

OMEGA CENTER FOR TECHNICAL VIOLATORS

updated 8-8-13

- Opened:** March, 2005
- Capacity:** 312 (288 general population beds & 24 isolation beds)
- Target Population:** Adult male parole technical violators.
- Program Purposes:** To teach, promote and encourage positive cognitive and behavioral change.
- Name:** Omega (meaning "the last") Center.
- Goal:** To create a safe environment where residents are provided the opportunity to examine their lifestyle, identify problem areas and practice new behaviors. Each resident is expected to leave the program having acquired basic recovery skills that will provide a basis for long-term change while simultaneously, relieving overcrowding in Arkansas jails and prisons.
- Description:** The Omega Center is a 288 bed facility for male parole violators. Those who qualify are eligible to sign a waiver to the sixty (60) day program in lieu of being locked up in jail or returned to prison. The Parole Board has the authority to send residents to the center if they do not waive.
- The staff at Omega interacts as a team that is constantly involved in the security and treatment process. This consistency allows the residents a more structured base for recovery and presents a united front.
- Parole staff works closely with Omega staff coordinating intake and release and ensuring that aftercare plans are followed and the continuity of care continues after release. Parole Officers transport the offenders to the center. Aftercare plans are forwarded to counselors in the field so they know exactly what issues need to be addressed after release.
- Programming:** Programming staff target alcohol/drug addictions and the addictive criminal lifestyle. During the course of the program, emphasis is placed on acknowledging past problems, accepting responsibility for negative actions, and practicing new behaviors that lead to long-term change. DCC has implemented an evidenced based curriculum-New Freedom. Programming includes, but is not limited to: Alcohol and Drug Education, Relapse Prevention, Anger and Cognitive Behavior Therapy class- which includes: Relationships and Parenting; Re-entry, Social Skills, Job Readiness, GED and Literacy Computer Lab, Mentoring, and church services. Moral Recognition Therapy (MRT) is also offered as a voluntary class. AA/NA support groups are held by volunteers twice a week. Participation is voluntary. A special class is held for residents identified as sex offenders. Instead of working in the community, residents are in class or working onsite. The day starts at 4:15 am and ends at 9:30. p.m.
- Staffing:** The center is allocated 86 positions, as follows: ADC/DCC Correctional Warden; 1 ADC/DCC Assistant Correctional Warden; 2 ADC/DCC Assistant Maintenance Supervisors; 3 Administrative Specialist II; 1 Administrative Specialist III/ACA Manager; 1 ADC/DCC Administrative Review Officer; 1 Commissary Manager; 1 Chaplain; 1 Institutional HR Coordinator; 1 ADC/DCC Records Supervisor; 1 ADC/DCC Food Preparation Manager; 4 ADC/DCC Food Preparation Supervisors; 1 Business Operations Specialist; 1 Fiscal Support Specialist; 1 DCC Treatment Supervisor; 2 ADC/DCC Treatment Coordinators; 1 Substance Abuse Program Leader; ADC/DCC Program Specialist; 8 ADC/DCC Advisors; 1 ADC/DCC Correctional Sgt. (Staff on Duty); 1 ADC/DCC Major; 4 ADC/DCC Lieutenants; 8 ADC/DCC Sergeants; 25 Correctional Officer I's; 12 Corporals; 1 Corporal/Intake Officer; 1 Corporal/Issuance. Contract Medical Staff, Corizon Health, provides 24 hour coverage. Dental and psychiatric services are limited to a few hours each week unless an emergency arises.

Omega Technical Violator Center

Statistics

March 2005 to July 2013

12,824 Total Intakes

12,535 Releases to Community Supervision or Discharged

3,443 Re-Admissions to Omega (26.9 %)

289 Transferred to ADC (2.25%)

215 Disciplinary

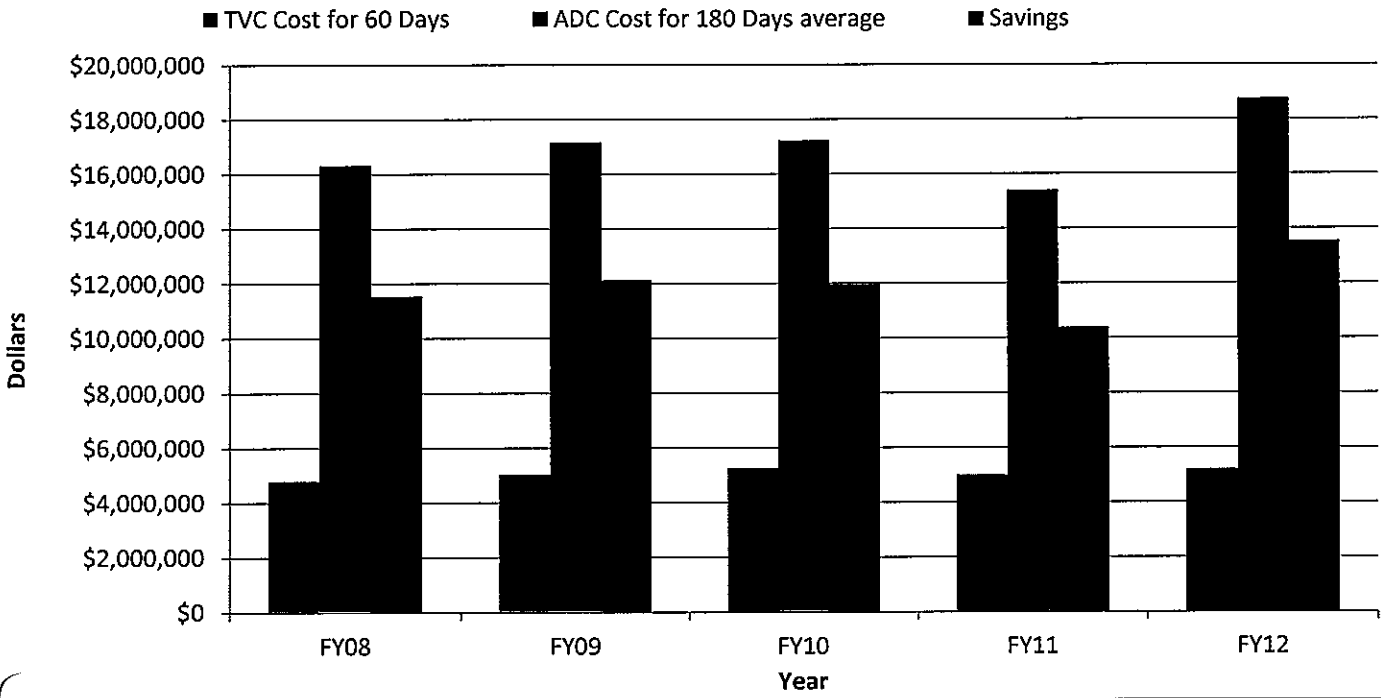
70 New Charges

4 Medical

Residential Services Frequently Asked Questions

1. ***What is a DCC Center?*** The DCC centers provide an alternative sanction for offenders who commit technical parole violations, decreasing the number of parolees who are sent to ADC for technical violations.
2. ***How is that different from prison or jail?*** The resident is assigned a counselor whom works with the resident in identifying his particular problems that hinder him from successfully completing parole. Residents attend classes on Anger Management, Relationships, Substance Abuse, Job Readiness, and Re-Entry to assist with success.
3. ***What happens to someone who is sent to a DCC Center?*** Residents are admitted through intake. They then go through orientation and are assigned a counselor. Residents begin attending classes and working on ways to improve their identified barriers to successfully completing parole. Residents without a High School Diploma or GED will attend GED classes as well as their treatment curriculum classes. Some residents may attend class half a day, and for the second half; work a job offered in one of the many departments throughout the center.
4. ***Can I visit someone in a DCC Center?*** Visitation is the last 2 weekends of a resident's stay.
5. ***What are the rules on visitation?*** An application must be submitted and approved for each individual wishing to visit. No outside food, alcohol, firearms, narcotics or objects or materials of any kind that may compromise safety/security of center are allowed. Persons under 18 must have permission of parent/legal guardian. Children 6 and under must have parent/guardian with them. All visitors must have identification and sign in and out. Limit of 5 visitors at one time (this is counted as anyone age 12 and over). Visitors can bring in up to \$10 cash to use in vending machines. Visitors can not give residents any materials. No miniskirts/short dresses, halter tops, see through or other provocative clothing is allowed.
6. ***Can I take a resident food?*** NO
7. ***What about money?*** Residents can receive Postal Money Orders only that are to be mailed in to the resident and will be placed on his expense account.
8. ***How much can I add each week to a resident's commissary account?*** Residents are allowed to spend up to \$65 a week in commissary.
9. ***Can we touch during visitation?*** Only a brief embrace upon arrival and again at the conclusion of the visit.
10. ***How long do I get to visit?*** Visitation is for 4 hours (12-4pm), either Saturday or Sunday during the final 2 weeks of the resident's stay.
11. ***Can I send a resident mail?*** Residents can receive mail. That resident's full name, ADC #, and barracks number must be on the outside of the envelope. All letters must be written in the English Language unless approved by the Center Supervisor. Magazines, drawing tablets, envelopes, stamps, writing pads, newspaper clippings, stickers, metal, photos or cards larger than 5x7, phone cards, internet/email printouts, and lottery or Powerball tickets are prohibited.
12. ***Can I send a resident clothing?*** NO. All necessary clothing & essential hygiene items are supplied for residents upon intake.
13. ***What about personal care items such as soap or shampoo?*** Residents may purchase additional personal hygiene items in commissary or apply for indigent.
14. ***My grandparents/uncle/aunt/cousin is coming in from another state and they are not on the approved visitations list- can they visit?*** NO. All visitors must have prior approval for visitation.
15. ***Can I call a resident?*** Residents cannot receive phone calls.
16. ***I don't have a landline, only a cell phone. Can I still receive calls from a resident?*** Cell phones can be set up through GTL phone systems to receive calls. Contact GTL at www.GTL.net or by calling their customer service number at 1-877-650-4249.

Savings from Omega TVC vs ADC





**OMEGA TECHNICAL
VIOLATORS PROGRAM**

**GROUP
SCHEDULE**

SUBSTANCE ABUSE:

The purpose is to teach residents to recognize if a substance abuse problem is present and to introduce them to the twelve step program.

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- Disease process
 - Steps 1-3 of the 12 step process (Identifying the problem, solution, and making a decision towards recovery)
 - Nature of addiction
 - Addiction Thinking
 - Addiction Behavior
 - Symptoms of chemical dependency
 - Addiction Feelings (focus on self centeredness)
 - Relapse Prevention Series
 - Identifying your high risk factors
 - Coping Skills
 - Meditation
 - Stages of Change
 - Coping with Emotional and Physical High Risk Factors
 - Coping with Personal and Social High Risk Factors
 - Healing the Addicted Brain

ANGER MANAGEMENT:

The purpose is to teach residents on how to recognize the roots of anger, triggers cues, and methods to handling anger.

- Beliefs
- Feelings
- Cues to Anger
- Listen, Reflect and Assertion
- Acceptance for One's own behavior
- The Art of Assertiveness (Practical Skills for positive Communication)
- Anger - Creating New Choices Curriculum
- Self Talk
- Rage, Recidivism, & Recovery
- Domestic Violence
- Anger -Aggression-Violence

RELATIONSHIPS:

The purpose is to teach residents to recognize the difference between healthy and unhealthy relationships.

- The Relevance of Relationships
- Difference of Relationships
- What you live with you learn
- Building Trust
- Good Intentions/Bad Choices
- Resiliency Approach to Building Self Esteem.
- Overcoming Helplessness and Overdependence
- Characteristics of Co-dependency
- Handling the use of Power and Control
- Myths and Realities
- The company you keep
- Values and beliefs
- Communication
- "How to be a Responsible Father"
- Parenting Skills

JOB READINESS:

The purpose is to give residents job skills and continuing education.

- Complete resume
- Follow up on college admissions/financial aid
- Learning interviewing skills - How to successfully complete the probationary period
- Learn test taking strategies
- Certification for WAGE program

LIFE SKILLS / RE-ENTRY:

The purpose is to facilitate the resident into returning back into society.

- Learn how to balance check books
- Budget monthly income
- Appropriate Hygiene
- Understanding that relapse triggers must be addressed immediately to insure successful recovery
- What to expect once you leave treatment at the Omega Unit
- Overview of Anger Management, Relationships, Substance Abuse and Job Readiness.
- Life After Prison Ministries -once a week, gives community specific resources to residents getting ready to be re-introduced into the community.

MRT:

The purpose is to raise moral reasoning levels, life purpose, and other positive personality variables through a step by step treatment strategy.

- Understanding the relationship between incarceration and unhappiness
- Identify his root of unhappiness
- Understand his disloyalty affects day activities
- Identify negative defense mechanisms
- Become fully responsible, honest, and trust worthy, resident can live a crime free lifestyle
- Work on the 12 steps in MRT book to accomplish these goals.

GED/ADULT EDUCATION CLASS:

The purpose is to foster positive change in others and ourselves, and to be an asset to the community and institution we serve.

- Teachers look in the system to locate last scores in education to determine if resident will attend GED or Adult Education Class
- Residents will take TABE test twice month to determine if level of education has improved
- Residents will attend daily to participate in basic skills (Math, English, Reading Comprehension, Social Studies, Writing, and Science)
- To provide opportunities so that every resident can develop his sense of values and be taught to respect the rights of others.
- To teach the love of county as part of our American heritage
- To teach illiterate to read, write and comprehend mathematics.
- To prepare as many individuals as possible to take and pass the GED test to attain their high school equivalency diploma
- To impart knowledge and to bring about a change in attitude, behavior and capabilities.

EDUCATIONAL OPPORTUNITY SERVICES:

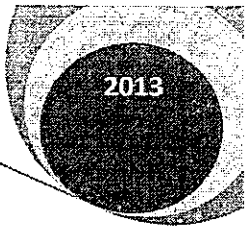
The purpose is to provide an opportunity to any resident that would like to further his education to obtain a skill and/or profession.

- Meets with residents that are interested in furthering their educational skills
- Determines what Colleges or Technical Institutes are available
- What field of study they would be eligible for
- Residents will fill out applications to FAFSA (Federal Application for Student Aid) and representative will submit it online
- Discuss the Trio Program Federal Funds that will make resident eligible for student support services on campus for free tutors

CHAPLAIN SERVICES:

The purpose is to provide services to any resident interested in growing or continuing their spiritual walk

- An afternoon Bible study class is held at 3:00 p.m. every afternoon, Monday through Friday
- Church Services on Sunday morning and Sunday, Tuesday and Thursday evenings.
- Provide Daily Bread and Touched devotionals
- Donate Bibles
- Baptisms once a month at 6:00 p.m.
- Communion - on the first Sunday morning
- Chaplain Library to check out books and/or study



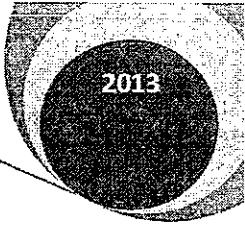
Treatment Resources

➤ A New Freedom

A New Freedom Program is a comprehensive behavioral health and substance abuse curriculum for both adult and juvenile populations. The resources are appropriate for in-cell use, and an extensive and comprehensive community reintegration component is present. There is a direct relationship between time used in programming and results; the more time focused on the issues and risk factors that led to an individual's problem behavior, the better the results. Recidivism can be reduced with a high degree of programming and institutional support. A New Freedom has two critical goals. The most crucial goal is *self-efficacy*. Self-efficacy includes the client's ability to recognize their high risk people, places, things, and situations, and have confidence that they can handle these risks effectively using their new capabilities. The second goal is to identify and enhance critical *protective factors*. This includes assets which can help individuals achieve happy and productive lives. A New Freedom Program is broken in to four phases:

- Anger, Aggression, Violence
Identify anger symptoms, issues, and triggers. Link anger to dependencies. Gain vocabulary to describe symptoms and feelings of anger, including repressed anger and passive-aggressive behavior.
- Cognitive Behavior Therapy
Identify and start to address underlying issues and areas of vulnerability-critical to long-term recovery. Begin the process of personal change
- Alcohol & Drug Education
Identifying physical and psychological consequences of substance abuse. Clarify misunderstanding and correct mis-information.
- Relapse Prevention
Complete self-inventory, focusing on triggers and feelings for individuals in middle stages of recovery. Addresses need for "control." Increase motivation to learn and master new coping skills. Identify cues that life is "out of balance." Identify needs, wants, dreams' develop a plan for joy, flexibility and spontaneity in life. Increase confidence and motivation for recovery.





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Treatment Resources

➤ The Complete Relapse Prevention Skills Program

This program delivers powerful basic knowledge about risky situations that can trigger relapse and provides practical methods for maintaining healthy sobriety. This program is broken in to three phases:

- **Identifying Your High-Risk Factors**
This topic provides an overview of thinking patterns, behavioral patterns, and social situations that frequently place recovering people in danger of relapse.
- **Coping with Emotional and Physical High-Risk Factors**
Negative feelings, cravings, good feelings, and physical discomfort and illness are all high-risk factors. This workbook provides an opportunity to create a personal relapse prevention plan.
- **Coping with Personal and Social High-Risk Factors**
This topic helps readers consider safe ways to have fun with other people, find confidence in their recovery, and learn to handle conflicts without turning to their drug of choice.

➤ The Complete Relapse Prevention Skills Program Part 2

This easily accessible program reinforces key relapse prevention concepts and fosters a client's confidence in their own coping abilities by identifying their strengths, building support, and increasing resiliency. Clients also learn to build on past successes and adopt new behaviors to maintain healthy sobriety. This program is broken in to three phases:

- **Your Circle of Support**
The information and exercises in this topic help clients understand the importance of emotional and spiritual support, learn the positive qualities of sober, healthy friendships, and identify support resources.
- **Finding Your Strengths**
This topic helps clients deal with self-criticism, develop new beliefs about themselves and others, and apply past relapse prevention successes to future high-risk situations.
- **Relapse and HIV Risk**
These materials provide clients with basic HIV information, including prevention of high-risk behaviors, testing procedures and resources, and tools to cope with HIV test results.



Treatment Resources

➤ MRT – Moral Reconciliation Therapy & Relationships

MRT is a systematic, step-by-step treatment strategy designed to enhance self-image, promote growth of a positive, productive identity and facilitate the development of higher stages of moral reasoning. MRT significantly raises moral reasoning levels, life purpose, and other positive personality variables. The term “conation” was used in clinical psychology prior to the extensive use of the term “ego”. Conation relates to how one consciously makes decisions. Moral Reconciliation Therapy represents a redirecting of decision-making from higher stages of moral reasoning. MRT utilizes positive workbooks such as:

- How To Escape Your Prison
12 Steps of exercises and tasks to include *Life Wheel, Worries Wants & Needs, Circle of Relationships, Trading Places, Major Life Categories & Elements, Ten Years To Live, and Master Goal Plan.*
- Bringing Peace To Relationships
10 Steps of exercises and tasks to include *Looking At The Majority, Things In My Life Now, Important People, My Abuse Wheel, and Relaxation Practice.*
- How To Be A Responsible Father
Chapters in this workbook include *Overcoming Barriers to Being a Responsible Father, Using Positive Discipline with Your Children, and Developing Your Personal Parenting and Reunification Plan.*

Spring Building Schedule-To Start 3/10/13

4:00 Wake-up AM Kitchen/Laundry Workers
4:30 Kitchen/Laundry Reports to Work
5:15 Light On/Prepare for Pill Call(Residents WILL NOT lay down until 3PM)
5:30 Pill Call Begins/Pod GI Begins
5:45 Prepare for Chow
6:00 Chow Begins/Pill Call Ends/Phones On/Turn out Laundry Workers
6:40 Prepare to turn out GED
6:50 **Turn out GED**
7:00 Chow Ends/GED Begins
7:30 Pod GE Ends/AMD Begins
7:45 AMD Ends
7:50 Turn Out for AM Activities
8:00 AM Activities Begin (Residents WILL NOT Lay Down)
8:00 Chaplain's Library open to South Side Residents ONLY
9:15 Break from AM Classes (Break should begin after count clears)
9:30 Break Ends/Return to Class
9:30 Chaplain's Library Closes
10:30 AM Classes End/Pill Call Begins-Diabetics only
11:00 Chow Begins/Pill Call Ends-Diabetics only
11:30 Blood Pressure Check Begins-Tuesdays and Thursdays only
11:30 TV on for News-Channel 7
12:00 Lunch Ends/Pill Call Begins/Turn Out GED
12:00 Chaplain's Library open to North Side Residents ONLY TV Off
12:20 Turn Out PM Classes **Note: 10 minutes before class begins at 12:30**
12:30 GED and PM Classes Begins/Pill Call Ends/Blood Pressure Check Ends
1:00 (Friday only)-Turn out for Jumah Prayer
1:30 Chaplain's Library Closes
1:45 Break from PM Classes
2:00 Break Ends/Return to Classes Turn in -Jumah Prayer (Friday Only) **Note: Break is 1:45-2:00**
2:45 PM Activities End/ Turn out for Bible Study
3:00 TV ON (Residents MAY lay down)/Alpha & Omega Bible Study
4:00 Turn in Alpha & Omega Bible Study
4:00 Chow Call Begins
4:45 Pill Call Begins
5:15 Chow/Pill Call Ends
5:30 Mail Call (Delivered To Barracks)
5:40 Yard Call Begins
5:55 **Showers Open**(Residents MAY cover up)
6:00 Medical Treatment
6:00 Turn TV channel 7 for News
6:30 News Call over
6:30 Sick Call
6:40 Yard Call Ends
7:00 Turn Out for Peer Support/Church **Note: TV can remain on during PM meetings**
7:15 Peer Support/Church Begins
8:15 Turn In from Peer Support/Church/Pill Call Begins
8:30 **Showers Off**
9:00 Pill Call Ends/Phones OFF
9:45 Lights Out/TV Off

Friday Night-Phones Off-10:00PM
-Lights Off -10:00PM

Saturday or Holiday Schedule

4:30 Wake-up AM Kitchen
5:00 Kitchen Reports to Work
5:30 Wake Up Laundry Workers
6:00 Lights On-Prepare for Chow/Phones On/Barracks GI Begins
6:15 Diabetic Pill Call
6:30 Chow Call Begins
6:45 Laundry Workers Turn Out
7:15 Regular Pill Call
7:45 Chow Call Ends
8:00 Barracks GI Ends/Yard Call Begins
10:00 Yard Call Ends @ Supervisor's discretion
10:30 Prepare For Chow-PM Kitchen Workers Report for Work
10:45 Chow Begins-Diabetic Pill Call
12:00 Chow Ends-Visitation Begins/ TV ON
 Showers Open for Visits Only/Pill Call
2:00 Showers Off
3:45 Diabetic Pill Call
4:00 Visitation Ends/Chow Begins
4:30 Laundry Workers Turn In
5:00 Pill Call Begins
5:15 Chow Ends/Showers Open
6:30 PM Kitchen Workers Turn in From Work
8:30 Pill Call Begins/Treatment Call Begins after Pill Call Ends
9:30 Showers Off
10:00 Phones Off
10:30 Lights Out/TV Off(Residents May Finish a Movie/Sports on Friday and Saturday Only)

Revised 3/10/13

Sunday or Holiday Schedule

4:30 Wake-up AM Kitchen
5:00 Kitchen Reports to Work
5:30 Wake Up Laundry Workers
6:00 Lights On-Prepare for Chow/Phones On
6:15 Diabetic Pill Call /Barracks GI Begins
6:30 Chow Call Begins
6:45 Laundry Workers Turn Out
7:15 Regular Pill Call
7:45 Chow Call Ends
8:00 Barracks GI Ends/Turn out For Church/Barracks GI Ends
9:00 Turn out for Muslim Services/TVs On
10:00 Yard Call Begins at Supervisor's discretion
10:30 Prepare For Chow-PM Kitchen Workers Report for Work
10:40 Yard Call Ends
10:45 Chow Begins-Diabetic Pill Call
12:00 Chow Ends-Visitation Begins/TV ON
 Showers Open for Visits Only/Pill Call
2:00 Showers Off
3:45 Diabetic Pill Call
4:00 Visitation Ends/Chow Begins
4:30 Laundry Workers Turn In
5:00 Pill Call Begins
5:00 Channel 7 News
5:15 Chow Ends/Showers Open
6:00 News Off
6:30 PM Kitchen Workers Turn in From Work
7:00 Turn out for Church Services
8:30 Pill Call Begins/Treatment Call Begins after Pill Call Ends
9:00 Phones Off
9:15 Showers Off
9:45 Lights Out/TV Off

Revised 3/10/13

JOB PLACEMENT & EDUCATION

At Omega TVC, where focus is placed on *Positive Change*; preparing residents to become productive, hard-working citizens is a priority. Working toward completion of the GED is a requirement while at Omega. Also, a program called "Job Readiness" has been utilized to introduce basic employment skills and tools to finding employment upon release.

Any resident who does not have a High School Diploma or GED Diploma is placed in the GED program upon arrival. *GED Diplomas* are given to residents who successfully pass the GED test while at Omega. A *Certificate of GED Participation* is given to residents who go to all required GED classes during their time at Omega. *Certificates of Academic Achievement* are given to residents who have previously taken the GED and did not pass but who's scores have risen. A *Certificate of Greatness* is presented to residents who exhibit exceptional behavior while preparing for and taking the GED test.

- 169 Residents have received the **GED Diploma** since Omega opened

A Certificate of Completion is given when a resident has successfully attended and participated in the Job Readiness Program which has taught him:

- Resume Tips
- Interview Pointers
- How To Apply For Jobs
- Good Work Habits and Attitudes
- Matching Personal Skills with Jobs

The Job Readiness instructor works closely with the Arkansas Department of Workforce Education to supply residents with the following information:

- WAGE Program (Workforce Alliance for Growth in the Economy)
- The Ex-Offender's Quick Job Hunting Guide
- Apprenticeships Programs
- Petroleum Technology Degree Program
- The Federal Bonding Program
- Arkansas Small Business Development Center
- A List of Arkansas Factories and Businesses that Hire Felons

Restoring the Prisoner to God and the Community Engaging the local Church in the mission

Background:

- LAPM was organized in 2006 to meet the needs of men and women on parole in Faulkner County.
- LAPM was an affiliate of Prison Fellowship Ministries Arkansas Operations.
 - LAPM served as State Ministry Reentry team coordinator.
 - LAPM worked closely with the Prison Fellowship IFI Reentry initiatives in ADC Units.
- LAPM reorganized as a community held nonprofit corporation in 2010 and began to develop as the State's only Reentry initiative that is statewide.
- In 2011, LAPM staff was badged by ADC to enter and develop Reentry initiatives with inmates in the Chaplaincy PAL Program.
- In 2011, LAPM staff was invited by DCC to develop a Reentry class for men being released from the Omega Technical Violator Center.
- In 2012, LAPM was given operation orders and permissions from both ADC and DCC under Memoranda of Agreement.
- From June 2012 to July 2013, LAPM has served in the development of Reentry Plans for approximately 5,016 inmates in ADC Units and residents in the DCC unit (418 a month).
- Inmate participation in LAPM services in ADC Pal programs is mandatory.
- Resident participation in LAPM services in DCC Omega Unit is voluntary.

LAPM Operations Statement:

- LAPM takes a two-prong simultaneous approach to Reentry Services.
 - Inmate/Parolee. Develop a relational approach to successful Reentry.
 - Relationship with God
 - Relationship with Family
 - Relationship with Community
 - Reentry Community. Develop a relational approach to successful Reentry.
 - Relationship with the church of choice
 - Relationship with the community at large
 - Relationship with the local DCC Office of Parole and Probation

LAPM Principle-Centered approach to Mentoring in both ADC and DCC environments:

- Relationship is at the core of individual and corporate integrity.
- Relationship is at the center of Family.
- Relationship is at the heart of Community.

LAPM Omega Unit Class Syllabus:

- You are men; citizens; family leaders; let's learn to act like it.
 - Your role in family.
 - Your role in responsibility for crime or community.
 - Four Cold Licks regarding your selfish lifestyle as it impacts family, community, and consequences.
- Surviving Parole without a violation.
 - Your role with your Parole Officer.
 - Your role in winning the game.
- Your Parole plans for family, work, finances, support and leisure must support your perceived personal purpose.

LAPM Stats on Recidivism:

- Date collected since 2008 on over 1,000 contacts in ADC and DCC units or community-based parole.
 - Overall recidivism rate of parolees mentored for at least 90 days: <15%
 - Overall recidivism rate of all inmates, residents or parolees for less than 90 days: >30%
 - Recidivism rate of residents at DCC Omega Unit if LAPM is personally involved in their parole plans: >5%



Adult Education Centers
1735 East Sullenberger
Malvern, AR 72104

To: Ms. Kathy Brown, Omega Center Director
From: Dr. Blake Robertson, Director of Adult Education
Date: August 19, 2013
Subject: Progress Report of our Partnership in Education

Ms. Brown, I am very pleased and honored for College of the Ouachitas, Adult Education Centers to be an active partner with the Arkansas Department of Community Corrections in providing educational services to the residents housed at the Omega Unit in Malvern, Arkansas.

As you will remember late in 2005, as the Department was finishing the construction of the Omega Unit, we met to discuss the possibility of College of the Ouachitas - Adult Education Centers entering into an educational agreement for us to provide basic educational skills training for the residents at the Unit. In that meeting I saw your vision for providing a full range of educational and training program for the men that are incarcerated here. As I look back I find that we have served approximately 2,000 residents since our partnership was formed. I have seen great successes from those men in raising basic academic skills levels along with providing basic instruction for those residents who want to obtain a GED® (Arkansas High School Diploma).

Basic Skills Education Classroom

As has been our practice when a resident enters the adult education classes at the Omega Unit, our faculty will administer a short "Locator Assessment". This assessment is used to place the student in the appropriate TABE® (Test of Adult Basic Education) Assessment, generally Form 9. Most adult education professionals see the TABE® as the most comprehensive and reliable academic assessment product in adult basic education. Educators use TABE testing to provide a solid foundation for effectively assessing the skills and knowledge of adult learners. TABE provide a flexible system of diagnostic assessments and instructional materials to meet the diverse needs of today's growing adult education market.

Once this TABE® assessment is properly administered by a faculty member or a trained para-professional they can begin analyzing the assessment results in reading, math, language, language mechanics, vocabulary and spelling in order to prepare the written classroom lesson plans for each individual student. After the student has worked in the classroom for approximately forty (40) to sixty (60) hours the faculty member or para-professional will re-administer the TABE®, generally Form 10 and the difference in scale score between the pre

and post TABE © will represent the gain or loss for each student. These scores are called "scale scores".

The Ouachita Area Adult Education Center operates the classrooms 12 months a year.

Workforce Readiness Classroom

In approximately 2010 the Ouachita Area Adult Education Center opened a second classroom in partnership with DCC – Omega. In this class we focused on the workforce skills of the residents. We teach resume writing, we role play interviewing skills, and the faculty will lead discussions on how to be a better employee and how to learn at work. We want to show the residents that they can be an effective and worthwhile employee of any business or industry. We discussed the possibility that with a felony on their record that some employers will not hire them but we also give each student a list of those employers who do hire people with felonies. The residents will begin to understand that there are people interested in hiring them if they possess the proper skills.

A few months ago, at your request, we began to offer the WAGE ® certificate for Employability at the Omega Unit. As of August, 2013, we have awarded 40 Employability certificates to the students and we continue to have 4 to 6 certificates awarded each week. I appreciate your work to personally award each of these residents with a certificate.

WAGE ® is an acronym for Workforce Alliance for Growth in the Economy. It is a business and industry driven certificate that is awarded through Adult Education. Business and industry will sign up as sponsors and some will require these certificates as a prerequisite for future employment. There is no cost in working for these certificates but they are only offered from an adult education center that has been thoroughly trained.

This beautiful certificate is documentation that the student has gone through extensive training and is ready to perform well for the employers.

Ms. Brown, if additional information is needed do not hesitate to contact me at 501-332-1915.

Competencies--- Workforce Alliance for Growth in the Economy™

Communication

C1 Speaking clearly and using language easily understood by the listener.

C2 Speaking to inform another or to provide information.

C3 Speaking to inquire or to collect information.

C4 Speaking to persuade another.

C5 Speaking politely, with respect to cultural diversity, regardless of personal feelings.

C6 Speaking at a rate easily understood by the listener.

C7 Speaking at a volume appropriate of the circumstances and the message.

C8 Structuring spoken inquiries so that listener responds appropriately.

C9 Restructuring a message, when necessary, to facilitate listener understanding.

C10 Using proper telephone etiquette.

C11 Using task-related words in the proper context.

C12 Using tonal expression to facilitate communication, cooperation, and goodwill.

C13 Using vocabulary appropriate to the circumstances and the message.

C14 Understanding the meaning of and possessing self-awareness of body gestures.

C15 Understanding the meaning of and possessing self-awareness of facial gestures.

M1 Reading, writing, and counting single and multiple digit whole numbers.

M2 Adding, subtracting, multiplying, and dividing single and multiple digit numbers.

M3 Using addition, subtraction, multiplication, and division to solve problems.

M4 Rounding off single and multiple digit numbers to complete a task or subtask.

M5 Comparing whole numbers to determine variations.

M6 Reading and writing common fractions to complete a task or subtask.

M7 Adding, subtracting, multiplying, and dividing common fractions to solve problems.

M8 Comparing decimal and proper fractions to determine variation.

M9 Carrying our arithmetic computations involving dollars and cents.

M10 Reading and writing decimals to one or more places to complete a task or subtask.

M11 Rounding off decimals to one or more places to complete a task.

M12 Adding, subtracting, multiplying, and dividing decimals to one or more places.

M13 Reading, writing, and computing percents to complete a task or subtask.

M14 Using percents to determine increase or decrease.

C16 Understanding the meaning of and possessing self-awareness of posture.

C17 Understanding the meaning of and possessing self-awareness of tonal expression.

C18 Listening to advise, assist, or enable.

C19 Listening to facilitate cooperation, goodwill, or teamwork.

C20 Listening to learn or understand.

C21 Listening for nonverbal clues, tonal expression, emotions.

C22 Listening to obtain information to solve problems, make decisions.

C23 Listening for omissions of information.

C24 Recognizing the main intent of a spoken message.

C25 Recognizing and organizing details of a spoken message.

C26 Recognizing probable meaning of unclear communication by using context clues.

C27 Screening irrelevant information and distractions.

C28 Sorting relevant from irrelevant information.

C29 Verifying accuracy by restating/repeating message.

C30 Verifying comprehension by asking questions.

Math

M15 Converting fractions to decimals, percents to fractions, fractions to percents, percents to decimals, common fractions or mixed numbers to decimal fractions, and decimals fractions to common fractions or mixed numbers to complete a task or subtask.

M16 Solving problems by selecting and using correct order of operations.

M17 Computing averages, ranges, means, medians, ratios, or proportions.

M18 Reading numbers or symbols from time, weight, distance, and volume measuring scales.

M19 Using a measuring device to determine an object's weight, distance, and volume in standard or metric units.

M20 Performing basic metric conversions involving weight, distance, and volume.

M21 Using a calculator to perform basic arithmetic operations to solve problems.

M22 Determining if a solution to a mathematical problem is reasonable.

M23 Estimating answers to a mathematical problem when an exact answer is not needed.

M24 Reading a bar, line, circle, or other graph to analyze, interpret or compare data points.

M25 Using descriptive statistics to describe data.

M26 Solving problems using a systematic method.

M27 Applying geometric functions to determine the properties, measurement, and relationships of points, lines, angles surfaces, and/or solids.