

Education Services

The Adult Probation Department
of the Superior Court in Pima County

Annual Report
Fiscal Year 2014-2015



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The mission of the LEARN Center is to provide learners with a foundation of academic, life and work skills on which to build a successful life.

Education Services–LEARN

In Fiscal Year 2015, the LEARN program (Literacy, Education and Resource Network) reached its twenty-seventh year of service to the Pima County Adult Probation Department. More than 10,000 students have participated in classes through LEARN.

The program was established in 1988 at the Intensive Probation Supervision Office. It was the fourth education program to join a pilot project launched by the Arizona Supreme Court's Administrative Office of the Courts (AOC). Initially, the project provided only literacy instruction to students, basing its course on an interactive software program developed by IBM named Principles of Alphabet Literacy Systems (PALS). As the program and the probation population grew, the need for other adult education services increased. Adult Probation's LEARN program quickly added Adult Basic Education and GED preparation classes to its inventory. In the early 1990's the program introduced ESL classes for probationers, but those classes were discontinued in 2001.

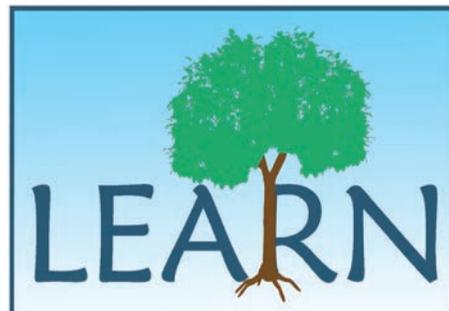
Pima County Adult Probation was the first probation department in the nation to house an adult education program in its satellite offices. Additionally, the Superior Court in Pima County was the first in the state to stipulate attendance in a literacy or GED program as a condition of probation. LEARN has served as a model for other computer-assisted education programs in community correctional education.

Today, LEARN continues to provide adult education classes and has added a variety of other classes that benefit probationers' reintegration into society. Classes now include Cognitive Skills training and some workforce skills. Students include adult probationers, juveniles sixteen or over who have been sentenced to adult probation and other adults from the community. This year, 76% of our students were court referred.

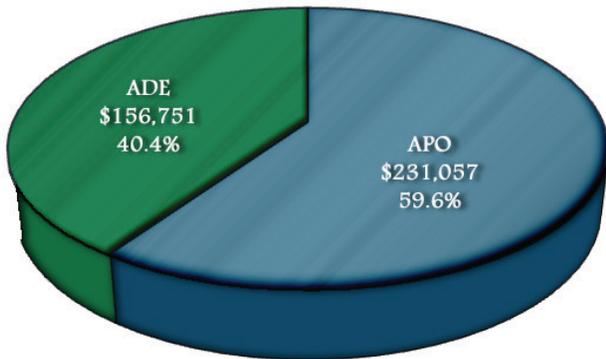
FY2015 saw another year of changes for this program. The much anticipated opening of the West LEARN Center finally took place in November of 2014. At the very end of 2014, Arizona Supreme Court's Administrative Office of the Courts (AOC) granted new student and teacher computers and monitors to LEARN. The units were installed in early summer.

Major changes occurred at the Arizona Department of Education/Adult Education Division (ADE). First, the department acquired a new adult education data management system by Benchmark. Training began early and will continue as issues arise. The transition was a rocky one, and LEARN experienced multiple problems, as did the rest of the programs in Arizona. Thankfully, most have since been resolved. There was also a change in the education software for our students and is the online version of My Foundations Lab by Pearson. Again, the ADE provided face-to-face and webinar training to help the field implement this new product. The product aligns with the "new" GED2014 exam. Finally, all ADE-funded adult education programs will administer the Test of Adult Basic Education (TABE) 9-10 series online. LEARN is gearing up for the start date of March 2016.

In November of 2014, LEARN hired its first Workforce Skills Developer. He quickly established training/workshop classes at each of the three LEARN labs for both LEARN students and other probationers referred to the workforce skills program. Help is provided with resume writing, cover letters, interviewing skills, dressing for success and, for our population, practice with answering the so-called 'felony question' during a job interview. Our developer is active in Tucson's Second Chance Job Fair and is also the liaison between Adult Probation and Pima County One-Stop.



Funding



The LEARN program received funding from two sources, the Pima County Adult Probation Department and the Arizona Department of Education/Adult Education Division (ADE).

Adult Probation funding equaled \$231,057. This funding covers salaries, classroom space, some office equipment, supplies and overhead.

ADE funding from the ABE/ASE Adult Education grant totaled \$124,751. The ADE provided funding for salaries, some computer maintenance fees, books and other print material, training fees including mileage, hotel, per diem, bus passes and other supplies and materials. LEARN is required to allocate 10% of all grant funds toward professional development.

The ADE also awarded a one-time special

“Workforce Innovative Opportunity Act Transition Year” grant with the specific purpose of aiding the program as it transitions to a hybrid learning environment. Funding of \$31,788 was to be used for up to five specific purposes, including the purchase of the new online TABE assessment test required by the state. LEARN will also conduct an action research project that focuses on math and english language curriculum improvement.

Schedule and Staffing

Currently, each LEARN center has one full-time and at least one part-time teacher. Also, the South and East centers each house one education support specialist.

The East LEARN Center is open four days per week, Monday through Thursday. Morning classes are from 9:30 a.m. to 12:30 p.m. The center only holds evening classes on Tuesday and Thursdays from 4:00 p.m. until 7:00 p.m.

The South LEARN Center also provides ABE/ASE classes four days a week, Monday through Thursday. That center is open from 9:30 a.m. until 12:30 p.m. and again from 4:00 p.m. to 7:00 p.m.

The West LEARN Center opened in November of 2014 and is available to students Mondays through Thursdays. Morning classes are held from 9:00 a.m. to 12:30 p.m. and on Tuesday and Thursday from 3:30 p.m. until 7:00 p.m.



Cognitive Skills

During FY15, two full-time instructors taught cognitive skills by using the Thinking for a Change curriculum, created by the National Institute of Corrections.

Each new cohort meets twice a week for five weeks. The curriculum focuses on modifying the impulsive, egocentric, illogical, and rigid thinking of offenders, and also teaching students to stop and think before acting. The sessions focus on three main topics: cognitive self-change, social skills, and problem solving. During FY15, the instructors have included exercises geared toward stress reduction.

Perfect attendance is mandatory. To encourage discussions, groups are held to a maximum of fifteen to twenty participants and classes are separated by gender. Participants learn that their behavior has consequences. They practice the skills of conceptualizing alternative ways of responding to problems and considering the impact of behavior on themselves as well as others.

Referrals

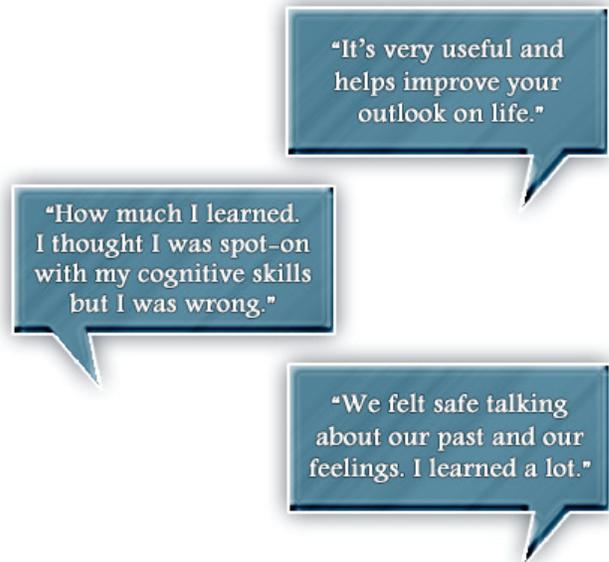
Probationers are referred to Cognitive Skills classes either by their sentencing judge or their probation officer, who has determined that the class would benefit the defendant. In FY15, 601 probationers were referred to the program. Of those, 531 were interviewed and assigned a class. Each interview is conducted one-on-one by an instructor and lasts from thirty minutes to one hour. A total of 405 probationers attended the first class, and 282 (70%) attended all five weeks and completed the program.



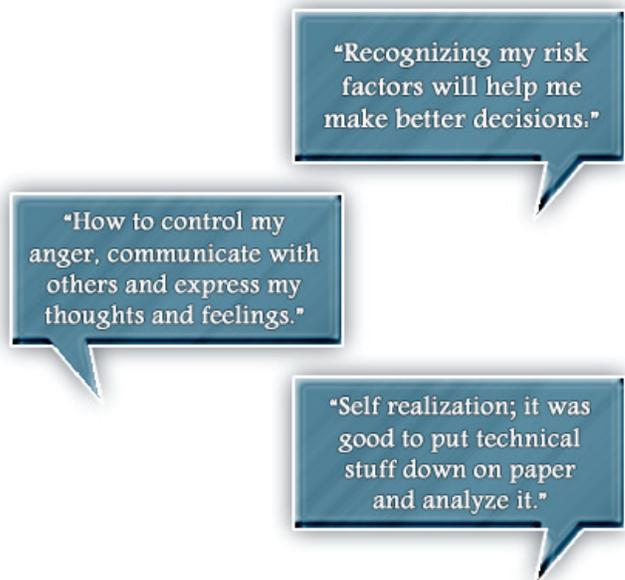
Student Feedback

The following questions are asked of all students after the class is completed:

What would you tell others about this class?



What is the most important thing you learned in class?



Workforce Skills

Adult Probation/LEARN

Late in calendar year 2014, the probation department hired its first workforce skills developer, who was tasked with servicing clients from the probation population and students from the LEARN program. The new developer quickly established a series of workshops and one-on-one help at all three LEARN labs. Clients know when they will see the developer and work on various important facets of workforce, such as writing a master application, a professional resume and learning interviewing skills along with conducting Internet job searches and submitting applications online. They also practice answering the inevitable questions about their felony and any other charges that would appear during the employer's background check.

During the last half of FY15, the developer established ties with other workforce skills centers, such as Goodwill, Pima County Public Library and Pima County One-Stop. A Memorandum of Understanding was signed between Adult Probation and One-Stop with the intention of creating a unique system of services that help probationers successfully enter One-Stop's training and services. They identified specific job developers and case workers to work with our probationers, including specialists designated to work with sex offenders. Probation's developer prepares each client by giving them a short list of assignments and workshops that prepare the defendant to enter One-Stop ready to find a job or training.

The developer is also involved in community activities for the betterment of our clients. He attends the monthly Pima County Jail Inmate Re-Entry and the Pima County Workforce Investment Board meetings, and is a member of the planning committee for the Second Chance Job Fair. He searches for employers in the community who are willing to hire felons and, when a job is available, reaches out to officers in his efforts to match a defendant with a position.

In the last quarter of FY15, officers referred 197 probationers to the 87 WSD workshops or trainings offered. Of those referrals, a total of

82 probationers completed the training (42%). The developer utilized probations information database, APETS, to follow each graduate to determine if they had acquired work. Of the last group of 82 defendants, 17 (21%) found jobs.



Domestic Violence

The Domestic Violence Workforce Skills Development program came about through a 2012 federal grant awarded to Pima County Adult Probation and its partners by the Office of Violence against Women. The grant funds the WSD program as well as several other positions at Adult Probation and The Emerge! Center Against Domestic Abuse. It allows female probationers who are survivors of domestic abuse to maximize their employment skills through the WSD program and receive vital domestic abuse resource from Emerge!.

For the women this program serves, obtaining a job is beneficial for many different reasons. Income enables them to pay fines and restitution. Employment means more to lose by not following conditions of probation, increasing their chances of successful completion. Jobs can raise self-esteem and sense of purpose. Most importantly, employment increases financial independence, freeing them from relying on abusive partners for financial assistance, and may keep them safer.

Workshops are a main focus of the WSD program and encompass several topics. They begin with different aspects of job searching and include where to look, how to introduce yourself, and networking. Other elements of the job search are then addressed: best practices for filling out applications, practicing interviews, building resumes, and keeping the job once hired. At each workshop, self-esteem and safety issues are constantly addressed, as both affect domestic abuse survivors when searching and on the job. Probation personnel who facilitate the program agree that one of the most beneficial aspects of the program is the visible improvement in self-esteem that the women exhibit.

Referrals for the WSD program are made through the use of the Domestic Abuse Victimization Screening Tool (DAVST). Answering “yes” to at least one or more questions on the DAVST qualifies them for program services. The tool doubles as a referral form. Clients may access the program if they are unemployed, underemployed, or simply want to brush up on their skills and find ways to a better career. Once a client has been referred, an intake with the Workforce Skills Developer is completed and a plan is made for the client. Many clients enroll in WSD workshops and complete the series of six classes.

In FY15, 268 women were given the DAVST and referred to the WSD program by their probation officers. Of those, 57 have already participated in the workshops and resulted in seventeen clients (30%) obtaining employment.

The WSD program is now in its fourth year and continues to develop in order to serve the greatest number of female probationers in the most beneficial way possible. At the end of the fiscal year, a renewed effort to recruit more women was implemented which increased the number of tests, referrals, participants and clients. After a slow year, we are confident that in the next fiscal year the program will prove to be significantly more productive.



Intern Program

During FY15, eight interns participated in and completed Adult Probation’s internship program. All were in either in their senior year of college or in a graduate program and attended Northern Arizona University, Arizona State University or the University of Arizona,

Interns are required to spend at least 200 hours in the program, which is divided into two basic parts. The first fifty hours of the program are spent downtown in the Court Services Division, learning how to write and compile presentence reports for the court. Interns accompany their assigned officer in court, the office and in the field.

The remaining 150 hours are spent with a field unit located in one of the satellite probation offices. The intern accompanies his/her lead or senior officer everywhere; court, jail, counseling agencies, home and other field visits, etc. At some point, the intern is allowed the opportunity to tackle some of the most basic duties of the job, such as conducting office visits or writing case notes into the tracking system, always under the very close oversight and responsibility of the senior or lead officer and unit supervisor.

Admission to the internship program is rigorous. An applicant must be twenty-one years of age or older, have a standing of undergraduate senior or graduate student at one of the three state universities in Arizona, and must be taking a class that requires an internship to pass the course. The prospective intern must first pass Superior Court’s records check and submit two references from employers or educators. Interns are required to read the *Arizona Code of Conduct for Judicial Employees* and must complete a study guide that accompanies the document. At the one hour “job” interview with the intern coordinator, answers are reviewed and discussed. Finally, the student is referred to the Field Services Division Director for assignment to the Court Services Division and a specific field unit. Time sheets must be submitted to the intern coordinator every month, and all interns are required to submit a copy of their term paper about their experiences with Adult Probation.

Community Collaborations

Altrusa International of Tucson



Altrusa International of Tucson is a non-profit organization that supports many literacy efforts in the Greater Tucson area. For twenty-seven years, the Altrusa Club has supported Adult Probation's LEARN program, first by providing educational materials, and later by providing funding for part of the GED exam expenses or for scholarships for graduates to attend Pima Community College

In January of 2014 the cost of the GED exam rose to \$140.00 in Pima County, a steep price for many of our probationers. Altrusa stepped in to ease the burden of the testing fee for four students by paying \$35.00 toward the GED cost.

Altrusa members donate their gently used reading material to LEARN. All three sites have fiction and non-fiction books that students may take away and use to build their own home libraries.

At LEARN's annual graduation celebration, Altrusa is again very present as they continue to be active partners in the graduation festivities. The club provides scholarships to a few qualified students and also fills another big piece of graduation by donating and serving all the refreshments at the reception, turning the event into a true celebration for graduates.

Arizona Department of Education, Adult Education Divison (ADE)



The ADE grant funds one full-time teacher, one full-time workforce skills developer, and one full-time support position, and also pays the salaries of part-time or substitute teachers. It funds the purchase of text books, tests, graduation supplies, software maintenance fees, and office supplies.

The ADE plays a major role in professional development and technology. They require ten percent of LEARN's annual funding be used to support professional learning activities. The main goal of all professional development is to improve program delivery for our students. LEARN staff now attend two learning circles per month where we share ideas, work on projects and analyze student data. Some staff attended the ADE's Leading Change conference. We anticipate a flurry of further professional learning as the ADE switches online educational software programs for our students and also changes their statewide database system required by the federal government.

Arizona Supreme Court, Administrative Office of the Courts (Project LEARN)



Last year, the AOC provided each lab with laptops to use as an extension of the classroom. Staff found that some of the ADE mandatory professional development utilizes programs not compatible with our work desktops, and so we utilize the laptops to ensure our attendance for webinars and other online training. Students will use the laptops for GED studies when the classroom is being used for assessment testing. In addition, desktop computers and all-in-one printers received during FY14 were tested and installed at the beginning of FY15.

Pima College Adult Education (PCAE)



LEARN partners with PCAE in a few ways. For example, PCAE is the local distance learning provider for Southeast Arizona. If a LEARN student cannot attend our classes at all, LEARN can refer that student to PCAE's distance learning program so that the student can study on-line. LEARN students who are ready to take the GED exam go to the GED testing center at Pima College's downtown Community Campus. Before then, they must register and set the date and make an electronic payment for the section of the exam they wish to take.

Pima County One-Stop



In June, 2015, the Pima County One-Stop and Pima County Adult Probation signed a Memorandum of Understanding agreeing to create a smooth, seamless process for probationers to access One-Stop services in the hopes they would experience greater success. One-Stop allocated specific job developers to work with defendants. These developers are able to address unique demands or conditions that may be placed on each probationer. Together, the two agencies produced a referral form and a set of guidelines to ensure a smoother referral process.

Pima County Public Library



Most library branches now offer a few online adult education Internet programs at their computer centers. Once people have learned how to log in to the programs they can work from any Internet connected device they wish, including LEARN computers. The library generously offered LEARN a large number of "seats" so that our students could use Skills Tutor.

The library continues to provide LEARN with the most up to date schedules of various classes offered, especially GED preparation tutoring sessions at different libraries. Those students who need more in-depth schooling are often referred to the LEARN program.

Second Chance Job Fair



In April of 2015, professionals and volunteers in the field of corrections, prisoner reentry, probation and parole were invited to a Second Chance Symposium at the Tucson Community Center. In August of 2015, defendants from Pima County Adult Probation attended the city's Second Chance Job Fair at Pima Community College's main campus. A collaboration between The Tucson mayor's office, Community Partnership of Southern Arizona and the local branch of federal court spearheaded the organization and brought in other partners—including adult probation—from the community.

Officers referred more than 75 probationers to the orientation and workforce training classes offered during the six weeks prior to the fair. Each training session was held at one of the three satellite probation offices.

This year, both the domestic violence workforce skills developer and the LEARN workforce skills developer offered sessions in resume writing, interviewing and other workshops to prepare offenders for the fair. As with last year, probationers who could document attendance in at least three workshops were offered a voucher for a free haircut at a local barbershop and a voucher for interview clothing from one of Goodwill's stores.

Registrations at the fair totaled close to 1,500 participants. Although no formal record was kept, at least fifty probationers were spotted at the job fair.

Education Services 2015 Program Summary

By the Numbers

222

New students enrolled in the East, South and West LEARN Centers

10,050

Hours LEARN students spent in class, an average of 46.3 hour per student

4

Students obtained their GED

4

Subsidized GED tests, thanks to Altrusa International of Tucson

8

People completed the 200-hour Probation Officer Internship program

531

Probationers were screened for the Cognitive Skills program

405

Probationers began Cognitive Skills classes

282

Probationers completed the Cognitive Skills program

57

Women participated in the DV Workforce Skills Development (WSD) program

17

Women in the DV WSD program found employment

82

Probationers completed a WSD workshop during the last 4 months of FY15

17

Clients completing a WSD workshop during those 4 months found employment

LEARN Program Evaluations

During the year, LEARN asked students to evaluate the program in different areas. LEARN benefits from these evaluations, as they are used for program improvement and goal setting. A summary of the evaluations follow, along with the scores from the last three fiscal years. The percentages represent the total number of scores from the two highest rating levels, using the following scale:

1 = poor 2 = fair 3 = good 4 = excellent 5 = no opinion

	FY12	FY13	FY14	FY15
Classroom and Facility				
Cleanliness	99%	99%	98%	73%
Classroom size	92%	95%	94%	81%
Temperature	91%	93%	95%	96%
Availability of material	97%	99%	95%	95%
Accessibility to the center	96%	98%	97%	78%
Noise level	86%	91%	95%	79%
Staff				
Helpfulness	95%	98%	95%	96%
Professionalism	97%	90%	97%	96%
Availability	96%	98%	97%	98%
Subject knowledge	96%	100%	95%	92%
Software knowledge	96%	98%	95%	94%
Computers				
Easy to use (agree)	96%	90%	97%	100%
Programs are easy to use (agree)	94%	90%	97%	86%
I use the Internet during class (often or sometimes)	31%	40%	26%	33%
My use of the computers has given me the confidence to use a computer on the job	61%	56%	67%	64%

I use a computer at home for the following:

	Yes	No
Social Media	52%	48%
Homework	55%	41%
Job Search	57%	37%
Music	57%	31%
I own a smartphone	76%	24%

LEARN New Student Referral and Enrollment Summary FY2015

	Court Referrals	Other Referrals	Total Referrals	Enrolled
July	27	9	36	25
Aug	19	9	28	25
Sept	23	8	31	16
Oct	12	7	19	9
Nov	30	7	37	23
Dec	23	4	27	12
Jan	36	4	40	24
Feb	28	8	36	24
Mar	18	7	25	13
Apr	21	8	29	15
May	21	6	27	18
June	17	9	26	18
TOTAL	275	86	361	222

76% (275) Court Referrals	}	361	=	$\frac{\text{Referred Enrolled}}{\text{222 New Students}}$
24% (86) Non-Court Referrals				

Annual Report

July 1, 2014 – June 30, 2015

Submitted To:

The Arizona Department of Education, Adult Education Division
Arizona Supreme Courts, Administrative Office of the Courts, Project LEARN
The Honorable Kyle Bryson, Presiding Judge, The Arizona Superior Court in Pima County
David F. Sanders, Chief Probation Officer, The Adult Probation Department of the Superior Court in Pima County
Charles Casey, Director, Pima County Community Services Employment and Training

Education Services Staff

Program Coordinator

Deborah P. Tinajero

LEARN Instructors

Patsy Cowles, David Reynolds, Debbie Hruschka

Education Assistants

JoAnne Pope, Sandra Monahan

Part-Time Instructors

Becky Gray, Matt Heathco, Kathie Thomas, Caroline Cloud

Workforce Skills Developers

Julie Brannon Brown, Johnney Clark

Cognitive Skills Instructors

Brian Bloomfield, Shanon Easterday

Volunteer

Shannon Chang

Narrative by Deborah Tinajero

Graphics, design & photos by JoAnne Pope

Education Services photo by David S. Reynolds