Paul	Member	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Linda Kirby	Program Manager, former	Iowa Department of Corrections	Co-chair	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



<i>Clair Rudison</i>	<i>Academic and Workforce Specialist</i>	<i>Urban Dreams</i>	<i>Member</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Rob Seil</i>	<i>Reentry Coordinator</i>	<i>Iowa Department of Corrections</i>	<i>Member</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Richelle (Shelley) Seitz</i>	<i>Workforce Program Coordinator – Reentry</i>	<i>Iowa Workforce Development</i>	<i>Member</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Sandra Smith</i>	<i>Iowa Director of Correctional Education</i>	<i>Iowa Department of Corrections</i>	<i>Co-chair</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Dane Sulentic</i>	<i>State-wide Apprenticeship Coordinator</i>	<i>Iowa Department of Corrections</i>	<i>Member</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**5. How often will the working group meet? (Check all that apply)**

- ☒ Monthly  
☐ Bi-monthly (every other month)  
☐ Quarterly (every three months)  
☐ Semi-annually (every six months)  
☐ Other (Please specify.)

**6. Who coordinates the working group meeting schedule, agenda, and logistics?**

*Linda Kirby – Program Manager, former*

**7. How is the meeting agenda developed and shared with working group members?** *The agenda is created through collaboration between the Program Manager and the team members. The agenda is distributed in advance to the team through email.*

**8. What will the process be for reporting on the group's progress?**

**Internally:** *Standard project management practices are being used to monitor program progress. Meeting minutes are published and action items are tracked. Progress is also compared against a project plan.*

**Externally:** *Regular Status Reports are created and delivered to both Iowa Department of Corrections and Iowa Workforce Development leadership.*

**9. ?**

- ☐ Yes (What are they?)  
☒ No - Not currently. *It is anticipated that sub-groups may be formed as additional needs are discovered in the future.*

**10. How often will the sub-group(s) meet?**

- ☐ Monthly
- ☐ Bi-monthly (*every other month*)
- ☐ Quarterly (*every three months*)
- ☐ Semi-annually (*every six months*)
- ☐ Other (*Please specify.*)

**D. Industry Advisory Group of Employers**

*The Industry Advisory Group of employers will provide advisement on hiring needs and the development of job training programs and industry-recognized credentials that align with the growth industry or industries in the region. Its members should also assist with developing formal partnerships with employers who are willing to consider hiring formerly incarcerated people that have completed job-training programs as well as identify state, local, and tribal barriers to accessing and advancing in employment in the industry or industries of focus. This group should include human resource and hiring managers that can provide insight on the needs of the business community as it relates to hiring people returning to the community after incarceration. Please see the attached Industry Advisory Group Charter (sent to TA's on 03/26/2020). **This group will be engaged during Phase II of the grant.***



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y Advisory Group\_Ch

**1. Will an existing decision-making entity such as a workforce board committee serve as the industry advisory group for this project?**

- ☐ Yes
- ☒ No

**2. What specific growth industry or industries will the strategic planning focus on? Describe how you identified the growth industry or industries you selected.**

*After review of current industry needs (in conjunction with IWD), and matching those needs with our vocational, educational, and apprenticeship training capabilities, we plan to focus on the Manufacturing, Building Trades (Carpentry, Plumbing, etc.), and Technology industries. These industries are high growth opportunities for Iowa and will provide strong employment opportunities for our returning citizens.*

**3. List the members of the industry advisory group of employers.**

<b>Name:</b>	<b>Title:</b>	<b>Organization:</b>	<b>Specific role on advisory group:</b>	<b>Signed a letter of agreement committing to involvement in project?</b>
<i>Lisa Atchison-Charleston</i>	<i>Human Capital Manager</i>	<i>Barilla</i>	<i>Member</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Rob Doerhoff</i>	<i>Consultant</i>	<i>Tru-Team</i>	<i>Member</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Katie Guess</i>	<i>VP, Human Resources</i>	<i>Vermeer</i>	<i>Member</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Brad Hartkoph</i>	<i>Public Policy Director</i>	<i>Assoc. of Business and Industry</i>	<i>Member</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Kyle Horn</i>	<i>Founder/Director</i>	<i>America's Job Honor Awards</i>	<i>Member</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Corbon Kinney</i>	<i>Human Resources Manager</i>	<i>DZ Manufacturing</i>	<i>Member</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Linda Kirby</i>	<i>Program Manager, formerr</i>	<i>Iowa Department of Corrections</i>	<i>Co-chair</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Lynn Pickard</i>	<i>Training Director</i>	<i>Laborers Local 117</i>	<i>Member</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Sandra Smith</i>	<i>Director of Education</i>	<i>Iowa Department of Corrections</i>	<i>Co-chair</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Timbo Sailu</i>	<i>Director, Diversity</i>	<i>Hy-Vee</i>	<i>Member</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Brian Waller</i>	<i>President</i>	<i>Technology Association of Iowa</i>	<i>Member</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Ryan West</i>	<i>Deputy Director</i>	<i>Iowa Workforce Development</i>	<i>Member</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**4. How often will the advisory group meet? (Check all that apply)**

- ☐ Monthly  
☐ Bi-monthly (every other month)  
☒ Quarterly (every three months)  
☐ Semi-annually (every six months)  
☐ Other (Please specify.)

**5. Who coordinates the advisory group meeting schedule, agenda, and logistics? Linda Kirby - Program Manager, former**

6. **How is the meeting agenda developed and shared with advisory group members?** *The agenda will be created through collaboration between the Program Manager and the team members. Agenda will be distributed in advance to the team through email.*

7. **What will the process be for reporting on the advisory group's progress?**

**Internally:** *Standard project management practices will be used to monitor program progress. Meeting minutes will be published and action items will be tracked. Progress will also be compared against a project plan.*

**Externally:** *Regular Status Reports will be created and delivered to the Industry Advisory Group of Employers, Iowa Department of Corrections and Iowa Workforce Development leadership.*

8. **Does the working group include sub-group(s)?**

☐ Yes (What are they?)

☒ No

9. **How often will the sub-group(s) meet?**

☐ Monthly

☐ Bi-monthly (*every other month*)

☐ Quarterly (*every three months*)

☐ Semi-annually (*every six months*)

☐ Other (*Please specify.*)

## SECTION 3: IDENTIFYING YOUR TARGET POPULATION, PROCESS ANALYSIS, AND SYSTEMS MAPPING

For any multisystemic, collaborative, and coordinated plan to be effective, grantees should complete an analysis of their reentry planning process. This analysis starts at a person's admission to prison and traces their steps through enrollment in programming in the community. The analysis includes a review of corrections, reentry, and workforce development agencies' processes and policies related to the timing of assessments and screenings, data collection, correctional program referral and enrollment, release planning, community supervision, and community-based program referrals and enrollment. The capacity to provide evidence-based and best practices both before and after release will be assessed during this process. This analysis gives stakeholders a more comprehensive understanding of the current system and an understanding of how to integrate best practices from corrections and workforce development fields. To learn more about innovative ways to integrate best practices from corrections and workforce development fields, please see [Integrated Reentry and Employment Strategies: Reducing Recidivism and Promoting Job Readiness](#).

**The following exercises will help you identify gaps in your corrections and workforce development systems' policies, practices, and programs. The information gathered from these exercises will assist with the development of your strategic plan.**

### EXERCISE 3: GAUGING RISK AND NEEDS AND JOB READINESS LEVELS

Correctional staff, employment service providers, and employers who are represented in the collaborative planning team need to agree on a consistent screening and assessment process that accurately identifies peoples' criminogenic risk and associated needs and their level of job readiness.<sup>1</sup>

This exercise will help you determine whether your existing screening and assessment process is operating effectively and gathering the information necessary to improve outcomes for people in your corrections system.

#### A. Local Definition of Recidivism

##### 1. What is your state or system-wide definition of recidivism?

*The Iowa Department of Corrections utilizes two reporting metrics for recidivism. The first metric, which is any individual leaving prison onto parole, work release, or discharge, that would be re-incarcerated within three years for a new conviction or revocation from supervision. The second metric is target population. The target population includes high normal and intensive probationers and parolees who are incarcerated within three years for a new conviction or revocation. The recidivism for prison exits for FY 18 is 37.8%; and 35.6% for the target population.*

##### 2. How is recidivism calculated?

*Iowa measures recidivism rate annually. IDOC utilizes several databases to calculate recidivism. IDOC utilizes the Iowa Corrections Offender Network (ICON), which is an internal, customized database tracking system and the Justice Data Warehouse that gathers court-level information.*

#### B. Risk and Needs Identification Process

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<sup>1</sup> Refer to the Appendix A for more information on the Resource-Allocation and Service-Matching Tool to guide your process for making assessment-informed referrals to reentry and employment services as well as determine the level of correctional supervision needed. Policymakers, as well as corrections, reentry, and workforce development administrators, may use this framework to triage limited resources in a way that maximizes the impact on recidivism and employment outcomes.

1. **After Conviction** (within one – 30 days of admission to prison) Please note: Iowa uses a Reception Center for initial assessment and facility placement tasks. The typical timeframe for the Reception Center is one to 60 days.
- a. Do you use an objective, validated assessment tool to estimate risk of reoffending and associated needs after conviction?
- ☒ Yes  
☐ No
- b. What is the name of the tool?
- ☐ Correctional Assessment and Intervention System (CAIS)  
☐ Wisconsin Risk and Needs (WRN) instruments  
☐ Correctional Offender Management Profile for Alternative Sanctions (COMPAS)  
☐ Level of Service Instruments (LSI, LSI-R, LS/CMI, LSI-R:SV, LS-RNR)  
☐ Offender Screening Tool (OST)  
☐ Ohio Risk Assessment System (ORAS)  
☒ Other (Please specify.) Iowa Violence and Victimization Instrument (IVVI), Dynamic Risk Assessment of Offender Reentry (DRAOR), and the Iowa Risk Revised (IRR).
- c. Has it been validated on your population in the last five years?
- ☒ Yes - These are ongoing assessment tools/processes that have been in place for 5+ years. The IVVI is assessed upon admission and the DRAOR is assessed every four months for elevated risk offenders.  
☐ No
- d. Who administers the tool?
- Correctional Counselor
- e. How often are the people who administer the tool trained to do so?
- Individuals are trained before they begin administering the tool, and then again on request.
- f. Is there a quality assurance process to ensure that the assessment is being administered correctly?
- ☒ Yes - This is an audited process with corrective action plans.  
☐ No
- g. How are the results stored?
- ☒ Electronic database - Results are stored in Iowa Corrections Offender Network (ICON) Data Warehouse.  
☐ Paper records  
☐ Excel spreadsheet  
☐ Other
- h. Are there any agencies outside of the corrections system that have access to assessment results?
- ☐ Yes (What agencies?)  
☒ No
- i. For those external agencies, is access to the results available upon request or automatically?
- ☐ Upon request  
☐ Automatically

2. **Transition** (within 6–12 months of eligible release/parole date from prison)

- a. **Do you use an objective, validated assessment tool to estimate risk of reoffending and associated needs during transition?**  
☒ Yes  
☐ No
- b. **What is the name of the tool?**  
☐ Correctional Assessment and Intervention System (CAIS)  
☐ Wisconsin Risk and Needs (WRN) instruments  
☐ Correctional Offender Management Profile for Alternative Sanctions (COMPAS)  
☐ Level of Service Instruments (LSI, LSI-R, LS/CMI, LSI-R:SV, LS-RNR)  
☐ Offender Screening Tool (OST)  
☐ Ohio Risk Assessment System (ORAS)  
☒ Other *(Please specify.) Dynamic Risk Assessment of Offender Reentry (DRAOR) – this assessment is conducted on an ongoing basis with the offender.*
- c. **Has it been validated on your population in the last five years?**  
☒ Yes - *Ongoing assessment tool / process for 5+ years.*  
☐ No
- d. **Who administers the tool?** *Correctional Counselor*
- e. **How often are the people who administer the tool trained to do so?**  
*Individuals are trained on the risk-assessment tool when they first join the team. Additional, “booster” training sessions are available on request.*
- f. **Is there a quality assurance process to ensure that the assessment is being administered correctly?**  
☒ Yes - *This is an audited process with corrective action plans.*  
☐ No
- g. **How are the results stored?**  
☒ Electronic database - *Results are stored in Iowa Corrections Offender Network (ICON) Data Warehouse.*  
☐ Paper records  
☐ Excel spreadsheet  
☐ Other *(Please specify.)*
- h. **Are there any agencies outside of the corrections system that have access to assessment results?**  
☐ Yes *(What agencies?)*  
☒ No
- i. **For those external agencies, is access to the results available upon request or automatically?**  
☐ Upon request  
☐ Automatically

### 3. After Release

- a. Do you use an objective, validated assessment tool to estimate risk of reoffending and associated needs after release from prison?

☒ Yes  
☐ No

- b. What is the name of the tool?

☐ Correctional Assessment and Intervention System (CAIS)  
☐ Wisconsin Risk and Needs (WRN) instruments  
☐ Correctional Offender Management Profile for Alternative Sanctions (COMPAS)  
☐ Level of Service Instruments (LSI, LSI-R, LS/CMI, LSI-R:SV, LS-RNR)  
☐ Offender Screening Tool (OST)  
☐ Ohio Risk Assessment System (ORAS)  
☒ Other (Please specify.) *Dynamic Risk Assessment of Offender Reentry– Community Based Corrections and Iowa Risk Revised (IRR).*

- c. Has it been validated on your population in the last five years?

☒ Yes – *Both assessments have been ongoing for 5+ years.*  
☐ No

- d. Who administers the tool? *Parole Officers*

- e. How often are the people who administer the tool trained to do so?

*Individuals are trained on the risk-assessment tool when they first join the team. Additional, “booster” training sessions are available on request.*

- f. Is there a quality assurance process to ensure that the assessment is being administered correctly?

☒ Yes – *This is an audited process with corrective action plans.*  
☐ No

- g. How are the results stored?

☒ Electronic database - *Results are stored in Iowa Corrections Offender Network (ICON) Data Warehouse.*  
☐ Paper records  
☐ Excel spreadsheet  
☐ Other (Please specify.)

- h. Are there any agencies outside of the corrections system that have access to assessment results?

☐ Yes (What agencies?)  
☒ No

- i. For those external agencies, is access to the results available upon request or automatically?

☐ Upon request  
☐ Automatically

4. Can you determine how many people released to your geographic location of focus are assessed as being at a low risk for recidivism? (Refer to the Resource-Allocation and Service-Matching Tool in Appendix A.)

☐ Yes (How many people?)  
☒ No



5. Can you determine how many people released to your geographic location of focus are assessed as being at a moderate/high risk for recidivism? If so, how many?

☐ Yes (How many people?)  
☒ No

6. Based on the information gathered in this section, identify the gaps in your systems' risk and needs identification process.

*There is currently a gap due to different database systems between IDOC and IWD. This creates issues when trying to track an individual receiving employment and training services pre-release and post-release. IWD, IDOC and IDOE have met several times to discuss how to better share data. We are in the process of developing the requirements for the effort it would take to create a shared database.*

#### C. Local Definition of Job Readiness

1. What is the system-wide definition of job readiness that the planning team has decided to adopt?

*Iowa uses the NCRC Job Readiness definition: "a level of foundational skills an individual needs to be minimally qualified for a specific occupation/job as determined through an occupational profile or job analysis."*

2. Are you developing the definition yourself or are you taking it from an existing standard?

*The NCRC Job Readiness definition was already in use in Iowa.*

#### D. Job Readiness Identification Process

2. After Conviction (within 1–30 days of admission to prison) – See note on Reception Center under section C

- a. Do you use a job readiness assessment/screening after conviction to measure for the likelihood of a person experiencing difficulties finding and maintaining a job?

☒ Yes  
☐ No

- b. What is the name of the tool? *The NCRC assessment is available to all incarcerated individuals; CASAS is administered to incarcerated individuals enrolled in education.*

- c. Who administers the tool?

*For CASAS – Educators*

*For NCRC – IWD Advisors, Education staff, and DOC staff*

- d. How often are people who administer the tool trained to do so?

*NCRC – just initial training, CASAS –ongoing training is provided by the community college, both for new administrators and as guidelines change, for everyone.*

- e. Is there a quality assurance process to ensure that the assessment/screening is being administered correctly?

☒ Yes – *for CASAS, the Department of Education (via the Community Colleges) audits the process and provide corrective action plans if needed.*  
☒ No - *for NCRC.*

- f. How are the results stored? (NCRC)

- ☒ Electronic database - *ACT Workkeys data (outside firm, non-DOC).*
- ☒ Paper records - *All the correctional facilities.*
- ☐ Excel spreadsheet
- ☐ Other (*Please specify.*)

**How are the results stored? (CASAS)**

- ☒ Electronic database – *At a Community College (not at DOC) – then the results are transferred to the DOE.*
- ☒ Paper records - *All the correctional facilities.*
- ☐ Excel spreadsheet
- ☐ Other (*Please specify.*)

**g. What agencies have access to the results?**

*For NCRC – Only the Corrections Officer and Offender.*

*For CASAS – IDOC, DOE and Community Colleges have access.*

**h. For those external agencies, is access to the results available upon request or automatically?**

- ☐ Upon request
- ☒ Automatically

**3. Transition (*within 6–12 months of eligible release/parole date from prison*)**

**a. Do you use a job readiness assessment/screening during transition to measure for the likelihood of a person experiencing difficulties finding and maintaining a job?**

- ☒ Yes
- ☐ No

**b. What is the name of the tool? *We use CASAS (both the basic skills assessment and the work readiness checklist) for individuals enrolled in Educational Programs.***

**c. Who administers the tool? *IDOC collaborates with five community colleges for education. Instructors administer the CASAS assessment from these community colleges.***

**d. How often are people who administer the tool trained to do so? *CASAS administrators are trained when they initially begin administering the tool. A refresher training session is available to anyone who requests/needs it.***

**e. Is there a quality assurance process to ensure that the assessment/screening is being administered correctly?**

- ☒ Yes
- ☐ No

**f. How are the results stored?**

- ☒ Electronic database - *Results are currently maintained in the Department of Education's database. Efforts are underway to transfer the results into ICON.*
- ☐ Paper records
- ☐ Excel spreadsheet
- ☐ Other

- g. **What agencies have access to the results?** *Iowa Department of Education and Iowa Department of Corrections.*
- h. **For those external agencies, is access to the results available upon request or automatically?**  
☒ Upon request  
☐ Automatically

**4. After Release**

- a. **Do you use a job readiness assessment/screening after release from prison to measure for the likelihood of a person experiencing difficulties finding and maintaining a job?**  
☐ Yes  
☒ No
- b. **What is the name of the tool?** *N/A*
- c. **Who administers the tool?** *N/A*
- d. **How often are people who administer the tool trained to do so?** *N/A*
- e. **Is there a quality assurance process to ensure that the assessment/screening is being administered correctly?**  
☐ Yes  
☒ No
- f. **How are the results stored?**  
☐ Electronic database  
☐ Paper records  
☐ Excel spreadsheet  
☐ Other (*Please specify.*)
- g. **What agencies have access to the results?** *N/A*
- h. **For those external agencies, is access to the results available upon request or automatically?**  
☐ Upon request  
☐ Automatically

5. **Can you determine how many people released to your geographic location of focus are more job-ready based on job readiness assessment/screening results?** (*Refer to the Resource-Allocation and Service-Matching Tool in Appendix A.*)  
☐ Yes (*How many people?*)  
☒ No
6. **Can you determine how many people released to your geographic location of focus are less job-ready based on job readiness assessment/screening results?**  
☐ Yes (*How many people?*)  
☒ No

7. Can you determine how many people released to your geographic location of focus are moderate/high risk and more job-ready? (Refer to the Resource Allocation and Service Matching tool in Appendix A)
- ☐ Yes (How many people?)  
☒ No
8. Can you determine how many people released to your geographic location of focus are moderate/high risk and less job-ready?
- ☐ Yes (How many people?)  
☒ No
9. Can you determine how many people released to your geographic location of focus are low risk and more job-ready?
- ☐ Yes (How many people?)  
☒ No
10. Can you determine how many people released to your geographic location of focus are low risk and less job-ready?
- ☐ Yes (How many people?)  
☒ No

11. Based on the information gathered in this section, identify the gaps in your system's job readiness identification process.

*There is a gap in our system regarding job readiness assessment. While we do use NCRC, O\*NET and CASAS, we believe there are assessment tools available that would better fit our needs. In particular, we are interested in implementing a job assessment tool that would help incarcerated individuals recognize where their aptitudes and interest lay.*

*We plan to implement a new job readiness tool and leverage the results to assist incarcerated individuals to make the right educational and training choices.*

.

## E. Establishing Baseline Data

### 1. Does your corrections system collect data regarding the participants':

i. Demographic information (e.g., age, gender, education, race)	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records <input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other (Please specify.)	<b>What other agencies have access to this information?</b> <i>None</i> <b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically
ii. Admission date to prison	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records <input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other (Please specify.)	<b>What other agencies have access to this information?</b> <i>None</i> <b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically
iii. Criminal history	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records <input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other (Please specify.)	<b>What other agencies have access to this information?</b> <i>None</i> <b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically
iv. Release date from prison	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records <input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other (Please specify.)	<b>What other agencies have access to this information?</b> <i>None</i> <b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically

v. The name of the releasing facility	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records <input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other <i>(Please specify.)</i>	<b>What other agencies have access to this information?</b> <i>None</i> <b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically
vi. Community supervision obligation	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records <input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other <i>(Please specify.)</i>	<b>What other agencies have access to this information?</b> <i>None</i> <b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically
vii. Geographic location to which they are returning (city/county, state, zip code)	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records <input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other <i>(Please specify.)</i>	<b>What other agencies have access to this information?</b> <i>None</i> <b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically
viii. Referrals to pre-release services/programs	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records <input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other <i>(Please specify.)</i>	<b>What other agencies have access to this information?</b> <i>None</i> <b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically
ix. Enrollments in pre-release services/programs	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records	<b>What other agencies have access to this information?</b> <i>None</i>

			<input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other (Please specify.)	<b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically
x. Completion of pre-release services/program	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records <input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other (Please specify.)	<b>What other agencies have access to this information?</b> <i>None</i> <b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically
xi. Referrals to post-release services/programs	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records <input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other (Please specify.)	<b>What other agencies have access to this information?</b> <i>None</i> <b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically
xii. Enrollments in post-release services/programs	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records <input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other (Please specify.)	<b>What other agencies have access to this information?</b> <i>None</i> <b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically
xiii. Completion of post-release services/programs	<b>Answer</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>What agency collects this information?</b> <i>Iowa Department of Corrections</i>	<b>How is this information stored?</b> <input checked="" type="checkbox"/> Electronic database <input type="checkbox"/> Paper records <input type="checkbox"/> Excel spreadsheet <input type="checkbox"/> Other (Please specify.)	<b>What other agencies have access to this information?</b> <i>None</i> <b>Do they have access upon request or automatically?</b> <input type="checkbox"/> Upon request <input type="checkbox"/> Automatically

**2. Based on the information gathered from this section, identify the gaps in establishing baseline data.**

*Based upon the analysis of the data collection and management practices of Iowa Department of Collections, no significant gaps have been identified. One potential area of improvement might be to provide more access (to other agencies) to the information collected. However, much of this information is protected under privacy laws. Therefore, any changes to access would need to be handled carefully and would fall under a “need to know” basis.*

**EXERCISE 4: MAKING ASSESSMENT-INFORMED REFERRALS TO EVIDENCE-BASED AND PROMISING PROGRAMS**

To assess the landscape of services available in the prison and in the community, the cross-disciplinary working group should conduct interviews with existing prison program staff, service agencies, participants, and community supervision agents. This section is intended to give you a better understanding of your systems policies, programs, practices, and service capacity to address criminal behavior and job readiness.

**A. Utilize Risk and Needs Assessments and Job Readiness Assessments/Screenings to Inform Referrals to Pre-release Programs**

Use the following tables to identify your prison’s capacity to make assessment-informed referrals to pre-release services that are designed to change criminal behaviors and increase job readiness.

**1. Does your prison have a policy to provide programming that is designed to change criminal behaviors?**

☒ Yes (What is it?) Policy #ISCL03 prescribes the statewide approach to criminal behavior programming. There is a variety of intervention programming that address criminal behaviors, such as Thinking for a Change, Moral Recognition Therapy, Prime 4 Life (Operating While Intoxicated Conviction), Cognitive Behavior Interventions for Substance Abuse, Achieving Change through Value Based Behavior. Anyone that is assessed as a high or moderate risk is required to participate in the appropriate intervention(s).

☐ No

**2. Use the chart below to list all the programs that are designed to change criminal behavior.**

Service Provided to Program Participants	Curriculum Name	Eligibility Criteria (e.g., participant scored probable or highly probable on criminal thinking scale, and is within 2 years of release date from prison)	Risk and Needs Assessment Is an objective, validated criminogenic risk and needs assessment used to inform referrals to this program? If so, what is it?	Is the program evidence-based?	Service-Delivery Method (e.g., one-on-one, group setting, etc.)	Name of Service Provider	Program Capacity (e.g., the number of people who can be served at one time)	Length of Program (e.g., 6 weeks/25 sessions)	Number of Participants Enrolled in a Calendar Year
Cognitive Behavioral Therapy	Thinking for a Change (T4C)	Must be Moderate-High Risk	Iowa Violence and Victimization Instrument (IVVI)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Group Setting	Iowa Department of Corrections	16 people per session, 2 sessions per week,	12 weeks	362



							<i>co-facilitated</i>		
<i>Cognitive Behavioral Therapy</i>	<i>Moral Recognition Therapy</i>	<i>Must be Moderate-High Risk</i>	<i>Iowa Violence and Victimization Instrument (IVVI)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Group Setting</i>	<i>Iowa Department of Corrections</i>	<i>16 people per session, 2 sessions per week, co-facilitated</i>	<i>12 weeks</i>	<i>1424</i>
<i>Addiction Behavioral Education</i>	<i>Prime For Life</i>	<i>Court Order/Obligation</i>	<i>N/A</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Group Setting</i>	<i>Iowa Department of Corrections</i>	<i>16-20 people per session, 2 sessions per week, single-facilitated</i>	<i>10 hours</i>	<i>295</i>
<i>Addiction Behavioral Therapy</i>	<i>Cognitive Behavioral Interventions for Substance Abuse</i>	<i>Must be Moderate-High Risk</i>	<i>Iowa Violence and Victimization Instrument (IVVI)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Group Setting</i>	<i>Iowa Department of Corrections</i>	<i>16 people per session, 2 sessions per week, may be single- or co-facilitated</i>	<i>16 weeks</i>	<i>135</i>
<i>Cognitive Behavioral Therapy</i>	<i>Achieving Change through Value Based Behavior (ACTV)</i>	<i>Must be Moderate-High Risk</i>	<i>Iowa Violence and Victimization Instrument (IVVI)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Group Setting</i>	<i>Iowa Department of Corrections</i>	<i>16 people per session, 2 sessions per week, co-facilitated</i>	<i>12 weeks</i>	<i>1324</i>
<i>Cognitive Behavioral Therapy</i>	<i>Seeking Safety</i>	<i>As needed (for PTSD and/or trauma)</i>	<i>Dynamic Risk Assessment for Offender Reentry (DRAOR)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Group Setting</i>	<i>Iowa Department of Corrections</i>	<i>Up to 8 people</i>	<i>8-12 weeks</i>	<i>112</i>

3. Does your prison have a policy to provide programming designed to increase job readiness?

☒ Yes - *The Life Skills Program – training that helps prepare offenders for future employment by developing resumes, conducting mock interviews, career planning and financial literacy training.*

☐ No

**4. Does your prison have a policy that requires using a job-readiness assessment or screening to inform referrals to programs that are designed to increase job readiness?**

☐ Yes (*What is it?*)

☒ No - *This gap has been identified as an area to improve in the “future state” reentry process. We plan to implement a new job readiness tool and leverage the results to assist incarcerated individuals to make the right educational and training choices.*

5. Use the chart below to list all pre-release programs that are designed to increase job readiness.

Service Provided to Program Participants	Curriculum Name	Eligibility Criteria	Service-Delivery Method	Name of Service Provider	Service Capacity	Length of Service	Does the service align with specific growth industries in your region?	Does the program offer industry-recognized credentials?	Who is responsible for the referral to services?	Number of Participants Enrolled in a Calendar Year
Literacy Program	HiSET	Anyone without a high school diploma	Face to Face Instruction	5 Community College Partners	6 classes per year with 12 to 15 students	Up to 34 weeks per class	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment Center, Counselors	939
Welding	Welding	Post-secondary Enrollment	Classroom guided instruction	5 Community College Partners	6 classes per year with 12 to 15 students	7 to 8 weeks per class	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Counselors, Workforce Advisors, Others	27
Supply Chain Management	Supply Chain Management	Post-secondary Enrollment, HiSET or High School diploma	Classroom guided instruction and lab	5 Community College Partners	6 classes per year with 12 to 15 students	7 to 8 weeks per class	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Counselors, Workforce Advisors, Others	5
Industrial Machinist	Industrial Machinist	Post-secondary Enrollment	Classroom guided instruction and lab	5 Community College Partners	6 classes per year with 12 to 15 students	7 to 8 weeks per class	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Counselors, Workforce Advisors, Others	33
Carpentry	Carpentry	Post-secondary Enrollment	Classroom guided instruction and lab	5 Community College Partners	6 classes per year with 12 to 15 students	7 to 8 weeks per class	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Counselors, Workforce Advisors, Others	18

					15 students					
<i>Culinary Baking</i>	<i>Culinary Baking</i>	<i>Post-secondary Enrollment</i>	<i>Classroom guided instruction and lab</i>	<i>5 Community College Partners</i>	<i>6 classes per year with 12 to 15 students</i>	<i>7 to 8 weeks per class</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Counselors, Workforce Advisors, Others</i>	<i>0</i>
<i>Forklift Operations Training</i>	<i>Forklift</i>	<i>HiSET or High School Diploma</i>	<i>Classroom guided instruction and lab</i>	<i>5 Community College Partners</i>	<i>6 classes per year with 12 to 15 students</i>	<i>7 to 8 weeks per class</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Counselors, Workforce Advisors, Others</i>	<i>79</i>
<i>OSHA 10 Safety Training for Construction</i>	<i>OSHA 10</i>	<i>HiSET or High School Diploma</i>	<i>Classroom guided instruction</i>	<i>5 Community College Partners</i>	<i>6 classes per year with 12 to 15 students</i>	<i>2 to 6 weeks per class</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Counselors, Workforce Advisors, Others</i>	<i>217</i>
<i>ServSafe Certification – Restaurant Management</i>	<i>ServSafe Manager</i>	<i>HiSET or High School Diploma</i>	<i>Classroom guided instruction and lab</i>	<i>5 Community College Partners</i>	<i>6 classes per year with 12 to 15 students</i>	<i>7 to 8 weeks per class</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Counselors, Workforce Advisors, Others</i>	<i>10</i>
<i>Associate Degree</i>	<i>Business</i>	<i>HiSET or High School Diploma</i>	<i>Classroom guided instruction or Self-study</i>	<i>5 Community College Partners</i>	<i>6 classes per year with 10 to 12 students</i>	<i>2 year program</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Counselors, Workforce Advisors, Others</i>	<i>132</i>
<i>Associate Degree</i>	<i>Associate of Arts</i>	<i>HiSET or High School Diploma</i>	<i>Classroom guided instruction or Self-study</i>	<i>5 Community College Partners</i>	<i>6 classes per year with 10 to 12 students</i>	<i>2 year program</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Counselors, Workforce Advisors, Others</i>	<i>44</i>

Baker	Apprenticeship	Job Availability at Facility	Self-study	National Restaurant Association	Self-pace Study	6000 Hours	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Counselors, Workforce Advisors, Others	8 active, 1 completed
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**6. Based on the information gathered in this section, identify the gaps in your system with regards to using risk and needs assessments and job readiness assessments/screenings to inform referrals to pre-release programs.**

*As noted above, there is a gap in our system regarding job readiness assessment. While we do use NCRC and CASAS, we believe there are tools available that would better fit our needs. In particular, we are interested in implementing a job assessment tool that would help incarcerated individuals recognize where their aptitudes and interest lay.*

*We plan to implement a new job readiness tool and leverage the results to assist incarcerated individuals to make the right educational and training choices.*

**B. Utilize Risk and Needs Assessments and Job Readiness Assessments/Screenings to Inform Referrals to Post-release Services**

Use the following tables to identify your system's capacity to make assessment-informed referrals to post-release services that are designed to change criminal behaviors and increase job readiness.

**1. List all the agencies that provide programs that are designed to change criminal behavior.**

Name of Program Provider	Type of Service Offered and Curriculum Name (if applicable)	Eligibility Criteria <i>(e.g., participant scored probable or highly probable on criminal thinking scale, and is within 2 years of release date from prison)</i>	Service-Delivery Method <i>(e.g., one-on-one, group setting, etc.)</i>	Program Capacity <i>(e.g., the number of people who can be served at one time)</i>	Length of Program <i>(e.g., 6 weeks/25 sessions)</i>	Are the results of an objective, validated criminogenic risk and needs assessment used to inform referrals to the program?	What agency or agencies are responsible for making the referral to the service?  What is the referral process?  Is there a referral policy in place?	Number of Participants Enrolled in a Calendar Year
Iowa Department of Corrections	Achieving Change Through Value-Based	Must be Moderate/High Risk	Group Setting	16 people per session, 2 sessions per week	12 weeks	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	DOC/CBC; Based on risk level; Yes	1324

	<i>Behavior (ACTV)</i>							
5th District, Department of Correctional Services	IDAP Des Moines Female Group SSC Unit	Domestic Abuse	Group Setting	15 people per session	24 to 36 sessions	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Court Order N/A N/A	98
5th District, Department of Correctional Services	IDAP Des Moines Hispanic Group – SSC Unit	Domestic Abuse	Group Setting	15 people per session	24 to 36 sessions	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Court Order N/A N/A	8
5th District, Department of Correctional Services	IDAP Des Moines – Male Group – SSC Unit	Domestic Abuse	Group Setting	15 people per session	24 to 36 sessions	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Court Order N/A N/A	371
5th District, Department of Correctional Services	IDAP Des Moines – Male Group – SSC Unit - Duluth	Domestic Abuse	Group Setting	15 people per session	24 to 36 sessions	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Court Order N/A N/A	89
5th District, Department of Correctional Services	SSC Calm Classes by DCS - Culturally Responsive – Des Moines	African- American High Risk	Group Setting	15 people per session	24 to 36 sessions	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	No N/A N/A	28
5th District, Department of Correctional Services	SSC Calm Classes by DCS – Des Moines	High Risk	Group Setting	15 people per session	24 to 36 sessions	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	No N/A N/A	138
5th District, Department of Correctional Services	SSC Moving on Classes by DCS – Des Moines	High Risk	Group Setting	15 people per session	24 to 36 sessions	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	No N/A N/A	227
5th District, Department of	IDAP Indianola Male Group SSC Unit	Domestic Abuse	Group Setting	15 people per session	24 to 36 sessions	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	No N/A	22

<i>Correctional Services</i>								<i>N/A</i>	
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**2. List all the agencies that provide programs that are designed to increase job readiness.**

<b>Name of Program Provider</b>	<b>Type of Service Offered and Curriculum Name (if applicable)</b>	<b>Eligibility Criteria</b>	<b>Service-Delivery Method</b>	<b>What agency or agencies are responsible for making the referral to the program?</b>	<b>Service Capacity</b>	<b>Length of Service</b>	<b>Does the service align with specific growth industries in your region?</b>	<b>Does the program offer industry-recognized credentials?</b>	<b>Are the results of a job readiness assessment or screening used to inform referrals to the program?  If so, what is the referral process?  Is there a referral policy in place?</b>	<b>Number of Participants Enrolled in a Calendar Year</b>
<i>Community College Partners (DMACC, Southeastern Community College, Iowa Central Community College)</i>	<i>HiSET/ESL</i>	<i>21 and younger</i>	<i>Group</i>	<i>DOC</i>	<i>15 per class</i>	<i>Self-pace</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>N/A</i>	<i>HiSET – 939</i> <i>ESL - 0</i>
<i>Community College Partners (DMACC, Southeastern Community College)</i>	<i>Life Skills Training</i>	<i>Voluntary</i>	<i>Group</i>	<i>DOC</i>	<i>15 per class</i>	<i>10 days</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>759</i>

<i>College, Iowa Central Community College)</i>										
<i>IWD</i>	<i>National Career Readiness Certificate (NCRC)</i>	<i>Voluntary with a high school diploma or HiSET</i>	<i>Group</i>	<i>DOC or IWD</i>	<i>15 per class</i>	<i>3 – 55 minute assessments</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>480</i>
<i>State of Iowa</i>	<i>Last Dollar Scholarship</i>	<i>New high school graduates starting college full-time or adult learners starting college at least part-time;</i>  <i>Have applied for all other available aid;</i>  <i>Plan to earn a credential for a high-demand job</i>	<i>Individual</i>	<i>IowaWORKS</i>	<i>Unknown</i>	<i>Through 2025</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>Unknown</i>
<i>State of Iowa</i>	<i>Future Ready Iowa Grant</i>	<i>Have at least half of the credits completed</i>	<i>Individual</i>	<i>IowaWORKS</i>	<i>Unknown</i>	<i>Through 2025</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>Unknown</i>



		<p><i>and accepted toward an eligible program at an eligible school;</i></p> <p><i>Have not been enrolled in post-secondary education for two or more years</i></p> <p><i>Have applied for all other available aid</i></p>								
<i>State of Iowa</i>	<i>Employer Innovation Fund</i>	<i>Employers, employer consortium, community organizations and other entities. If the applicant is not an employer, the organization must be aligned</i>	<i>Group</i>	<i>IowaWORKS</i>	<i>Unknown</i>	<i>Through 2025</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>Unknown</i>

		<i>with one or more employers and demonstrate this via an employer commitment letter in the proposal</i>								
<i>Iowa Workforce Development</i>	<i>Resume Creation</i>	<i>Voluntary</i>	<i>Group</i>	<i>IowaWORKS</i>	<i>16 per workshop</i>	<i>90 minutes</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>2,612</i>
<i>Iowa Workforce Development</i>	<i>Interviewing and Negotiation</i>	<i>Voluntary</i>	<i>Group</i>	<i>IowaWORKS</i>	<i>16 per workshop</i>	<i>90 minutes</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>4,254</i>
<i>Iowa Workforce Development</i>	<i>Research Industry Trends</i>	<i>Voluntary</i>	<i>Group</i>	<i>IowaWORKS</i>	<i>16 per workshop</i>	<i>90 minutes</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>843</i>
<i>Iowa Workforce Development</i>	<i>Maintaining a Positive Attitude</i>	<i>Voluntary</i>	<i>Group</i>	<i>IowaWORKS</i>	<i>16 per workshop</i>	<i>90 minutes</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>3,179</i>
<i>Iowa Workforce Development</i>	<i>Develop a Career Plan</i>	<i>Voluntary</i>	<i>Group</i>	<i>IowaWORKS</i>	<i>16 per workshop</i>	<i>90 minutes</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>3,735</i>
<i>Iowa Workforce Development</i>	<i>Job Search and Job Applications</i>	<i>Voluntary</i>	<i>Group</i>	<i>IowaWORKS</i>	<i>16 per workshop</i>	<i>90 minutes</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>N/A</i> <i>N/A</i>	<i>8,376</i>

									N/A	
<i>Iowa Workforce Development</i>	<i>Federal Bonding Program</i>	<i>Voluntary</i>	<i>Group and Individual</i>	<i>IowaWORKS</i>	<i>As needed</i>	<i>30 minutes</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>18</i>
<i>Iowa Workforce Development</i>	<i>PROMISE JOBS</i>	<i>Voluntary, DHS required</i>	<i>Individual</i>	<i>IowaWORKS, DHS</i>	<i>As needed</i>	<i>N/A</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>686</i>
<i>Iowa Workforce Development</i>	<i>Ticket to Work</i>	<i>Voluntary</i>	<i>Individual</i>	<i>IowaWORKS</i>	<i>As needed</i>	<i>N/A</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>2</i>
<i>IVRS</i>	<i>Vocational Rehabilitation (referral to Iowa VR)</i>	<i>Voluntary</i>	<i>Individual</i>	<i>IowaWORKS</i>	<i>As needed</i>	<i>N/A</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>N/A</i> <i>N/A</i> <i>N/A</i>	<i>Unknown, Outside Agency</i>
<i>Central Iowa Works</i>	<i>Occupational Training and Supportive Services</i>	<i>25 years and older</i>	<i>Group</i>	<i>DOC, IWS</i>	<i>200 over three years</i>	<i>18 months</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes</i> <i>Needs/barriers assessment is completed and drives the referral</i> <i>Yes</i>	<i>100</i>
<i>Society of St. Vincent de Paul (SVdP)</i>	<i>IMMERSION</i>	<i>Anyone affected by incarceration</i>	<i>Group and Individual</i>	<i>N/A</i>	<i>As needed</i>	<i>6 months</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>N/A</i>	<i>600</i>
<i>Society of St. Vincent de Paul (SVdP)</i>	<i>BACK2WORK</i>	<i>18 years and older</i>	<i>Group and Individual</i>	<i>IMMERSION (SVdP)</i>	<i>As needed</i>	<i>6 months</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>N/A</i>	<i>60</i>

<i>Evelyn K. Davis Center for Working Families</i>	<i>Digital Literacy (Basic)</i>	<i>Voluntary</i>	<i>Individual</i>	<i>Corrections and Community Organizations May Refer; also Self- Referrals</i>	<i>28 Classroom Capacity per Session</i>	<i>No Preset Length of Service</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No N/A N/A</i>	<i>150</i>
<i>Evelyn K. Davis Center for Working Families</i>	<i>Financial Coaching</i>	<i>Voluntary</i>	<i>Individual</i>	<i>Partners, Community Organizations, Self-Referrals</i>	<i>400, Session #'s Varies</i>	<i>Varies by Individual</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No N/A N/A</i>	<i>400</i>
<i>Evelyn K. Davis Center for Working Families</i>	<i>Men on the Move</i>	<i>Voluntary</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No N/A N/A</i>	<i>300</i>
<i>Evelyn K. Davis Center for Working Families</i>	<i>Career Fairs</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No N/A N/A</i>	<i>400</i>
<i>Evelyn K. Davis Center for Working Families</i>	<i>Strong African- American Families</i>	<i>6-9<sup>th</sup> Grade Youth and Their Caregivers</i>	<i>Group</i>	<i>N/A</i>	<i>10 Families</i>	<i>7 Week Program</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No N/A N/A</i>	<i>40 Families</i>
<i>Evelyn K. Davis Center for Working Families</i>	<i>Public Allies</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>15</i>	<i>10 Months</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No N/A N/A</i>	<i>15</i>
<i>Evelyn K. Davis Center for Working Families</i>	<i>Workforce Training Academy</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>Varies by Program Offering</i>	<i>Varies by Program Require- ments</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>No N/A N/A</i>	<i>350</i>
<i>Evelyn K. Davis Center for</i>	<i>YouthBuild</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>15-18</i>	<i>7 Months</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>No N/A</i>	<i>25-28</i>

<i>Working Families</i>									<i>N/A</i>	
<i>Evelyn K. Davis Center for Working Families</i>	<i>Financial Empowerment Center</i>  <i>Nonprofit Bootcamp</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>40</i>	<i>4 Sessions</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>N/A</i>	<i>80</i>
<i>Evelyn K. Davis Center for Working Families</i>	<i>HiSET</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>N/A</i>	<i>1250 District Wide; 50 at EKD</i>
<i>Evelyn K. Davis Center for Working Families</i>	<i>Financial Empowerment Center</i>  <i>Masters Business Boot Camp</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>25</i>	<i>6 Week Program, 2 Sessions per Year</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>N/A</i>	<i>110</i>
<i>Evelyn K. Davis Center for Working Families</i>	<i>Summer Youth Experience Program</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>50</i>	<i>8 weeks</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>N/A</i>	<i>50</i>
<i>Goodwill Career Connection Center</i>	<i>Building a Resume</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>Unknown</i>	<i>Unknown</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>No</i>	<i>Unknown, Outside Agency</i>
<i>Goodwill Career Connection Center</i>	<i>Preparing for Interviews</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>Unknown</i>	<i>Unknown</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>No</i>	<i>Unknown, Outside Agency</i>
<i>Goodwill Career Connection Center</i>	<i>Learning Computer Skills</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>Unknown</i>	<i>Unknown</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>No</i>	<i>Unknown, Outside Agency</i>

<i>Goodwill Career Connection Center</i>	<i>Creating Excellence in Reentry Collaboration</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>Unknown</i>	<i>Unknown</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>No</i>	<i>Unknown, Outside Agency</i>
<i>Goodwill Career Connection Center</i>	<i>Food Services Skills Training</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>Unknown</i>	<i>Unknown</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>No</i>	<i>Unknown, Outside Agency</i>
<i>Goodwill Career Connection Center</i>	<i>Retail Skills Training</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>Unknown</i>	<i>Unknown</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>No</i>	<i>Unknown, Outside Agency</i>
<i>Goodwill Career Connection Center</i>	<i>Warehouse/ Packaging/ Logistic Skills Training</i>	<i>Voluntary</i>	<i>Group</i>	<i>N/A</i>	<i>Unknown</i>	<i>Unknown</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<i>No</i> <i>N/A</i> <i>No</i>	<i>Unknown, Outside Agency</i>

**3. Based on the information gathered from this section, identify the gaps in utilizing risk and needs assessments and job readiness assessments/screenings to inform referrals to post-release services.**

*Currently, we do not use a post release job readiness assessment.*

*The Iowa Department of Corrections is currently using The National Career Readiness Certificate (NCRC), which is an assessment-based credential issued at four levels. The NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations. The credential is awarded in four levels and verifies skills proficiency in:*

- Problem solving*
- Critical thinking*
- Reading and using work-related text*
- Applying information from workplace documents to solve problems*
- Applying mathematical reasoning to work-related mathematical calculations*

- *Locating, synthesizing, and applying information that is presented graphically*
- *Comparing, summarizing, and analyzing information presented multiple related graphics*

*The certificate can be earned by completing three assessments:*

- *Applied Math*
- *Workplace Documents*
- *Graphic Literacy*

*The certificate is awarded in both English and Spanish.*

### C. Integrate Best Practices from Corrections and Workforce Development Fields to Improve Outcomes

Employment-focused reentry programs are often uniquely positioned to reduce recidivism and improve employment outcomes for people returning to their communities after incarceration. However, few programs have been able to achieve success in both areas, partially due to the fact that many of them focus solely on job attainment; while employment is crucial for successful reentry, simply placing someone in a job is not an ultimate solution for reducing recidivism or improving long-term job retention. Employment-focused reentry programs that are achieving positive outcomes are focusing on providing opportunities to build employability skills—such as sector-based training, education, credentialing, and subsidized and unsubsidized employment, among other skill-building options—as well as addressing a person’s assessed criminogenic risk and needs.

The cross-disciplinary working group should administer the [Self-Assessment For Employment-Focused Reentry Programs: Measuring Fidelity to the Integrated Reentry and Employment Strategies \(IRES\) Framework checklist](#) on the relevant community-based, employment-focused service providers. The self-assessment is used to gauge community-based employment service providers’ capacity to provide integrated reentry and employment interventions.

### D. Align Employment Programs with Industry Needs in the Region

Although people returning from incarceration are often seeking work, many lack the skills and professional attributes that employers seek. To bridge this gap, organizations and agencies within your system—including parole and probation agencies, reentry service providers, and educational and occupational training programs—work to provide support to this population as they seek employment. In the previous activities you identified the services/programs in your system that are designed to increase job readiness. In the activity below, the industry advisory group of employers and the cross-disciplinary working group should identify whether programs provided before and after release align with the needs of the specific growth industry or industries in your region.

#### 1. What pre- and post-release programs in your system (as identified in Exercises 4A and 4B) align with industries of growth in the region?

*Welding, Supply Chain Management, Industrial Machinist, Carpentry, Culinary Baking, Forklift Operations Training, OSHA 10 Safety Training for Construction, ServSafe Certification – Restaurant Management, Baker, BACK2WORK, Digital Literacy (Basic), Digital Literacy (Advanced), and Workforce Training Academy.*

#### 2. What pre- and post-release programs in your system (as identified in Exercises 4A and 4B) provide industry-recognized credentials in industries of growth in the region?

*Welding, Supply Chain Management, Industrial Machinist, Carpentry, Forklift Operations Training, OSHA 10 Safety Training for Construction, ServSafe Certification – Restaurant Management, and Workforce Training Academy.*

#### 3. Are there any statutory and/or regulatory policies that create barriers for formerly incarcerated people to enter employment in those industries? To learn about the state and federal statutory and regulatory policies, visit the [National Inventory of Collateral Consequences of Conviction](#).

☒ Yes (List the policies.) At the Workforce Training Academy (DMACC campus), students must be able to pass a criminal background check prior to acceptance into the below programs:

- Advanced Nurse Aide
- Patient Intake & Billing
- Phlebotomy
- Sterile Processing Supply Tech

☐ No



4. Based on the information gathered from this section, do incarcerated people in your jurisdiction have access to pre-release employment programs that align with the needs of the industries of growth in the region?
- ☒ Yes (Please elaborate.) Our Reentry Advisors in conjunction with IOWAworks and the DOC's registered apprentice programs work together to ensure they are all aligned with high demand and high growth industries.
- ☐ No
5. Based on the information gathered from this section, do people returning to the community after incarceration have access to post-release employment programs that align with the needs of the industries of growth in the region?
- ☒ Yes (Please elaborate.) Programs are available through IowaWORKS, Society of St. Vincent de Paul, Evelyn K. Davis Center for Working Families, Goodwill Career Connection Center, and Central Iowa Works.
- ☐ No

#### EXERCISE 5: PROCESS FLOW AND SYSTEMS MAPPING

The process flow chart below is an example of how a cross-disciplinary working group traces each step of a person's involvement in the corrections system—from the person's admission to prison to their release and connection to community-based reentry and employment services and supervision. Use this example to guide the development of process flow chart for the various assessment, referral, and enrollment points throughout your grant program's system. To create the chart, your cross-disciplinary working group and other stakeholders from corrections, reentry, and workforce development agencies should work together to use the information identified in the previous section and other information necessary to create a process flow chart. This effort will spur conversations with the planning team about how the process works in practice.

At each assessment, referral, and enrollment point in the flow chart, the working group should ask:

- What is the practice associated with the point?
- Is the practice timely and efficient?
- What information is collected at that point in the process?
- How is that information shared and with whom?
- How does that information inform what happens at the next point in the process?

**Please complete a process flow chart for your system and attach it to this document.** Note that the flow chart below illustrates one corrections system's process when implementing the Resource Allocation and Service Matching tool, but does not show the county's entire criminal justice system.

*To Be Process Flow attached.*



20191104 Reentry  
Process Flowchart T1

The following exercises will help you create a strategic plan that proposes solutions for facilitating assessment-driven referrals to institutional and community-based programming and aligns your systems' structure and resources to support the integration of best practices from the corrections and workforce development fields to reduce recidivism and improve employment outcomes.

## **EXERCISE 6: STRATEGIC PLANNING**

Use your policy, program, and practice review from Section 3 to complete the exercise below. The planning team should identify recommendations for building systemic capacity and investing in evidence-based and best practices to reduce recidivism and improve employment outcomes. The planning team should approve the recommended goals and objectives presented in the exercise, as they will serve as an outline for strategic planning and implementation proposals. Implementation proposals should be based on a grant-funding cap of \$1 million (plus any available matching funds). Again, funding for implementation is based on federal appropriations in FY2019.

### **Content Area A: Utilize Risk and Needs Assessments and Job Readiness Assessments/Screenings to Inform Referrals to Pre-release Programs**

- 1. Goal: Enter a broad statement about what the project intends to accomplish with respect to the content area specified above.**

*There is a gap in our system regarding job readiness assessment. While we do use NCRC, O\*NET and CASAS, we believe there are tools available that would better fit our needs. In particular, we are interested in implementing a job assessment tool that would help incarcerated individuals recognize where their aptitudes and interest lay.*

*We plan to implement a new job readiness tool and leverage the results to assist incarcerated individuals to make the right educational and training choices.*

*The Iowa Department of Corrections is currently using The National Career Readiness Certificate (NCRC), which is an assessment-based credential issued at four levels. The NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations. The credential is awarded in four levels and verifies skills proficiency in:*

- *Problem solving*
- *Critical thinking*
- *Reading and using work-related text*
- *Applying information from workplace documents to solve problems*
- *Applying mathematical reasoning to work-related mathematical calculations*
- *Locating, synthesizing, and applying information that is presented graphically*
- *Comparing, summarizing, and analyzing information presented multiple related graphics*

*The certificate can be earned by completing three assessments:*

- *Applied Math*
- *Workplace Documents*
- *Graphic Literacy*

*The certificate is awarded in both English and Spanish.*

- 2. Inputs: What resources will be necessary to support this goal?**

*We will continue to leverage resources with our partner IWD with reviewing and testing what assessment will best suit our needs.*

- 3. Current Gaps: What gaps in policies, procedures, or programming have been identified and need to be addressed to achieve this goal?**

*Currently, agency policies do not require the use of job readiness assessment results to inform referrals to employment programming.*

<u>Objectives</u> What are the intended results? ( <i>Objectives should be well defined, specific, measurable, and derived from the goal.</i> )	<u>Activities and Responsible Party</u> What activities will be conducted to achieve the objective?  What is the title of the person and/or entity responsible for implementing each activity?	<u>Participants</u> Who will participate in or be targeted by the objective?  How many participants will be served?	<u>Process Measures</u> Identify short-term outcomes.	<u>Long-Term Outcomes</u> What change(s) is expected in the participants as a result of these activities?	<u>Timeline</u> When will each activity be implemented?
<p><i>There is a gap in our system regarding job readiness assessment. While we do use NCRC and CASAS, we believe there are tools available that would better fit our needs. In particular, we are interested in implementing a job assessment tool that would help incarcerated individuals recognize where their aptitudes and interest lay.</i></p> <p><i>We plan to implement a new job readiness tool and leverage the results to assist incarcerated individuals to make the right educational and training choices.</i></p>	N/A at this time	N/A at this time	N/A at this time	N/A at this time	N/A at this time

**Content Area B: Utilize Risk and Needs Assessments and Job Readiness Assessments/Screenings to Inform Referrals to Post-release Programs**

- Goal: Enter a broad statement about what the project intends to accomplish with respect to the content area specified above.**  
*Content area will be identified once a readiness tool has been selected.*
- Inputs: What resources will be necessary to support this goal?**  
*Resource needs will be identified once a readiness tool has been selected.*
- Current Gaps: What gaps in policies, procedures, or programming have been identified and need to be addressed to achieve this goal?**  
*Currently, agency policies do not require the use of job readiness assessment results to inform referrals to employment programming.*

<u>Objectives</u> What are the intended results? ( <i>Objectives should be well defined, specific, measurable, and derived from the goal.</i> )	<u>Activities and Responsible Party</u> What activities will be conducted to achieve the objective?	<u>Participants</u> Who will participate in or be targeted by the objective?	<u>Process Measures</u> Identify short-term outcomes.	<u>Long-Term Outcomes</u> What change(s) is expected in the participants as a	<u>Timeline</u> When will each activity be implemented?
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	What is the title of the person and/or entity responsible for implementing each activity?	How many participants will be served?		result of these activities?	
<p><i>There is a gap in our system regarding job readiness assessment. While we do use NCRC and CASAS, we believe there are tools available that would better fit our needs. In particular, we are interested in implementing a job assessment tool that would help incarcerated individuals recognize where their aptitudes and interest lay.</i></p> <p><i>We plan to implement a new job readiness tool and leverage the results to assist incarcerated individuals to make the right educational and training choices.</i></p>	N/A at this time	N/A at this time	N/A at this time	N/A at this time	N/A at this time

#### Content Area C: Integrate Best Practices from Corrections and Workforce Development Fields to Improve Outcomes

**1. Goal: Enter a broad statement about what the project intends to accomplish with respect to the content area specified above.**

*After detailed analysis, we believe that for Iowa, an innovative employer outreach initiative for returning citizens would be the most effective way to improve employment outcomes. By implementing a structured program to educate, incentivize and support employers to hire returning citizens, we directly address one of the largest employment barriers - the lack of a sufficient number of employers willing to accept the risk of providing returning citizens an opportunity.*

**2. Inputs: What resources will be necessary to support this goal?**

*While we do not have the Outreach Initiative finalized, we continue to develop partnerships across the state with IDOC and now CBC. IWD continues to ramp up the Employer Outreach program through state-wide round tables.*

**3. Current Gaps: What gaps in policies, procedures, or programming have been identified and need to be addressed to achieve this goal?** *Workforce agencies do not provide evidence-based programming that aids in reducing recidivism. We plan to implement to EMERGE, which is a nationally-recognized program that helps first-generation and low-income students attend and graduate from colleges and universities.*

<u>Objectives</u>	<u>Activities and Responsible Party</u>	<u>Participants</u>	<u>Process Measures</u>	<u>Long-Term Outcomes</u>	<u>Timeline</u>
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What are the intended results? (Objectives should be well defined, specific, measurable, and derived from the goal.)	What activities will be conducted to achieve the objective?  What is the title of the person and/or entity responsible for implementing each activity?	Who will participate in or be targeted by the objective?  How many participants will be served?	Identify short-term outcomes.	What change(s) is expected in the participants as a result of these activities?	When will each activity be implemented?
Our main objective is to reduce recidivism among returning citizens.	Post-release activities: Implementation of the EMERGE program.  Referrals to support services.  All Partners	Our targeted population of high and moderate risk returning citizens.  163	Keeping returning citizens connected, employed and have positive goals in place to stay out prison.	Reduction in recidivism.	Once the ARES implementation phase is awarded.
Returning citizens have the skills and knowledge to gain employment.	Post-release activities: N/A  All Partners	Our targeted population of high and moderate risk returning citizens.  163	The returning citizen gains economic stability after release and reduces the likelihood that they will return to prison.	Gaining employment as soon as possible after being released from incarceration is one of the keys to avoiding recidivism.	Once the ARES implementation phase is awarded.
Incarcerated individuals have a strong connection to all Support Services that are available to them during incarceration.	Pre-release activities: N/A  All Partners, Correctional Counselors, Reentry Advisors, Reentry Coordinators	Our targeted population of high and moderate risk returning citizens.  163	Improved behavior both pre- and post-release.  A safer prison environment.	Reduction in recidivism.  Having a new ability to set goals and plan for the future.	Once the ARES implementation phase is awarded.
Incarcerated individuals take advantage of available programs that develop stronger soft skills.	Pre-release activities: N/A  All Partners, Correctional Counselors, Reentry Advisors, Reentry Coordinators	Our targeted population of high and moderate risk returning citizens.  163	Improved behavior both pre- and post-release.  The incarcerated individual begins to increase self-confidence and build self-esteem.	Reduction in recidivism.  Having a new ability to set goals and plan for the future.	Once the ARES implementation phase is awarded.

**Content Area D: Align Employment Programs with Industry Needs in the Region**

**1. Goal: Enter a broad statement about what the project intends to accomplish with respect to the content area specified above.**

*This will be a future need for Iowa. We will be able to explore options once we are partners with our Industry Advisory Group. We plan to have the group visit with inmates and discuss potential careers as well as possible programming the employer can provide prior to release.*

**2. Inputs: What resources will be necessary to support this goal? After we form a business relationship with our Industry Advisory Group, we plan to connect members with the institution's Reentry Advisors in order to network with incarcerated individuals to identify possible job matches.**

**3. Current Gaps: What gaps in policies, procedures, or programming have been identified and need to be addressed to achieve this goal?**

*We will need to provide consistent and limited internet access to incarcerated individuals in order to build resumes and apply on-line for jobs. The Reentry Advisors do this for inmates today. We also want to implement the EMERGE program. These activities will increase the job skills of the incarcerated individual.*

<u>Objectives</u> What are the intended results? (Objectives should be well defined, specific, measurable, and derived from the goal.)	<u>Activities and Responsible Party</u> What activities will be conducted to achieve the objective?  What is the title of the person and/or entity responsible for implementing each activity?	<u>Participants</u> Who will participate in or be targeted by the objective?  How many participants will be served?	<u>Process Measures</u> Identify short-term outcomes.	<u>Long-Term Outcomes</u> What change(s) is expected in the participants as a result of these activities?	<u>Timeline</u> When will each activity be implemented?
Introduction of the Industry Advisory Group to Grant Partners, Incarcerated Individuals, and Reentry Advisors.	Scheduled meetings between all Partners.  IDOC and IWD	Our targeted population of high and moderate risk returning citizens.  163	Scheduled meetings and education on high growth opportunities in high demand industries.	Placement in high demand industry jobs.	Once the ARES implementation phase is awarded.
Restricted internet access for incarcerated individuals.	Partner with IT staff to ensure each prison has restricted and consistent internet availability.  IDOC and IWD	Our targeted population of high and moderate risk returning citizens.	Incarcerated individuals having restricted internet access to complete job applications and build resumes.	Incarcerated individuals will acquire learning skills that will aid them to future opportunities.	Once the ARES implementation phase is awarded.

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## EXERCISE 7: EVALUATION PLAN AND DATA COLLECTION

Data collection, research, and analysis are critical to improving performance and effectiveness of a grant program; these factors are also crucial to understanding and addressing the drivers of recidivism and job readiness. A key part of this strategic approach is development of an evaluation plan. BJA may require that implementation grantees complete both process and impact evaluations. The following exercises will aid in the development of your evaluation plan as you move toward implementation. If you have already established a research partnership, please answer these questions in collaboration with your partner.

Developing an Evaluation Plan	
Questions:	Answers:
1. What questions do you seek to answer through your evaluation?	<ul style="list-style-type: none"><li>• <i>The current recidivism rate.</i></li><li>• <i>The percentage of decline and/or increase in the recidivism rate of participants.</i></li><li>• <i>Measure the effectiveness of the employment programs to determine if the participant is gaining employment in the occupation they received training in.</i></li><li>• <i>Determine which employment programs have greater impact with enrollment, job placement and wages earned.</i></li><li>• <i>Determine if we have matched job readiness and the right skill set of the returning citizen.</i></li></ul>
2. What type of evaluation will it be (e.g., process and/or outcome)? When will it be completed?	<p><i>An outcomes evaluation will be provided annually. The outcome evaluation will utilize multiple pseudo-experimental and control groups to compare outcomes. Experimental groups will largely include those as a whole participated and completed programming. Recidivism will explore both within and between group outcomes. For example the collective recidivism of program participants will be explored, and additional analysis will look at individual programs provided comparing outcomes of program participants against one another in different employment programs.</i></p> <p><i>Multiple comparison groups may be selected for analysis. One comparison group for consideration will include those who began programming but for whatever reason, did not successfully complete programming. Another potential comparison group will include individual who are comparable in demography, supervision time period, and location against the experimental group.</i></p> <p><i>Annually</i></p>

<p><b>3. How will you measure recidivism?</b></p>	<p> <input type="checkbox"/> Rearrest   <input checked="" type="checkbox"/> Reincarceration   <input checked="" type="checkbox"/> Reconviction   <input checked="" type="checkbox"/> Revocation </p> <p><i>Reincarceration due to new conviction with prison sentence or parole revocation to follow the State's definition and the tracking of recidivism.</i></p> <p><i>The Iowa DOC will provide information to IWD relating to reincarceration and revocation. This information is currently captured within the Iowa Correctional Offender Network; a central repository of key corrections data. Information regarding reconviction will need to be obtained by the Division of Criminal and Juvenile Justice Planning (CJJP) who manage and oversee storage of the Judicial Branche's Courts data.</i></p>
<p><b>4. How will you measure employment?</b>  <i>(E.g., employment means the participant is employed for at least 14 days; earns at least \$600 biweekly; retains at least 25 hours of work per week)</i></p>	<ul style="list-style-type: none"> <li>• <i>Employment access.</i></li> <li>• <i>Livable wage.</i></li> <li>• <i>Full-time work, or part-time work while enrolled in education.</i></li> <li>• <i>Upskilling of workers.</i></li> </ul> <p><i>Participants will be tracked using quarterly employment and wage data on an annual basis for three years.</i></p>
<p><b>5. How will you verify employment? (E.g., paystub, letter of employment from employer, unemployment insurance wage data, survey)</b></p>	<p><i>Verification of paystub along with parole officer collaboration.</i></p>
<p><b>6. In addition to recidivism and employment, what else would you like to measure during the implementation phase? (E.g., staff trainings, participant completion of programming)</b></p>	<ul style="list-style-type: none"> <li>• <i>Data on completion of programs.</i></li> <li>• <i>Participation in programs.</i></li> <li>• <i>Determine if there is a correlation between the training incarcerated individuals are receiving and the type of job secured after release (certification).</i></li> </ul>
<p><b>7. For what period of time will you track recidivism and employment? When will the tracking period begin?</b></p>	<p><i>Recidivism tracking will be for a period of three years after participant's prison release. Employment tracking will begin once the participant has been released from incarceration and is employed; will continue to be tracked for the duration of the grant cycle.</i></p>

The following table will help you plan your data collection process—that is, identify the indicators and outcomes you may wish to track, as well as think about the process of gathering the information and the resources needed to do so. When completing this data collection plan table, please refer to the outcomes you have identified in Exercise 6.

Collecting Data				
Outputs/Outcomes	Data Sources/Tools	Collection Process		
		Who?	When?	How?
<i>Employment</i> <ul style="list-style-type: none"> <li>• <i>Transition to Workforce</i></li> <li>• <i>Employment Rates</i></li> <li>• <i>Geography of Employment</i></li> <li>• <i>Wages</i></li> </ul> <i>Output: One-page analysis on outcomes observed.</i>  <i>Outcome: Geographical and statistical employment information.</i>	<i>A combination of surveys, interviews, focus groups and observations will be used.</i>	<i>Program Manager</i>  <i>IWD Research</i>  <i>DOC Research</i>	<i>Annually</i>	<i>Surveys would be mailed to the last known address. Interviews, focus groups and observations would be scheduled throughout the data collection process as needed.</i>

<p><b>Recidivism</b></p> <ul style="list-style-type: none"> <li>• New Prison Return</li> </ul> <p>Output: One-page analysis on outcomes observed.</p> <p>Outcome: Ensure recidivism threshold has been met.</p>	<p>Iowa Correctional Offender Network (ICON).</p>	<p>Program Manager</p> <p>DOC Research</p>	<p>Annually</p>	<p>The Iowa Department of Corrections (DOC) currently tracks three-year recidivism defined as a subsequent prison return within an established period of time. The IDOC research team will be leveraged to help pull and analyze this information.</p>
<p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Post-Secondary</li> <li>• Completion of Program of Study</li> <li>• Types of Received Degrees</li> </ul> <p>Output: One-page analysis on outcomes observed.</p> <p>Outcome: Educational statistical information.</p>	<p>A combination of surveys, interviews, focus groups and observations will be used.</p>	<p>Program Manager</p>	<p>Annually</p>	<p>Surveys would be mailed to the last known address. Interviews, focus groups and observations would be scheduled throughout the data collection process as needed.</p>

**EXERCISE 8: SUSTAINABILITY PLANNING** Programs should aim to implement the strategic plan and sustain the planning team structure beyond the life of the grant. Answer the following questions that consider how the planning process can promote long-term sustainability of the implementation goals and objectives listed in Exercise 6.

**1. Have you developed a strategy to engage state and local policymakers on an ongoing basis after the planning phase of the grant?**

- ☒ Yes (What is it?) Yes, they will be engaged through our continued meetings with the Executive Level Steering Committee, the Cross-Disciplinary Working Group and the Industry Advisory Group.
- ☐ No

**2. Have you developed a strategy to continue to engage stakeholders outside of the corrections system, such as workforce development agencies, community-based reentry providers, and employers, on an ongoing basis after the planning phase of the grant?**

- ☒ Yes (What is it?) Yes, they will be engaged through our continued meetings with the Executive Level Steering Committee, the Cross-Disciplinary Working Group and the Industry Advisory Group.
- ☐ No

**3. List any funding sources available to implement your strategic plan.**

*Federal Grant and WIOA.*

**4. What communication strategies will you use to share accomplishments and information about the project?**

*Monthly Status Reports, DOC Facebook, DOC You Tube, DOC Weekly News Clips, and the DOC website.*

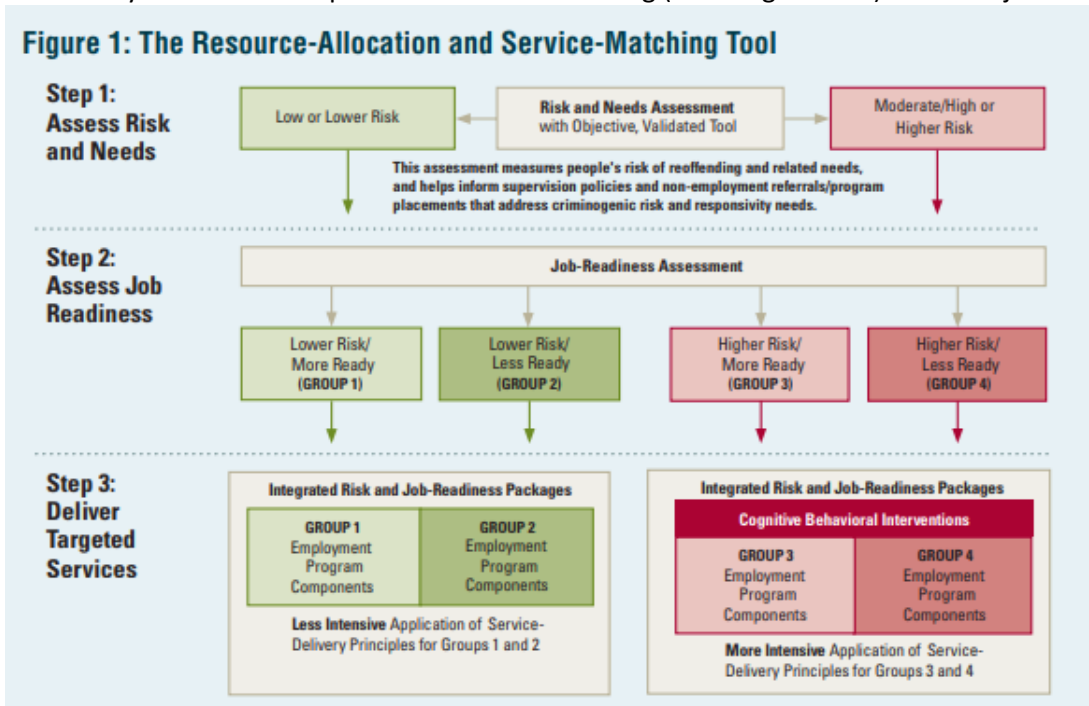
## Appendix A1: Supporting Resources

### i. Integrated Reentry and Employment Strategies Project

[The Integrated Reentry and Employment Strategies \(IRES\) Pilot Project](#) was developed by the NRRC in 2013 to test innovative approaches outlined in the [Integrated Reentry and Employment Strategies \(IRES\) white paper](#). The white paper presents a framework for identifying successful strategies for integrating and bridging best and promising practices from corrections and workforce development systems and improving collaborations from corrections, reentry, and workforce development agencies. For more information, read [the white paper](#).

### ii. The Resource-Allocation and Service-Matching Tool

With mounting research that demonstrates the value of scientific tools to predict a person's likelihood of reoffending, corrections practitioners are increasingly using these tools to focus limited resources on the people who are most likely to reoffend. At the same time, employment service providers are trying to prioritize their scarce services and resources to increase people's competitive edge in the labor market. The IRES white paper introduces the Resource-Allocation and Service-Matching Tool that is based on two key dimensions—a person's risk of reoffending (criminogenic risk) and their job readiness.



There are four groupings that result from assessing individuals under correctional control along these dimensions. Each group can be assigned a combination of employment program components and service-delivery strategies that are tailored to people's risk for criminal activity and job readiness needs. Because the tool groups people first by risk and then by job readiness, resources are more efficiently focused where they can be most effective. For example, a higher-risk person returning from prison who has limited work experience and negative attitudes about legitimate employment will receive intensive, structured services that complement close supervision. In contrast, a lower-risk person with a history of successful employment will benefit from minimal supervision and may need little assistance beyond writing a résumé or reinstating a driver's license. To learn more about providing tailored reentry and employment services, review the [Integrated Reentry and Employment Strategies: Reducing Recidivism and Promoting Job Readiness](#).

### iii. Additional Resources

#### Key Resources

- National Reentry Resource Center (<http://nationalreentryresourcecenter.org>)
- National Registry of Evidence-based Programs and Practices (<https://www.samhsa.gov/nrepp>)
- The Workforce Innovations Opportunity Act: What Corrections and Reentry Agencies Need to Know ([https://csgjusticecenter.org/wp-content/uploads/2017/06/6.13.17\\_WIOA\\_What-Corrections-and-Reentry-Agencies-Need-to-Know.pdf](https://csgjusticecenter.org/wp-content/uploads/2017/06/6.13.17_WIOA_What-Corrections-and-Reentry-Agencies-Need-to-Know.pdf))

#### Screening and Assessment for Criminogenic Risk

- Hanson, R. Karl, Guy Bourgon, Robert McGath, Daryl Kroner, David D'Amora, Shenique Thomas, Lahiz Tavaréz. *A Five-Level Risk and Needs System: Maximizing Assessment Results in Corrections through the Development of a Common Language*. New York, NY: The Council of State Governments Justice Center, 2017. [https://csgjusticecenter.org/wp-content/uploads/2017/01/A-Five-Level-Risk-and-Needs-System\\_Report.pdf](https://csgjusticecenter.org/wp-content/uploads/2017/01/A-Five-Level-Risk-and-Needs-System_Report.pdf).
- "Public Safety Risk Assessment Clearinghouse." The Bureau of Justice Assistance at the U.S. Department of Justice's Office of Justice Programs and Urban Institute. Accessed November 29, 2018. <https://psrac.bja.ojp.gov/>.
- The Council of State Governments Justice Center. *Infographic: The Importance of Implementing Risk and Needs Assessments Successfully*. New York: The Council of State Governments Justice Center, 2018. <https://csgjusticecenter.org/nrrc/publications/infographic-the-importance-of-implementing-risk-and-needs-assessments-successfully/>.

#### Assessing for Employability Skills

- Coffey Consulting, LLC and JBS International, Inc. *Competency Models: Communicating Industry's Education and Training Needs Competency Model Development and Use—A Technical Assistance Guide*. Washington, DC: Employment and Training Administration at the U.S. Department of Labor, September 2015. [https://www.careeronestop.org/competencymodel/info\\_documents/tag.pdf](https://www.careeronestop.org/competencymodel/info_documents/tag.pdf).
- "Employability Skills Framework." The Office of Career, Technical, and Adult Education at the U.S. Department of Education. Accessed September 8, 2018. <http://cte.ed.gov/employabilityskills/>.
- "Sample Individual Career Plan Tool". Workforce GPS. Accessed November 30, 2018. <https://reo.workforcegps.org/resources/2016/01/07/12/19/Sample-Individual-Career-Plan-Tool>.
- Yahner, Jennifer, Ellen Paddock, Janeen Buck Willison. *Validation of the Employment Retention Inventory: An Assessment Tool of the National Institute of Corrections*. Washington D.C.: Urban Institute, 2016. [https://www.urban.org/sites/default/files/publication/85331/validation-of-the-employment-retention-inventory\\_0.pdf](https://www.urban.org/sites/default/files/publication/85331/validation-of-the-employment-retention-inventory_0.pdf).

**Risk-Need-Responsivity**

- D'Amora, David. "Risk Need Responsivity 101: A Primer for SCA and JMHCP Grant Recipients." Webinar held by The Council of State Governments Justice Center, New York, NY, March 31, 2015. <http://csgjusticecenter.org/reentry/webinars/risk-need-responsivity-101-a-primer-for-sca-and-jmhcp-grant-recipients/>.
- "Three Things You Can Do to Prevent Bias in Risk Assessment." The Council of State Governments Justice Center. Last modified July 20, 2016. <https://csgjusticecenter.org/jr/posts/three-things-you-can-do-to-prevent-bias-in-risk-assessment/>.