Bristol County Sheriff’s Department Comprehensive Inventory of Programs, December 2018

***Vision Statement***

The Bristol County Sheriff’s Department’s vision is to establish comprehensive programs that will help to combat inmate recidivism and provide the inmates with useful information and life skills.

**The following programs are offered at the Bristol County Sheriff’s Department:**

***Specialty Programs***

**Residential Substance Abuse Treatment (RSAT) Therapeutic Community**

The Residential Substance Abuse Treatment (RSAT) program and Therapeutic Community consists of either a three or six month curriculum designed and delivered by a team of treatment professionals from a contractual vendor, AdCare. The use of Cognitive Behavioral Therapy, self-change, and behavioral strategies leads inmates into the right direction in regards to better decision making, versus decisions that lead to substance abuse and criminal behavior. Inmates are taught how to better understand the connections among thinking, behavior, and consequences. They practice techniques designed to promote pro social thought processes through writing in journals to objectively identify thoughts and feelings associated with high-risk behavior in given situations. Participants document personal thinking processes, behaviors, and motivations by journaling and completing assignments. Treatment staff and inmates periodically review assignments and journals to gauge treatment progress.

The objective of the RSAT programs is to reduce the likelihood of recidivism of inmates by treating their substance abusive behavior through the development of cognitive, behavioral, social, educational, and vocational skills. The program addresses substance abuse as well as social aspects, including education, family issues, anger management and employment. By embracing these topics, the RSAT program goals are to eliminate drug use and criminal activity; and improve individuals’ quality of life by enhancing self-esteem, communication skills, familial and peer relationships.

**R.U.L.E Program/Sex Offender Program**

**The R.U.L.E Program** is designed for those inmates who have engaged in sexually abusive and/or inappropriate behaviors. These inmates must participate in a specialized program to address their behaviors and to reduce the chances of repeating the same behaviors in the future. The program makes use of treatment that is called “sex offense specific” because it uses approaches that have been found to be successful in helping people to change patterns of sexual offending or abusive behavior as well as inappropriate behavior towards others.

The program is guided by four principles (R.U.L.E.) of effective sex offender treatment, which have been developed over our years of practice and program development, in both outpatient and secure settings. *Responsibility* – for the impact of the offender’s behavior has had on his victims, himself, as well as others*. Understanding* – how the offender’s experiences and decisions in life have led him to this point. *Learning* – new patterns of appropriate behavior. *Experience* – practicing new skills in relating to others, dealing with stress, and finding new experiences that enhance self-esteem.

**Compulsive Behavior / Behavior Modification**

In the Compulsive Behavior Program/Behavior Modification program participants learn the *cognitive therapy* componentfor compulsive behaviors. This focuses on the catastrophic thoughts and exaggerated sense of responsibility one feels causing compulsive behaviors. A big part of cognitive therapy for compulsive behaviors, is teaching healthy and effective ways of responding to obsessive thoughts without resorting to compulsive behavior.

**Psychological Education Program (PEP)**

The PEP is group programming in the Special Housing Unit (SHU) for male inmates who have been diagnosed with a major mental illness and / or present with significant functional impairment. Many of these inmates receive Department of Mental Health (DMH) services and are intermittently compliant with their psychotropic medication. These factors can make it difficult for them to function in general population, requiring additional support from mental health. Through participation in medication compliance, as well as adjustment related and sleep hygiene groups, many symptoms of anxiety and sleep disturbance can be diminished through the sharing of similar experiences and learning from others.

**Community Work Program**

The Community Work Program provides labor services to all municipalities and nonprofit organizations throughout the communities of Bristol County. The [Anti-Graffiti Unit](http://www.bcso-ma.us/antigraffiti.htm) will serve municipalities and non profit as well as private residence that have been tagged with graffiti, providing the graffiti can be removed safely and with the anti-graffiti apparatus.

With the past and present economy, the inmate work program provides a substantial saving and an opportunity to accomplish projects that would not otherwise take place due to lack of funding.

The Inmate work program not only provides savings to cities and towns it is also used as a program to rehabilitate and reintegrate inmates back into the community. The Sheriff's Inmate Work Program provides skill training, a work ethic, self-esteem and a chance for the inmates to give back to society.

**Bio-Hazard Training Class**

The bio-hazard training course is a course which instructs inmates how to properly clean and dispose of bio-hazard spills. The Life Safety Supervisor along with the Medical Director of Nursing teach the importance of universal precautions and proper usage of the chemicals available to clean up an area contaminated by bio-hazardous materials.

**Food Preparation Program**

The Food Preparation Program is offered to sentenced inmates and is instructed by Bristol County Sheriff’s Office Kitchen Stewards. The goal of the program is to teach the basics of working in a kitchen environment and preparing meals for the public. It includes food and occupational safety. This program is structured to allow inmates the ability to earn the maximum amount of earned good time credit per month within each of the required categories.

***Vocational***

**Automotive**

The Automotive Repair ten (10) week program is designed to teach the basic operation of the automotive engine. This vocational program also teaches the major systems of the automobile, along with basic services. All inmates who complete the course receive a certificate of completion after 10 weeks of participation.

**Food Safety and Sanitation**

This program is based on the Certified Professional Food Manager manual. This course is designed to teach participants how to handle food properly to prevent food borne illness. The sanitation program consists of 6 weeks of lecture as well as a power point presentation taken from the National Certified Professional Food Manager manual.

**OSHA Safety Program**

The ten (10) week OSHA safety program is designed to teach basic work safety skills for all working environments. All students who complete the 10 week course will receive a certificate of completion.

**Small Engine Repair**

The ten (10) week Small Engine program is designed to teach the basic 4 cycle engine theory and operation, as well as basic service. All inmates who complete the 10 week course will receive a certificate of completion.

***Religious***

**Bible Study**

Bible Study/Religious Education classes are offered by credentialed pastors, priests and volunteers from our community. Bible study classes are offered in following languages: English, Spanish, Creole, Portuguese, Brazilian Portuguese, and French, Malayan (Indian dialect).

**Catholic Mass**

Catholic Mass is designed to give Catholics and non-Catholic inmates an opportunity to participate in a service consistent with the Liturgical calendar of the Catholic Church. The Mass involves introductory rites, Old and New Testament readings, referred to as the ‘Liturgy of the Word’, the reception of the Holy Communion, referred to as the ‘Liturgy of the Eucharist’, and finally the Concluding Rite.

**Islam / Muslim Study**

The Islam / Muslim classes refers to the Holy Quran during lesson plans, including the study and understanding of four major concepts at the center of Islam: God (Allah), the community (**umma**), the divine revelation (Koran), and the law (**shari’a**). Inmates learn Islam teaching (Introduction to Islam ; Islamic Beliefs (al-'Aqa'id) ; Prophets of God ; - Islamic Worship (al-Ibadat) ; Islamic Manners ; Islamic Morals ; Tazkiyyah ; Family life in Islam ; Jihad ; Al-Halal wa al-Haram ; The Islamic Social System) , the Qur’an and the Sunnay , political and cultural history of Islam, and other aspects related to the Islam religion. Students receive lessons in English and Arabic.

**Jehovah's Witnesses**

Jehovah's Witnesses are members of a Christian-based religious movement. The traditional Christian Churches, for their part, do not regard the movement as a mainstream Christian denomination because it rejects the Christian doctrine of the Trinity, which it regards as both irrational and unbiblical. Jehovah's Witnesses believe that Jesus is God's only direct creation, that everything else was created through Christ by means of God's power, and that the initial unassisted act of creation uniquely identifies Jesus as God's "only-begotten Son".

**Judaism**

Judaism It is one of the oldest monotheistic religions, teaching the belief in one God. Both Christianity and Islam have similarities with Judaism. These religions accept the belief in one God and the moral teachings of the Hebrew Bible (Old Testament), which includes the Torah or "תורה." The belief that Jesus is God, the Son of God, or a person of the Trinity, is incompatible with Jewish theology. Jews people believe Jesus of Nazareth did not fulfill messianic prophecies that establish the criteria for the coming of the messiah.

**Residents Encountering Christ (R.E.C.)**

R.E.C. (Residents Encounter Christ) is a Catholic Prison Ministry composed of both laypersons and credentialed clergy. The R.E.C. Program has its roots in Cursillo, a movement of the Catholic Church that began in Spain in the 1940’s. The actual title is Cursillo de Cristiandad, which means ‘short course of Christianity’. Although the program is primarily composed of Catholic volunteers, REC does not restrict any denomination from attending and will not attempt to convert any inmate.

The REC Program has two components: Weekly R.E.C. meetings and Quarterly Religious Retreats. Weekly R.E.C. meetings consist of group prayer, sharing of scripture, and singing of hymns. Quarterly Religious Retreats consist of prayer, voluntary participation in Reconciliation, Mass, and special discussions designed to help inmates reflect on the choices they have made. Retreat themes typically correspond with the following three major Christian holidays/observances: Easter, Pentecost, and Christmas.

Both REC sponsored programs are designed to strengthen the inmate’s relationship with God and allow inmates to experience the benefits of group fellowship.

**WICCAN**

The Wiccan religion, also known as "The Craft," "Wicca," "Benevolent Witchcraft," and "The Old Religion" is a diverse and decentralized religion that is part of contemporary Paganism/Nature Spirituality. These two deities are sometimes viewed as facets of a greater pantheistic divinity, which is regarded as an impersonal force or process rather than a personal deity. While duo theism or ditheism is traditional in Wicca, broader Wiccan beliefs range from polytheism to pantheism or monism, even to Goddess monotheism.

***Programs***

**Anger Management**

In the anger management program, inmates are taught strategies and/or problem-solving skills that enable them to control their anger in the face of a conflict. Inmates develop their ability to understand the perspective of others and increase awareness of their emotional and physical states when they are angry. Participants will learn self-control by understanding the triggers of their anger. Inmates learn how to use a specific strategy (e.g., .Stop! Think! What should I do?) to control their responses to potential conflicts. Participants learn: problem-solving skills, including 1) identifying the problem, 2) generating alternative solutions, 3) considering the consequences of each solution, 4) selecting an effective response, and 5) evaluating outcomes of that response.

**Art for Change**

Art for Change program encourages and facilitates creativity, communication and reflection. Participants will engage and empower themselves with a sense of purpose, raised consciousness, and belief that they can realize positive change in their lives. The program is designed as a gateway to learn through building confidence and self-esteem. The Art for Change program will encourage, suggest and provide a safe and acceptable way to express, release, and deal with pain, trauma, attitudes, thoughts, and feelings such as anger.

**Basic Life Skills**

The Basic Life Skills program is a comprehensive behavior change approach that concentrates on the development of the skills needed for life such as communication, decision–making, thinking, managing emotions, assertiveness, self–esteem building, resisting peer pressure, and relationship skills. Additionally, it addresses the issue of empowering and guiding individuals towards new values. It addresses the development of the whole individual—so that a person will have the skills to make use of all types of information.

**Choices**

Pre-selected inmates are taken off the premises to speak candidly to students about their lives with the intent of discouraging the types of activity and behavior that result in incarceration. Inmates share the consequences of their own bad decisions and the difficulties they face in jail as well as difficulties that are faced in the future when they are released. The students are encouraged to ask questions. Discussion topics range from staying in school, obeying the rules of parents, drug experimentation, addiction, prostitution, gangs, AIDS, violence, and murder. Inmates must commit to be an active participant which means attending all programs, reading any literature the director may send their way, and attending any extra training meetings that might take place.

**Communicating Our Needs Through Respect**

The Program is based on nonviolent communication – listening, empathy, self-connection, supporting each other, self-talk, preparing for difficult conversations, hearing difficult messages and making amends.

**DAE/DUI**

The goal of the *Driver Alcohol Education (DAE)/Driving Under Influence (DUI)* program are to provide an educational experience related to alcohol and other drugs. The program will educate inmates about how their alcohol or drug use, misuse, or abuse affects their family, friends, employment, and society. It will also educate them on how drug and alcohol affect their ability to operate a motor vehicle. The program is designed to raise self-awareness and influence behavioral change; thereby lowering the risk for future driving under the influence.

**Domestic Violence**

The Domestic violence curriculum explores steps of emotional abuse and behaviors used by one person in a relationship to control the other. Group members discuss personal experiences and learn types of abuse and violence, including criminal and physical assault (hitting, pushing, shoving), sexual abuse (unwanted or forced sexual activity), and stalking. They will also explore how emotional, psychological, and financial abuses are forms of abuse that can lead to criminal violence. The group work includes exploration of the language used to describe and understand intimate partner violence. Examples being how the ways in which race, class, and culture inform our understanding of and response to domestic violence, the impact of domestic violence on adults and children, legal issues of concern to survivors, secondary trauma and self-care, as well as strength-based and trauma-informed responses to partner violence.

**Getting Motivated to Change**

Getting Motivated to Change is an evidence based program thathelps inmate participants think about the many aspects of motivation, how it influences decision making, and behavior. It utilizes node-link mapping and related cognitive strategies to engage inmate participants in discussions of motivation. The information is explored from a strength-based perspective that encourages goal setting. Handout materials for participants are included at the end of every session.

**Grief and Loss**

The Grief and Loss program explains and defines grief as a natural response to loss. It explores the emotional suffering when something or someone that one loves is taken away. Some examples of this include: a relationship breakup, stopping a relationship with addiction, loss of health, losing a job, loss of financial stability, miscarriage, death of a pet, loss of a cherished dream, a loved one’s serious illness, loss of a friendship, or loss of safety after trauma. The program teaches the five stages of grief: denial, bargaining, anger, depression, and acceptance. It also teaches the grief and loss cognitive tool for processing healing of all losses, including substance abuse recovery. This cycle is often referred to as the *Forgiveness Cycle*. Participants are encouraged to share their views and feelings during the group.

**Health Education**

Inmates are educated on the basics of HIV, Hepatitis, STDs and modes of prevention. HIV Testing is offered to all inmates attending. Facilitators educate and discuss modes of transmission and prevention of the various communicable diseases. Inmates are given the opportunity to ask questions prevalent to the topics at hand as well as further discuss concerns they may have.

**Houses of Healing**

The Houses of Healing program is based on the guide to ‘Inner Power and Freedom’, the groundbreaking book/curriculum for prisoner healing and rehabilitation by Robin Casarjian. The book is a guide that instructs, encourages, and speaks to prisoners, providing a path to behavioral change, dignity, and respect-for oneself and for others. The program uses mindfulness-based practices and research driven approaches to behavior change. The program also uses the inspiration derived from first-hand accounts of other prisoners, and the fostering of a real sense of hopefulness. Houses of Healing offer guidance in stress management techniques and healthy, practical coping strategies. It addresses the necessity of self-forgiveness and forgiveness of others. These subjects, which are often overlooked and misunderstood, despite the fact that they are essential to the cultivation of empathy and emotional and spiritual maturity.

**Narcan Training**

The course provide inmates with the knowledge and skills needed to prevent overdose and respond to an overdose, including calling 911, providing rescue breaking and using Narcan to reverse overdose.

**Parenting with Dignity**

The core components of this program are: discipline, messages of love, teaching values, goal setting, how to make good decisions, communication, and alternative methods of discipline.

**Parents Helping Parents Support Group**

Parents Helping Parents support groups serve as a safe place for parents to express frustrations and concerns about their children and families and get advice from other parents who understand.

**Parents Raising Safe Kids**

This program provides an understanding of what children are capable of understanding and doing changes with age and stages of development. Children learn from imitation and observation and what adults say and do to children or in front of them can have impact on their development. Violence can be prevented if started early. It teaches ways of dealing with their children’s difficult behaviors with developmentally appropriate responses, and also controlling their own anger (parents). It teaches parents how to help children control their anger, and how to resolve conflicts without using violence. It teaches positive discipline methods that fit the children’s age. It explains the influence of media violence on children.

**Prenatal / Postpartum Class**

Pains of pregnancy, states of development/baby, signs of labor, stages of labor, active labor, birthing, infant care, nutrition/recommended weight gain during pregnancy, signs and symptoms of pregnancy, child passenger safety, risk of transmission STD’s, hepatitis etc.…

from mother to baby and any other topics that is specific to each inmate.

**Prenatal / Postpartum Opioid Education**

Discussion of each trimester of their pregnancy; what to expect and how their baby is developing and healthy approaches they can practice in order to have a healthy pregnancy. Opioid education is also provided. Reentry plans upon release and programs in our catchment area are reviewed. Referrals to local therapists are made for inmates who are re-entering the community.

**Relapse Prevention**

The Relapse Prevention curriculum is designed to act as a road map for bringing about lasting change in behavior. The curriculum is developed based on psychological research, which indicates that unhealthy or destructive patterns run in cycles. The curriculum is structured to assist participants in identifying the beliefs and thinking patterns that support the behavior (often called the "target behavior"), the environmental and mental states that are immediate precursors to the behavior and the psychological processes that occur immediately after the behavior.

**SLAM (Students Learning A Message)**

After a tour of the facility, inmates speak candidly to students about their lives with the intent of discouraging the types of activity and behavior that result in incarceration. Inmates share the consequences of their own bad decisions and the difficulties they face in jail, and in the future when they are eventually released. Students are encouraged to ask questions. Topics range from learning the importance of listening to your parents, staying in school, drug experimentation, addiction, prostitution, gangs, AIDS, violence, and murder. Inmates are interviewed prior to their acceptance into the program and undergo a security check to ensure they do not pose any problems in the facility. They must commit to be an active participant which means attending all programs, reading any literature the director may send their way, and attending any extra training meetings that might take place.

**Spirituality**

The Spirituality program helps participants examine personal views about spirituality and the effects of spirituality on addiction. The program explores the “self” in our modern world and the interconnection of all things. It engages participants seeking health and spirituality and helps them become fully alive. The program develops and suggests the importance of the relationship of health and spirituality. Participants have the opportunity to explore who they are, what they do, or what stage of life they are in. The program allows participants to reflect upon and examine their whole life, physically, mentally, and spiritually, in order to make serious lasting changes.

**Substance Abuse and Addiction Education**

The Substance Abuse & Addiction Education program provides description of substance tolerance, abuse, dependence, and addiction. In addition, it covers the various drugs of abuse and their effects, as well as insights into the scope of the substance abuse problem among individuals, families and society. The program explores the implications for each of the most commonly abused drugs, and recent information on national trends regarding specific alcohol, tobacco, and other drug use among adults, children and adolescents. The program also explores the consequences of illicit substance abuse pertaining to health problems, productivity losses, psychological problems, crime, and other social problems.

**Trauma Informed Group**

The goal of this group is to introduce specific trauma interventions, information and education tools, and healthy coping skills to the female population. Inmates will have the opportunity to under­stand the impact of trauma in their lives, heal, and learn to thrive despite past wounds. An increasing body of evidence tells us that the overwhelming majority of women in jails and prisons have experienced trauma that has scarred their minds and hearts. They may have survived rape, assault, or childhood sexual abuse, or they may have witnessed violence done to others. Trauma can result in physiological changes in the way our brains respond to danger, especially when the trauma is repeated. It has also been linked to depression, suicidal tendencies, chronic anxiety, hostility, impaired ability to relate to others socially, and many other serious consequences in personal life. Women involved in the justice system are more likely to have experienced physical and sexual abuse than male offenders or women in the general population.

**12 Step Recovery Group**

A Twelve-Step Program is a set of guiding principles outlining a course of action for recovery from [addiction](http://en.wiktionary.org/wiki/addiction), [compulsion](http://en.wikipedia.org/wiki/Compulsive_behavior), or other behavioral problems. Originally proposed by [Alcoholics Anonymous](http://en.wikipedia.org/wiki/Alcoholics_Anonymous) (AA) as a method of recovery from [alcoholism](http://en.wikipedia.org/wiki/Alcoholism), the Twelve Steps were first published in the book, *Alcoholics Anonymous: The Story of How More Than One Hundred Men Have Recovered From Alcoholism* in 1939. The method was then adapted and became the foundation of other [twelve-step programs](http://en.wikipedia.org/wiki/List_of_twelve-step_groups). As summarized by the [American Psychological Association](http://en.wikipedia.org/wiki/American_Psychological_Association), the process involves the following:

* admitting that one cannot control one's addiction or compulsion;
* recognizing a higher power that can give strength;
* examining past errors with the help of a sponsor (experienced member);
* making amends for these errors;
* learning to live a new life with a new code of behavior;
* helping others who suffer from the same addictions or compulsions.

Alcoholics Anonymous (AA), the first twelve-step fellowship, was founded in 1935 by [Bill Wilson](http://en.wikipedia.org/wiki/William_Griffith_Wilson) and [Dr. Bob Smith](http://en.wikipedia.org/wiki/Bob_Smith_%28doctor%29), known to AA members as "Bill W." and "Dr. Bob", in Akron, Ohio. They established the tradition within the "anonymous" twelve-step programs of using only first names "at the level of press, radio and film."

12 Step programs at the BCSO typically begin with the group leader explaining the history, beliefs, and rules for membership in 12 Step groups. Group participants are typically asked to share their experiences and personal struggles with addition. Strategies for maintaining sobriety are discussed using the Alcoholics and Narcotics Anonymous text books and other 12 Step literature.

***Educational***

**ABE/Pre-ASE/ASE Instruction**

This instruction is designed for an inmate who is housed in protective custody deemed to have a reading level 0 to 12. This inmate either has little or limited competence in reading, writing, and computation. This inmate has not been sufficiently competent to meet the requirements of adult life in the U.S. This program will allow an inmate to successfully master the basic educational skills that will enable him to function effectively in society. The course curriculum will include areas of Reading, Writing, Math, Science and Social Studies according to the Massachusetts standards for Adult Basic Education. Those successful inmates will transition into the HiSet Prep course.

**Adult Basic Education**

This instruction is designed for an inmate who is housed in general population deemed to have a reading level below grade 6. This inmate is unable to read, write, and compute sufficiently enough to meet the daily requirements of adult life in the U.S. This program allows an inmate to master basic educational skills that will enable them to function effectively in society. The course curriculum will include areas of Reading, Writing, Math, Science, and Social Studies according to the Massachusetts standards for Adult Basic Education. Those successful inmates will transition into the Pre-HiSet course.

**ASE Prep Instruction**

This instruction is designed for an adult who has some competence in reading, writing, and computation but is not sufficiently competent to meet the requirements of adult life in the U.S., and or who lacks a High School Diploma or Equivalency. Course curriculum will include areas of Reading, Writing, Math, Science and Social Studies according to the Massachusetts standards for Adult Basic Education.

**Civics and Financial Literacy Post High School**

Civics Post High School is offered to those inmates who have a high school diploma or have earned a high school equivalency credential. Civics and Financial Literacy (Post High School) is designed as an 8 week class that provides a framework for understanding the basics of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics.

**College and Career Readiness DWC**

Most inmates have been out of the job market for long periods of time and need practice their interviewing skills and identify their skills. By offering the work readiness course at the Dartmouth House of Correction, we are preparing inmates for their job search upon release eliminating any lapse in finding employment. This then works towards reducing the likelihood that the inmates will recidivate.

The course covers the basic principles of how to get a job, and keep a job. It also helps the inmates identify their skills, develop a solid resume, and allows for them to do some practice interviewing. More importantly, the course teaches the inmates how to handle emotionally charged situations in the workplace. Many employers have reported to the Career Centers that many of the people they have hired, or refused to hire, lack many of the basic skills of being a good worker. Course focus on soft skills and career pathways in accordance with WIOA (Workforce Investment Opportunity Act)

**Inside Out Prison Exchange Program**

The Inside-Out program brings college students together with incarcerated men and women to study as peers in a seminar behind prison walls. The core of the Inside-Out Program is a semester-long academic course, meeting once a week, through which 15 to 18 “outside” (i.e.: undergraduate) students and the same number of “inside” (i.e.: incarcerated) students attend class together inside prison. All participants read a variety of texts and write several papers; during class sessions, students discuss issues in small and large groups. In the final month of the class, students work together on a class project.

This program increases opportunities for men and women, inside and outside of prison, to have transformative learning experiences that emphasize collaboration and dialogue, inviting participants to take leadership in addressing crime, justice, and other issues of social concern.

The program will also include 1X per week prep period for incarcerated students to allow them to utilize the computer room to work on class assignments in a group as well as allow them use of computers to type their assignments. This prep period will be supervised BCSO program staff.

**Tech Literacy 1 & 2**

**Technological Literacy I**

This course will introduce the novice user of technology to the tools, terms and uses of technology in the 21st Century.  Students will learn computer terms, practice using computer hardware such as the mouse, and will become familiar with basic software programs including Microsoft Word, Excel, and Powerpoint.

**Technological Literacy II** (This course is open to sentenced inmates only. Meets Thurs. 1:30 PM)

**pre-requisite Tech Literacy I**

(2.5 after 8 weeks, 1 day perm moth, bonus .5 for attendance)

This course will provide students who have some computer skills with in-depth instruction about computer hardware and software beyond the introductory stage.  Topics covered will include keyboarding, Microsoft Word, Excel and PowerPoint.

**Introduction to Culinary Arts and Hospitality Training**

A program taught by BCSO education staff. The program is designed to teach inmates to prepare nutritious meals with easy to use ingredients within a budget. This course provides a dual curriculum of career and personal development. Successful candidates learn the fundamentals of food safety and preparation sufficient for entry into food service employment as well personal finance instruction useful in promoting healthy family living. The program also offers an introduction to the front end of the hospitality industry focusing on customer service, cash register, and soft skills.

**Key Train**

The Key Train is a comprehensive, yet easy to use computer-based program, which is utilized by inmates to help them determine what type of job/career they want after they are released from incarceration. The program assists participants obtain specific skills needed for that specific job or career.

The program assesses individuals in a variety of skill areas, shows individuals what skills and at what level they would need for particular jobs, then provides them with self-guided lessons designed to help them improve in areas such as reading for information, applied mathematics, locating information and etc., that are required essentially for all jobs.

Each course has a pre-test, lessons and a quiz. Once the pre-test is completed the program will give a score and a recommendation of what level the inmate should start the course. The inmate will then go thru each lesson prior to taking the quiz for that level. They will move to the next level once they have passed the quiz. The questions are randomly selected, so that if the person retakes the quiz it will not be the same questions.

The Key Train Program tracks the inmate’s progress. The instructor is able to see the lessons assigned, add or make changes to lessons, check progress and summary status, see the score for each lesson and the answers the inmate gave for each question on the quiz.

After their release, the individual can go to the Mass Hire Career Centers and take the test for Work Keys Certification, a qualification recognized throughout the country that helps employers know more about a candidate's basic workplace skills.

**MATH for the HISET and the Real World**

A MA Certified Teacher utilizing the CALM (Curriculum for Adults Learning Math) will be available to all ABE students who are referred by their teachers, who are preparing to take the High School Equivalency Test (HiSET), or who are interested in honing their skills. The Math Teacher has worked with the ABE Coordinator to align the Math Curriculum with The College and Career Readiness Standards and contextualizing curriculum to align with vocational programming such as the Small Engine Repair, Automotive, Culinary, and Carpentry programs.

**Pre-ASE Instruction**

Instruction is designed for an inmate who has some competence in reading, writing, and computation but is not sufficiently competent to meet the requirements of adult life in the U.S., or an adult who lacks a mastery of basic educational skills that will enable him/her to function effectively in us society. Course curriculum will include areas of Reading, Writing, Math, Science and Social Studies according to the Massachusetts standards for Adult Basic Education.

**Pre-Trial ABE Program**

The Adult Basic Education (ABE) for Pre-Trial provides instruction for incarcerated adult pre-trial detainees in arithmetic, reading, and writing, science and social studies. ABE classes are targeted to adults who a.) are incarcerated and b.) who do not have a high school diploma or equivalency certificate. The classes are curriculum based with multi-level coursework that generally prepares inmates to take the high school equivalency test (HiSET) during incarceration or in the community.

**Technology and Digital Literacy I**

This course will introduce the novice user of technology to the tools, terms and uses of technology in the 21st Century. Students will learn computer terms, practice using computer hardware such as the mouse, and will become familiar with basic software programs including Microsoft Word, Excel, and PowerPoint.

**Technology and Digital Literacy II**

A progression of Technological Literacy I, this course will provide students who have some computer skills with in-depth instruction about computer hardware and software beyond the introductory stage. Topics covered will include keyboarding, Microsoft Word, Excel and PowerPoint.

**Title I Academic Support**

Additional instruction for neglected/disadvantaged youth who has some competence in reading, writing, and computation but is not sufficiently competent to meet the requirements of adult life in the U.S. Course curriculum will include areas of Reading, Writing, Math, Science and Social Studies according to the Massachusetts standards for Adult Basic Ed and will prepare individuals for the HiSet exam or high school diploma options. Students enrolled are offered 15 hours of academic instruction per week.

**Work Readiness Course 2W**

Most inmates have been out of the job market for long periods of time and need practice their interviewing skills and identify their skills. By offering the work readiness course at the Dartmouth House of Correction, we are preparing inmates for their job search upon release eliminating any lapse in finding employment. This then works towards reducing the likelihood that the inmates will recidivate.

The course covers the basic principles of how to get a job, and keep a job. It also helps the inmates identify their skills, develop a solid resume, and allows for them to do some practice interviewing. More importantly, the course teaches the inmates how to handle emotionally charged situations in the workplace. At the end of the 30-hour course the inmates will begin working with a job specialist from the greater New Bedford Career Center who will assist them in the job search.

Many employers have reported to the Career Centers that many of the people they have hired, or refused to hire, lack many of the basic skills of being a good worker. Course focus on soft skills and career pathways in accordance with WIOA (Workforce Investment Opportunity Act)

***Reentry***

**MISSION Program**

The MISSION program will provide evidence-based wraparound services to individuals with mental health and substance abuse issues, beginning engagement two months prior to release from Bristol County and Middlesex County House of Corrections and continuing to provide services upon release. Inmates will meet with a master’s level clinical case manager and a peer support specialist for group and individual sessions while incarcerated, and continue with engagement in the community. MISSION services are delivered in a time-limited, yet flexible and integrated manner, to facilitate the continuity of care across providers and services given the complex needs of the population it serves. MISSION has been developed and studied with funding from the U.S. Department of Veterans Affairs (VA), the Substance Abuse and Mental Health Service Administration (SAMHSA), and the Massachusetts Department of Mental Health. MISSION has been recognized by the VA’s Office of Mental Health Services as a promising best practice.

**National Prison Card Service**

This allows inmates to stay connected with their families during their incarceration. Greeting cards are distributed to all inmates in all facilities of the Bristol County Sheriff’s Office.

**ROAR Program**

ROAR is a collaborative effort of Steppingstone and the Bristol County Sheriff’s Office to improve outcomes of male and female offenders in the House of Correction who have histories of a substance use problem. Services begin in the correctional setting and continue out in the community to improve the individuals’ ability to remain crime free and substance free. Services include : Integrated Case Management: Individual Service Planning ; Criminogenic Risk Assessment ; Levels of Services Inventory ; Substance Abuse Treatment ; Integrated Dual Diagnosis Treatment ; Psychiatric services with Medication Management ; Helping Men Recovery groups ; Living in Balance groups ; Nurturing Parenting groups ; Assistance obtaining entitlements and income ; Employment development services and referrals.

**Storybook Program**

The Storybook Program provides children of incarcerated parents the gift of a book and the voices of their parents on a CD reading the book. This program assists those children who are experiencing a difficult separation and a possible lack of literacy support in the home. It’s the next best thing to having mom or dad right there with them and it encourages children to read.

**Getting Ahead While Getting Out**

The St. Vincent de Paul Reentry program of Greater Attleboro is a faith-based volunteer organization. The organization provides tangible assistance to incarcerated people and their families. Staff members help men and women of all faiths (or no faith) are more successful and healthy after returning to their communities. Assistance may include temporary housing, utilities, food, clothing, household goods, help with transportation, and/or referral services. Sometimes, we just listen and try to provide support and guidance.