Rough Rider Industries and ND DOCR Education

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MATERIALS PREPARED BY: DR. PENNY VEIT-HETLETVED
Introduction

This document is an informative preparation of what is the current “snap shot” of preparation of the residents within the ND Department of Corrections and Rehabilitation facilities. Beyond the offerings, you will also find the “pie in the sky” hopes of how the offerings could become more global not only within content but also in the breadth of participation of the communities, stakeholders, and partnerships to better enhance an import model of collaboration in rehabilitative efforts. Finally, this document contains a brief annotated bibliography of research that best support our current snap shot as well as our pie in the sky efforts.

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Rough Rider Industries Working Positions

Industry Position Listed by SOC (Standard Occupational Classification) Occupation and Description: Current Snap Shot

Metal Industries:

- **Metal Fabricator**: Fabricate, position, align, and fit parts of structural metal products.
- **Welders and Cutters**: Use hand-welding, flame-cutting, hand soldering, or brazing equipment to weld or join metal components or to fill holes, indentations, or seams of fabricated metal products.
- **Cutting, Punching, Press Machine Setters, Operators, & Tenders (Metal)**: Set up, operate, or tend machines to saw, cut, shear, slit, punch, crimp, notch, bend, or straighten metal or plastic material.
- **Milling & Planing Machine Setters, Operators, & Tenders (Metal)**: Set up, operate, or tend milling or planing machines to mill, plane, shape, groove, or profile metal or plastic work pieces.
- ** Grinding, Lapping, Polishing, & Buffing Setters, Operators, & Tenders (Metal)**: Set up, operate, or tend grinding and related tools that remove excess material or burrs from surfaces, sharpen edges or corners, or buff, hone, or polish metal or plastic work pieces.
- **Lathe & Turning Machine Setters, Operators, & Tenders (Metal)**: Set up, operate, or tend lathe and turning machines to turn, bore, thread, form, or face metal or plastic materials, such as wire, rod, or bar stock.
- **Drilling & Boring Machine Setters, Operators, & Tenders (Metal)**: Set up, operate, or tend drilling machines to drill, bore, ream, mill, or countersink metal or plastic work pieces.

Furniture Industries:

- **Assembler**: Work as part of a team having responsibility for assembling an entire product or component of a product. Team assemblers can perform all tasks conducted by the team in the assembly process and rotate through all or most of them.
- **Sawing Machine Setters, Operators, and Tenders (Wood)**: Set up, operate, or tend wood sawing machines. May operate CNC equipment.

- **Furniture Finisher**: Shape, finish, and refinish damaged, worn, or used furniture or new high-grade furniture to specified color or finish.

- **Sawing Machine Setters, Operators, & Tenders (wood)**: Set up, operate, or tend wood sawing machines. May operate CNC equipment. Includes lead sawyers.

- **Woodworking Machine Setter, Operator, & Tender**: Set up, operate, or tend woodworking machines, such as drill presses, lathes, shapers, routers, sanders, planers, and wood nailing machines. May operate CNC equipment.

- **Cabinet & Bench Carpenters**: Cut, shape, and assemble wooden articles or set up and operate a variety of woodworking machines, such as power saws, jointers, and mortises to surface, cut, or shape lumber or to fabricate parts for wood products.

- **Mechanical Drafter**: Prepare detailed working diagrams of machinery and mechanical devices, including dimensions, fastening methods, and other engineering information.

- **Coating, Painting, and Spraying Machine Setter**: Set up, operate, or tend machines to coat or paint any of a wide variety of products, including glassware, cloth, ceramics, metal, plastic, paper, or wood, with lacquer, silver, copper, rubber, varnish, glaze, enamel, oil, or rust-proofing materials.
Sewing & Upholstery:

- **Sewing Machine Operator**: Operate or tend sewing machines to join, reinforce, decorate, or perform related sewing operations in the manufacture of garment or nongarment products.
- **Textile Cutter and Pattern Maker**: Draw and construct sets of precision master fabric patterns or layouts. May also mark and cut fabrics and apparel.
- **Upholsterers**: Make, repair, or replace upholstery for household furniture or transportation vehicles.

Commissary:

- **Order Fillers**: Fill customers' mail and telephone orders from stored merchandise in accordance with specifications on sales slips or order forms.

Sign Shop:

- **Graphic Designer**: Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects.
- **Etcher & Engraver**: Engrave or etch metal, wood, rubber, or other materials. Includes such workers as etcher-circuit processors, pantograph engravers, and silk screen etchers.

Warehouse, Delivery, & Installation:

- **Material Moving Workers**: Operate industrial equipment to move materials around a warehouse, storage yard, factory, construction site, or similar location.
- **Laborers & Freight, Stock, and Materials Mover**: Manually move freight, stock, or other materials or perform other general labor. Includes all manual laborers not elsewhere classified.
- **Construction Laborer**: Perform tasks involving physical labor at construction sites. May operate hand and power tools of all types: air hammers, earth tampers, cement mixers, small mechanical hoists, surveying and measuring equipment, and a variety of other equipment and instruments. May clean and prepare sites, dig trenches, set braces to support the sides of excavations, erect scaffolding, and clean up rubble, debris and other waste materials. May assist other craft workers.
Sandbag, Land, & Fencing:

- **Fence Erectors** - Erect and repair fences and fence gates, using hand and power tools.
- **Farm Worker** - Attend to live farm, ranch, or aquacultural animals that may include cattle, sheep, swine, goats, horses and other equines, poultry, finfish, shellfish, and bees. Duties may include feeding, watering, herding, grazing, castrating, branding, de-beaking, weighing, catching, and loading animals.

Multiple Shops:

- **Machinist** - Set up and operate a variety of machine tools to produce precision parts. May also fabricate and modify parts to make or repair machine tools or maintain industrial machines, applying knowledge of mechanics, mathematics, metal properties, layout, and machining procedures.
- **Maintenance Worker (Machinery)** - Lubricate machinery, change parts, or perform other routine machinery maintenance.
- **Forklift Operator** - Operate industrial equipment to move materials around a warehouse, storage yard, factory, construction site, or similar location.
- **Shipping and Receiving Clerk** - Verify and maintain records on incoming and outgoing shipments. Prepare items for shipment. Duties include assembling, addressing, stamping, and shipping merchandise or material; receiving, unpacking, verifying and recording incoming merchandise or material; and arranging for the transportation of products.
- **Stock Clerk (stockroom, warehouse, storage yard)** - Receive, store, and issue materials, equipment, and other items from stockroom, warehouse, or storage yard. Keep records and compile stock reports.
- **Helper Maintenance Repair Worker** - Help installation, maintenance, and repair workers in maintenance, parts replacement, and repair of vehicles, industrial machinery, and electrical and electronic equipment. Perform duties such as furnishing tools, materials, and supplies to other workers; cleaning work area, machines, and tools; and holding materials or tools for other workers.
Best Practices Comparisons

Though you can see from the previous pages, RRI offers a robust employment opportunity, Director Gardner is still longing for a deeper workforce development connection. For Rough Rider Industries, the “pie in the sky” model would mirror a neighboring state’s best practices. Minnesota’s Department of Corrections has built a program called EMPLOY. This is a prisoner-reentry employment program designed to reduce recidivism by helping participants find and retain employment after release from prison. It provides participants with employment assistance during the last several months of confinement through the first year following their release from prison. The program is rated Promising. Results suggested that participants in the program reported significantly lower rates of recidivism and higher rates of employment post-release. (National Institute of Justice, March 2017)

Program Goals
In 2006, the Minnesota Department of Corrections (MNDOC) implemented EMPLOY, a prisoner-reentry employment program. The program was designed to help prisoners take advantage of the work experience and job skills gained through employment with Minnesota Correctional Industries (MINNCOR), the state’s prison industry program. In an effort to reduce recidivism, EMPLOY helps offenders locate, secure, and retain employment. Moreover, the program provides inmates with assistance to improve their readiness for post-release employment and offers community support for 1 year following release from prison.

Targeted Population/ Eligibility
EMPLOY is a voluntary program for inmates. Those interested in the program must submit an application and meet the following requirements: 1) have applied for the program within the last 5 years of their prison sentence, 2) have at least 6 months of current or prior MINNCOR work experience, and 3) have never been terminated as a result of negative terms from their MINNCOR position. Applicants who were terminated from their position with MINNCOR due to a lay off or transfer to another facility are still considered eligible for EMPLOY, if they have the required 6 months of experience.

Program Components
Once accepted into the program, participants meet with a job training specialist 60 to 90 days prior to their scheduled release date for two sessions. Inmates meet for two job sessions. Each session is 8 hours long and typically takes place in group settings, involving four to six participants. During the job sessions, the job training specialist focuses on skills assessments, drafting resumes, job-searching techniques, and interviewing skills. To remain in good standing with the program, participants must attend the job sessions and complete a resume.
One week prior to a participant’s release from prison, a *job development specialist* identifies jobs for the inmate, based on the individual’s skills, work experience, and intended geographic area post-release. The job development specialist informs potential employers about the participant’s skills, work history, and criminal background. Moreover, the job development specialist inquires about the potential employer’s policy regarding individuals with felony backgrounds, and informs the potential employer that they are eligible for the Work Opportunity Tax Credit if they decide to hire an EMPLOY participant. Additionally, potential employers are also given information about the Minnesota Federal Bonding Service, which would protect employers in the event of employee theft of money or property.

Immediately after release, a *retention specialist* meets with the participant in the community and provides an employment portfolio. This portfolio contains copies of the participant’s resume, any certifications obtained, potential job leads, and any additional resources or tools (e.g., bus fare, clothing, supplies) to assist with job search. The retention specialist conducts follow-up meetings with participants, according to the following schedule: 1 month, 3 months, 6 months, and 12 months after their release from prison. Participants who do not keep in contact with their assigned retention specialist are dropped from the program; participants who remain in contact for 1 full year after release from prison are considered program completers, regardless of whether they obtained employment.

### Evaluation Outcomes of EMPLOY

**Reconviction**
- Duwe (2015) found that EMPLOY participants were significantly less likely to be reconvicted, compared with nonparticipants. Participation in EMPLOY reduced the likelihood of reconviction by 32 percent.

**Rearrest**
- EMPLOY participants were significantly less likely to be rearrested, compared with nonparticipants. Results indicated that participation in EMPLOY reduced the likelihood of rearrest by 35 percent.

**Reincarceration**
- EMPLOY participants were significantly less likely to be reincarcerated for a new sentence, compared with nonparticipants. Participation in EMPLOY reduced the likelihood of reincarceration by 55 percent.

**Revocation**
- EMPLOY participants were significantly less likely to have their supervised release revoked for a technical violation, compared with nonparticipants. Results indicated that participation in EMPLOY reduced the likelihood of technical violation revocations by 63 percent, compared with nonparticipants in the comparison group.

**Employment**
- Participation in EMPLOY significantly increased the chances of securing employment within the first 12 months after release from prison by 72 percent.

**Hours Worked per Quarter**
- Participation in EMPLOY significantly increased the number of hours worked per quarter, compared with nonparticipants. EMPLOY participants worked 53 more hours per quarter than nonparticipants in the comparison group.
The North Dakota Department of Corrections and Rehabilitation (ND DOCR) Education Division is directly responsible for delivering education services for each population—juvenile (ND YCC) and adult (JRCC, MRCC, and NDSP). In addition, within the 15-17 Biennium, the ND DOCR Education Division provides and supervises education in the contracted facilities of TRCC (TASC, TARP, TR) and DWCRC as well as law library services to all sites. The educators for the two diverse populations are one education division with sharing of resources, strategies, best practices, and supervisors. The division has a Director of Education that oversees all operations and principals along with assistant principals—tasked with education day-to-day operations and strategic planning. The ND DOCR operates under the following vision and mission:

- ND DOCR Education Division’s Vision: A Successful Reentry for Every Student.
- ND DOCR Education Division’s Mission: Provide Quality Student-Centered Educational Opportunities and Resources.

ND DOCR Education Division provides educational programming in six facilities in separate locations. All six facilities are accredited Adult Learning Centers, GED Testing Sites, and have the ability of offering high school diploma opportunities to those that would qualify through the North Dakota Youth Correctional Center. The diploma from ND YCC is issued through the approval of the ND Department of Public Instruction as Marmot High School. ND YCC is a fully accredited elementary, middle, and high school.

We have worked diligently to add sustainable programs that assist our students in being better prepared for employment when returning to the community. In addition, we are striving to bring enrichments and resources within education to better educate our students on issues and resources available to them. In the following pages, you will find the current offerings within education, at what site the programs exist, and then some “horizon” planning. Below is the ND DOCR Education Team taken at August’s Teacher In-Service.
<table>
<thead>
<tr>
<th>Mandatory Program Offerings</th>
<th>NDSP</th>
<th>JRCC</th>
<th>MRCC</th>
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Though you can see from the previous pages, ND DOCR Education also offers a robust educational opportunity, Director Veit-Hetletved is still wanting to dig deeper into a workforce development connection. ND DOCR Education is striving for an import of community partnerships that would not only increase offerings, but also sustain those offerings while educating the public about who we serve and why they need the opportunities. Below are the key ingredients to our “wish:”

- Job Coaching—working on an exit upon entry design so that our students have the opportunity to learn from a community expert within career readiness and linking it directly into a community employer before their (his/her) release
- Service Learning partnerships that gives back—example, our construction education program teaching students housing repair, for an example, and then “practicing that skill” for housing authorities who rent to our ex-offenders.
- Partnerships within private industries in an inside-out program where ND DOCR readies employees for the employer working in tandem while incarcerated to build the skills set needed for the employer-employee to transition straight into the business’s workforce upon release.
- Power commitments to change policies that further the roadblocks of our population such as (but not limited to) unions not accepting felons (even though their work pool is not adequate) and post-secondary institutions’ “off papers” policies for admission.
Conclusions Based on Research

Creating opportunities for our residents to obtain needed employability skills and experiences will in turn increase their chances of keeping well-paid jobs. Doing so increases their stability which is the very premise of keeping our residents from recidivating. The bottom line is that the ND DOCR and RRI serve populations with barriers. This population, however, has ability, talent, and skills that legitimately could fill the workforce needs in North Dakota. Due to social stigma and myths about this population, our residents often go unhired which makes them a consistent “untapped” resource that could remedy many “unfilled” jobs in North Dakota.

The specific research of Glas (2014), Nally (2014), Cottle (2017) and Rush (2017) are excellent sources. These establish, respectively,

- Employment provides a structural benefit for offenders that is at least as important and probably more important than the financial benefit in avoiding recidivism.
- What kinds of characteristics of employment are most beneficial – the evolving CW from “getting a job lowers recidivism” to “getting a good job positively affects recidivism a lot better than getting a minimum wage job”, as well as several other important factors such as job stability that have only just appeared in the research within the past few years.
- Some reasons why current job training programs may not be working – i.e. they focus on building one or two skills in a vacuum vs. building a skillset that is matched to a job in real life. The job training needs to be in partnership with the employer or industry offering the job, otherwise you risk it not matching what they want.
- CONSISTENT partnerships are not found in research as nationally partnerships HAVE NOT been steadfast.

As for education generally, the broad consensus is that education does lower recidivism. Davis et al (2014), a report sponsored by the Federal Bureau of Justice Assistance / RAND Corporation summarizes three very important earlier meta-analyses and goes in depth on what the major characteristics of post-recession education programs are. With that said, the caveats of research in corrections noted above apply twofold when looking at education’s effect on recidivism, with the biggest difficulty for our purposes being that most other states’ prison education programs historically have been voluntary, and so for research purposes suffer from “self-selection bias”. Funding for prison education programs has also historically come in ebbs and flows and a lot of programs were cut or shortened after the 2008 recession, so consistent data is difficult to come by for that reason as well.
SUMMARY OF ANNOTATED BIBLIOGRAPHY

Cottle 2017: Master’s thesis. Study of parolees in Illinois. Finds the following factors increase or decrease recidivism:

Increase: Unemployed or underemployed. Unemployed and serving sentence for a property crime. Unemployed at termination of probation. Probation terminated or completed unsuccessfully. Two or more employment changes while on probation. Male. Minority.

Decrease: Unemployed for socially acceptable reason (college, disability, etc.). Employed. Completed probation successfully. Older (Risk of recidivism drops by 3.3% by each year probationer ages). Stable employment (same job for > 6 months). Female. White.

Largely agrees with consensus, adds underemployment and job stability to the equation.

Davis et al 2014: Large seminal study conducted by RAND Corp on behalf of Federal Bureau of Justice Assistance. Evaluates major literature in the field and finds that education while incarcerated does lower recidivism.

Glas 2014: Study of white male probationers in Iowa. Found that employment does provide an important financial benefit to prisoners, but it provides an even more important structural benefit – giving them something prosocial to do.

Moses 2012: Basic overview of past major vocational initiatives of the past 50 years and why there isn’t adequate data to conclude they still work in the present.

Nally 2012: Study of correctional education participants in Indiana. One of the only such studies done by an actual DOC as opposed to outside researchers.

Nally 2014: Examines which sectors of the Indiana economy are most likely to employ ex-offenders by sector, subsector, etc. Includes extensive tables going into depth. Ultimately finds that temporary help services provide a significant source of employment for ex-offenders in Indiana. Almost all of the jobs that offenders could get, especially in hospitality and construction, were low wage and labor-intensive. Manufacturing candidates were more likely to find employment if they had the skills/training for a specific job. Implication for prison education programs is to provide workforce development programs tailored to specific jobs in manufacturing and construction.

Ramakers et al 2017: Dutch study. Finds that simply having a job isn’t good enough to deter recidivism; it needs to be a high-quality job that provides a stronger incentive. Also finds that unemployed ex-offenders are more likely to recidivate, but also that those who obtained employment quickly and those
who returned to a job they held prior to incarceration were less likely to recidivate. Suggests, but does not state, that readiness for a job is the more important factor.

**Rush 2017:** Studies offender employment programs in Illinois for high risk offenders. Finds that the programs by themselves are not effective in reducing recidivism overall, but do have a benefit for high-risk groups such as blacks, Latinos, and males. Finds that the main deficiency in these programs is that they focus on building one or two skills generally in a vacuum, rather than on occupational competency for specific jobs. Also finds that transitional jobs rarely translate into long-term employment.

**Visher 2011:** Longitudinal study of former offenders concluding that work experience, connections to employers prior to release, and conventional family relationships reduce recidivism and result in longer periods of employment, while those with shorter periods of employment/more recidivism were generally relapsing drug addicts, had mental health issues, were older, or were nonwhite.

**Visher 2010:** Looks at a pilot postrelease workforce development program in Delaware and finds that it significantly helped reduce recidivism vs. those offenders who did not participate.


